



# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
DREAM CHARTER SCHOOL*

**Report Date: December 1, 2017**

**Visit Date: September 27 - 28, 2017**

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**Charter Schools Institute**  
The State University of New York

# CONTENTS

**2**

Introduction & Report Format

**4**

Renewal Recommendation

**7**

School Background and Executive Summary

**10**

Academic Performance

**27**

Organizational Performance

**34**

Fiscal Performance

**37**

Future Plans

## **Appendices**

A: School Overview

B: School Performance Summaries

C: District Comments

D: School Fiscal Dashboard

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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/).



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## 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 DREAM Charter School for a period of five years with authority to provide instruction to students in Kindergarten–12<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 886 students.

To earn an **Initial Full-Term Renewal**,<sup>3</sup> 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. SUNY Renewal Policies at pp. 12-14. This is the school's first renewal as a SUNY authorized school. Therefore, the SUNY Trustees will consider the school's renewal pursuant to the SUNY Renewal Policies and all initial renewal outcomes including Short-Term Renewal are available.

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

## 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>

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. DREAM Charter School ("DREAM") received its original charter on January 15, 2008 from the New York City Schools Chancellor ("NYC Chancellor") and last applied for renewal in 2012-13. 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.

DREAM makes good faith efforts to meet its enrollment and retention targets. The Family Engagement Department at DREAM uses the following strategies to enroll and retain students and plans to continue to use these strategies to meet future targets:

- **Reaching Out to Economically Disadvantaged Students.** To serve the students of most need, DREAM reserves 50% of incoming pre-Kindergarten and Kindergarten seats for students who reside in the New York City Housing Authority (NYCHA). Members of the Family Engagement and Family Ambassador Team leave applications and post fliers at all East Harlem NYCHA housing complexes. All marketing materials that are left behind provide the history and vision of DREAM Charter School and highlight the supports offered for economically disadvantaged students, such as free after school programs and free dental care. DREAM also partners with another SUNY authorized school in its neighborhood, the New York Center for Autism Charter School (NYCACS) and has successfully transitioned students originally enrolled in to NYCACS to a less restrictive setting at DREAM.
- **Reaching Out to ELLs.** Each year, DREAM Family Ambassadors post fliers and hand out applications at local businesses, churches, mosques, and other organizations. All recruitment materials are offered in Spanish. DREAM holds a series of open houses and school tours to introduce prospective families to the school and staff. During open houses, DREAM staff members with bilingual skills are available to assist families with

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

general questions about the school and the application process. In addition, DREAM’s marketing materials and presentations include information about the supports available at the school for ELLs.

- **Reaching Out to Students with Disabilities.** DREAM visits pre-Kindergarten programs and therapeutic Head Start programs in the surrounding community.
- **Retaining Economically Disadvantaged Students.** DREAM provides a free, healthy meals option for breakfast, lunch, and snack, extended day programming, access to full time social workers, free dental services, and legal clinics for families.
- **Retaining ELLs.** DREAM provides an extensive family engagement and outreach program, which includes home visits, a family action council, student conferences, and monthly meetings with school leadership. Bilingual staff members are present at all events, documents that are sent home to families are translated in Spanish, which is the predominate language other than English, and the school has a dedicated ELL coordinator.
- **Retaining Students with Disabilities.** The school provides speech and occupational therapy, and has full-time special education co-teachers that provide a mix of push-in and pull-out interventions.

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 received no 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

## DREAM CHARTER SCHOOL

### BACKGROUND

Having received its original charter from the NYC Chancellor, DREAM was approved by the New York State Board of Regents (the “Board of Regents”) on January 15, 2008. It opened its doors in the fall of 2008 initially serving 100 students in Kindergarten and 1<sup>st</sup> grade. The school is authorized to serve 604 students in Kindergarten – 9<sup>th</sup> grade during the 2017-18 school year and will grow to serve students in Kindergarten – 12<sup>th</sup> grade, with a projected total enrollment of 886 students.

The current charter term expires on June 30, 2018. A subsequent full charter term would enable the school to operate through June 30, 2023. The school’s elementary and middle school programs are located in private space at 1991 Second Avenue, New York, NY in Community School District (“CSD”) 4. DREAM and its partner organization completed the \$50 million, 65,000 square- foot building in July of 2015. The school’s high school program is located in private space at 439 E. 115<sup>th</sup> Street, New York, NY, also in CSD 4.

DREAM’s mission states:



*The mission of DREAM is to prepare students for high-performing high schools, colleges and beyond through a rigorous academic program that develops critical thinkers who demonstrate a love of learning, strong character, and a commitment to wellness and active citizenship. DREAM Charter School inspires all students to recognize their potential and realize their dreams.*

Based on the recommendation of the NYC Chancellor having approved the original charter in 2008, the Board of Regents approved a charter extension in January 2013 through June 30, 2013. The Board of Regents then approved an initial full-term renewal through June 30, 2018. DREAM applied to transfer authorizers on March 10, 2017, and the SUNY Trustees approved the transfer application on June 8, 2017.

DREAM partners with DREAM, Inc., formerly Harlem RBI, a New York not-for-profit corporation, which provides back office support, including operational, fundraising, and facilities support. It also provides after school and summer programming. DREAM, Inc. was founded originally to provide athletic programs to community youth, but has become a pillar of the community by growing to serve students through its enrichment programs and the founding of the DREAM school.

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 DREAM 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. A highly qualified staff and high-quality leadership and administration serve the children enrolled in the program well in classrooms designed to promote play, choice, and higher-order thinking. The program implements the well-regarded curriculum with fidelity to its intended design. The program uses the Work Sampling System to monitor student progress, and the staff has received professional development on how to use the tool. The DREAM 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).

## EXECUTIVE SUMMARY

DREAM is an academic success. The school consistently outperforms its district of location and has met the SUNY Trustees' standards for performance in both English language arts ("ELA") and mathematics.

The school organization has a clear, established relationship with the former Harlem RBI, now DREAM, Inc, a separate non-profit organization, leading to a robust leadership structure that allows principals, teachers, and academic deans to focus solely on instruction. The board and chief of schools hold all leaders and teachers to high expectations, with measures of effectiveness linked to student achievement. The school consistently uses assessment data to adjust its academic program and drive instruction, and teachers have lesson plans that are purposeful and aligned to standards.

Most classrooms are staffed by at least two teachers and DREAM has a schoolwide goal to expand this structure to serve all learners effectively. The school has clear systems to identify students struggling academically, students with Individualized Education Programs ("IEPs"), and ELLs.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal. The Institute recommends that the SUNY Trustees grant DREAM an Initial Full-Term Renewal.

## NOTEWORTHY

DREAM is an inclusive community school and is committed to the surrounding community. The school has a lottery preference for students who live in public housing, and the elementary and middle school programs are located in a building that is part of the East Harlem Center for Living and Learning. The property, formerly a New York City Housing Authority parking lot and trash compactor area, now houses DREAM, a small park, and affordable housing.

# ACADEMIC PERFORMANCE



## IS THE SCHOOL AN ACADEMIC SUCCESS?

Having met all key academic standards for performance in its current charter term, DREAM is an academic success. DREAM's instructional leadership team holds teachers to high standards for student achievements and also provides consistent ongoing support and coaching to help teachers meet achievement goals.

When authorized by the NYC Chancellor, DREAM had a performance framework that included measures of academic success that were different than those required for schools authorized by the SUNY Trustees.

As part of the transfer process, the Institute analyzed DREAM's performance against the SUNY Trustees' performance standards, and the performance review below includes data the school generated during the most recent three years. For the next charter term, DREAM will establish an Accountability Plan that includes the SUNY Trustees' required goals and measures and any additional goals and measures the school's board develops with the Institute. For each goal in the SUNY Trustees' 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>7</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>8</sup> for other public schools, the SUNY Trustees' required accountability measures rest on performance as measured by statewide assessments. Historically, the SUNY Trustees' required measures include measures that present schools':

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

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

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

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

The Institute analyzes every measure included in the accountability standards to determine a school's 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 goals throughout the charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's 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 these accountability standards. The analysis of high school academic performance focuses primarily on absolute and comparative measures associated with the school's graduation and (for college preparatory programs) college preparation goals. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates) in the Performance Summaries appearing in Appendix B.

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

The Institute uses the state's growth percentile analysis as a measure of a school'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.



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The accountability standards also include 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.



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SUNY  
RENEWAL  
BENCHMARK  
1A

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

DREAM posted a strong record of performance against the SUNY Trustees' accountability standards in 2014-15, 2015-16, and 2016-17. The school would have met the Trustees' key academic accountability goals in ELA and mathematics over those years. The school also posted exceptional performance against the Trustees' targets for science and remained in good standing under the state's NCLB accountability system.

DREAM posted strong performance against SUNY's ELA accountability standard from 2014-15 through 2016-17. The school would have met the target under all available comparative and growth measures. In 2014-15, the school's students enrolled in at least their second year narrowly outperformed students in similar grades in the district by one percentage point. DREAM continued to improve its absolute proficiency and outperform the district during the following two years, growing the gap between the school and the district to 14 percentage points in 2016-17. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, DREAM performed higher than expected to a meaningful degree during 2014-15 and 2015-16, and higher than expected to a large degree in 2016-17. Concomitant with the school's increase in proficiency rates, DREAM demonstrated strong growth and would have met SUNY's growth target in ELA. In 2016-17, the school posted a mean growth percentile that exceeded the state median of 50 by six percentile points.

DREAM also demonstrated strong mathematics performance over the past three years, exceeding the target under each comparative and growth measure included in SUNY's accountability standard. During 2014-15 and 2015-16, the school outperformed the district by 10 and 11 percentage points, respectively. The following year, DREAM improved its absolute performance by nine percentage points and grew the gap over the district to 28 percentage points. Additionally, the school performed higher than expected to a large degree compared to schools with similar percentages of students in poverty over the same years. DREAM showed superlative growth from 2014-15 to 2016-17, posting mean growth percentiles in mathematics above SUNY's target of the state median each year. Notably, the school exceeded the state median by 14 percentile points in 2016-17.

During 2014-15, 2015-16, and 2016-17, DREAM would have met all of the available measures under SUNY's science goal. The school's students enrolled in at least their second year posted proficiency rates above the absolute target of 75 during each year. Notably, 98% of the school's 4th graders enrolled for at least two years scored at or above proficient in science in

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2014-15. Further, the school would have met the comparative target each year, surpassing the district's proficiency rate in 2014-15 and 2015-16 by 19 percentage points and 22 percentage points, respectively. District comparison data for 2016-17 are not yet available.

DREAM met its NCLB goal, having not been identified as a focus charter school or as needing a local assistance plan. The school has consistently been in good standing under the state's accountability system.

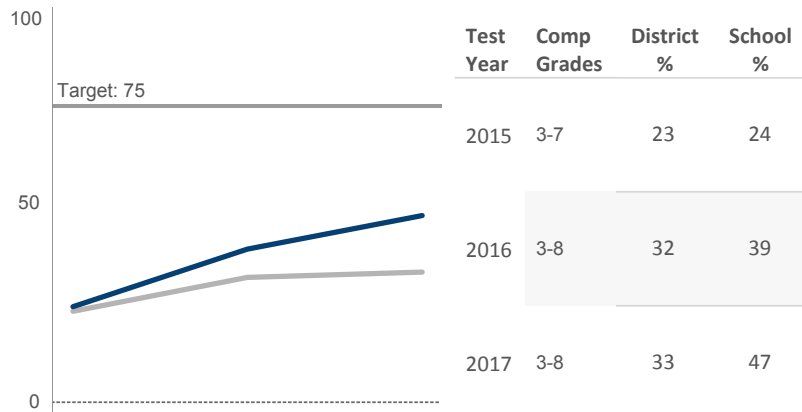
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# ACADEMIC PERFORMANCE

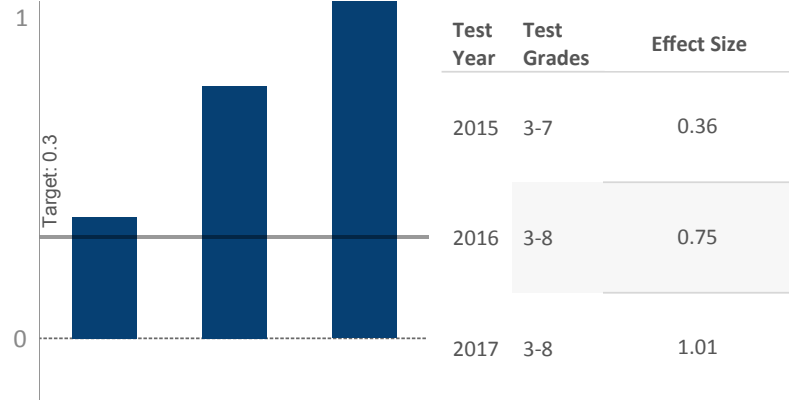
## DREAM CHARTER SCHOOL

### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

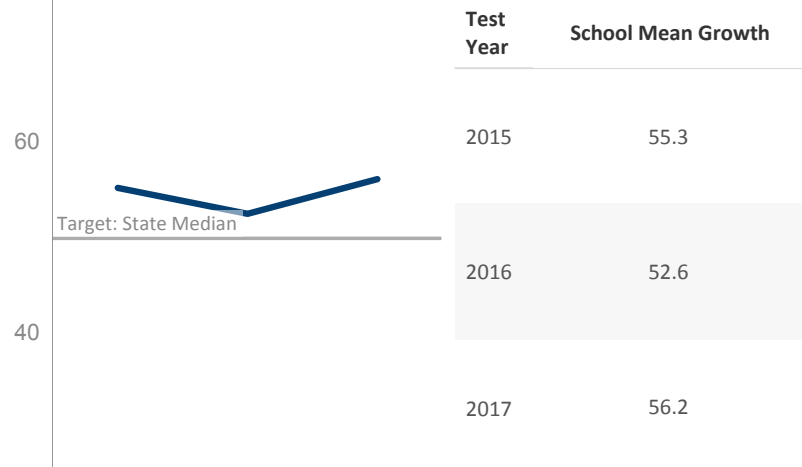
**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



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



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



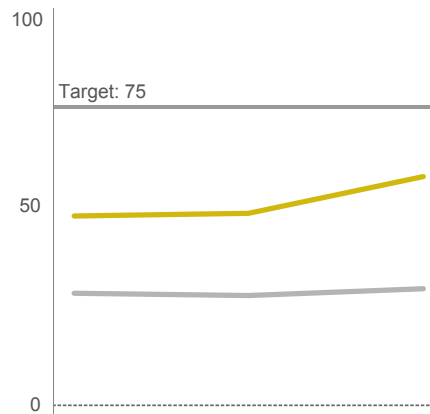
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# ACADEMIC PERFORMANCE

## DREAM CHARTER SCHOOL

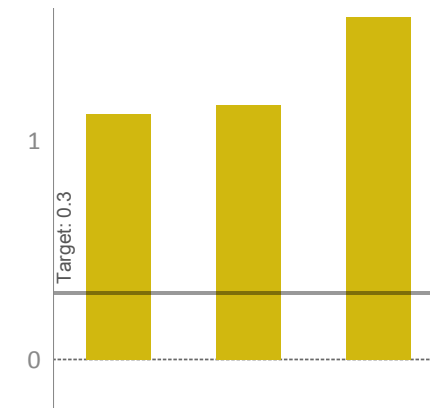
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



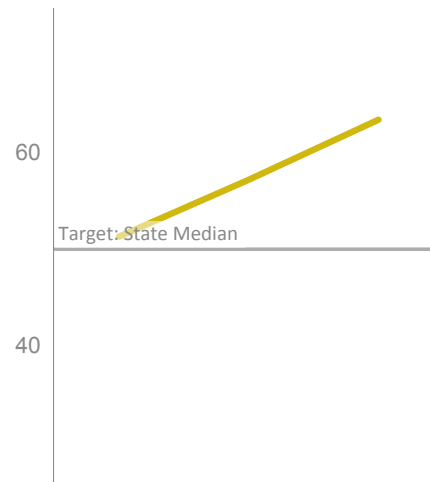
Test Year	Comp Grades	District %	School %
2015	3-7	28	48
2016	3-8	28	49
2017	3-8	30	58

**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.



Test Year	Test Grades	Effect Size
2015	3-7	1.12
2016	3-8	1.16
2017	3-8	1.54

**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**.



Test Year	School Mean Growth
2015	51.4
2016	57.3
2017	63.6

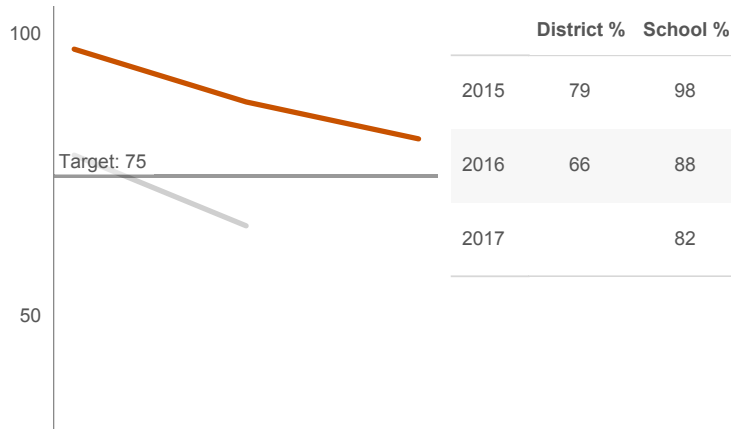


# ACADEMIC PERFORMANCE

## DREAM CHARTER SCHOOL

### SCIENCE ACCOUNTABILITY PLAN GOAL

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



### SPECIAL POPULATIONS PERFORMANCE

	2015	2016	2017
Enrollment Receiving Mandated Academic Services	111	141	132
Tested on State Exam	67	84	86
School Percent Proficient on ELA Exam	6.0	17.9	10.5
District Percent Proficient	4.4	7.2	7.6

	2015	2016	2017
ELL Enrollment	34	29	33
Tested on NYSESLAT Exam	27	23	31
School Percent 'Commanding' or Making Progress on NYSESLAT	48.1	26.1	19.4

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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## SUNY RENEWAL BENCHMARK 1B

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

DREAM has an assessment system that improves student learning. The school systematically analyzes performance data and monitors student growth annually. The school has coaching structures in place to regularly support teachers in the analysis of student data and student performance is a part of the annual teacher evaluation process.

- DREAM has a robust schoolwide assessment schedule that is aligned to the school's curriculum and state standards. Kindergarten – 8<sup>th</sup> grade uses the Fountas and Pinnell Benchmark Assessment System ("F&P") to measure reading growth. The school administers the Northwest Evaluation Association MAP ("MAP") to measure growth in reading and mathematics for Kindergarten – 2<sup>nd</sup> grade. Both of these assessments are valid, and reliable. Additionally, teachers in Kindergarten – 9<sup>th</sup> grade administer schoolwide unit assessments in ELA and mathematics, as well as interim assessments in mathematics. The school administers ELA interim assessments for 2<sup>nd</sup> – 9<sup>th</sup> grade. DREAM is thoughtful about the creation of the unit and interim assessments, using data to confirm alignment with state assessments. The director of mathematics creates the mathematics assessments, and an external consultant who also created the ELA curriculum created the ELA assessments. The school leadership team reviews all assessments to ensure the assessments align to the school's curriculum and match the rigor of state standards.
- DREAM has a valid and reliable system for grading assessments and analyzing assessment data. Teachers individually score unit assessments. At the start of each unit a school leadership team member facilitates a unit rollout meeting in which teachers take the unit assessments and norm expectations for exemplar responses. For interim assessments, a group of teachers and leaders collaborate and before official grading begins, each teacher grades a random sample of assessments and then norms expectations with the group.
- Teachers, leaders, and the board of trustees (the "board") regularly access assessment data. Teachers enter assessment results into the online platform Illuminate, which generates data reports. Additionally, the DREAM data team provide teachers and leaders with supplemental data reports when requested. At each monthly board meeting, the chief of schools shares a dashboard with academic data aggregated by grade and content area, as well as school culture data related to attendance and discipline.

- Teachers regularly review assessment data and use this information to inform their instructional planning and to identify students that may need additional academic support. As part of the weekly coaching cycle teachers meet with their instructional coach for an observation debrief meeting. Part of the meeting is spent reviewing student work samples or assessment data. Teachers then work with their coach to adjust their instruction through student groupings, intervention referrals, modifying co-teaching strategies, and re-teaching specific skills that students have not yet mastered.
- School leaders regularly review assessment data and use the data to inform professional development and coaching strategies. For example, based on mathematics assessment results from 2016-17 the school identified that students were more successful with multiple choice items than constructed response questions. As a result the school developed a constructed response protocol for teachers to use when they analyze student work and provide additional coaching to support teachers in implementing the new protocol. In response to ELA assessment data, the school made changes in the literacy and social studies curriculum by incorporating more nonfiction texts. School leaders use assessment data to evaluate teacher effectiveness. Leaders give teachers an overall rating each year which factors in student achievement and student growth on assessments.
- DREAM regularly informs families about students' academic progress. The school sends report cards home four times per year. Teachers also reach out to families informally via phone calls and email throughout the year. This year, every homeroom in the middle school grades has one teacher who speaks Spanish so that teachers can more effectively communicate with Spanish-speaking families. In the high school and middle school grades teachers use DeansList, an online platform, to track family communication and many elementary teachers use Class Dojo<sup>9</sup>, another online platform that allows teachers to provide daily behavior and academic updates to families. In the 2018-19 school year, DREAM plans to adopt a family version of Illuminate<sup>10</sup>, an online data, assessment, and performance product that allows school leaders, teachers, parents, and students to view not only student progress but also what next instructional steps will be. This will make information on individual progress more transparent to each child and their family.

9. Available at <https://www.classdojo.com>.

10. Available at <https://www.illuminateed.com>.

## SUNY RENEWAL BENCHMARK 1C

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

The school's curriculum supports teachers in their instructional planning. Teachers consistently plan purposeful lessons, and leaders provide regular feedback to support teacher practice.

- DREAM's curriculum framework has a fixed, underlying structure and is aligned to state standards. An external consultant designed the ELA curriculum, with courses structured in thematic units. The principals selected rigorous anchor texts and the school supplements instruction with materials from the New Visions curriculum in the high school. For mathematics, DREAM uses Cognitively Guided Instruction in the elementary and middle school grades in conjunction with TERC Investigations in the elementary school and Mathematics in Context for the middle school. The high school grades also use a commercial curriculum aligned to state standards, Meaningful Math, supplemented with the New Visions curriculum to provide basic skills instruction to academically struggling students.
- DREAM's supporting tools provide a bridge between the curriculum framework and lesson plans. The school's curriculum maps and unit plans for each subject describe the topics, objectives, and aligned standards for each unit. The director of mathematics assessment and curriculum reviews the mathematics scope and sequence weekly and incorporates input from teachers. Teachers know what to teach and when to teach it based on these documents.
- DREAM consistently uses data to review and develop its curriculum documents and to evaluate rigor and alignment. During the summer, school leaders review unit, interim, and state assessment data to ensure curriculum aligns to the standards. Teachers also confirm the curriculum is aligned with any scope and sequence changes by reviewing changes in state standards. Throughout the school year, teachers and leaders use assessment data to modify the curriculum on an ongoing basis.
- Teachers plan purposeful and focused lessons. General education and special education co-teachers meet at least once a week to plan lessons. Teachers submit lesson plans every week and instructional coaches provide verbal or written feedback. While lesson plans consistently include the objective and description of activities, and most teachers identify which co-teaching model they will use for the lesson, not all teachers identify effective differentiation strategies and questioning.

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# SUNY RENEWAL BENCHMARK 1D

## IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

High quality instruction is in evidence across DREAM. Teachers plan purposeful lessons that are aligned to the school's curriculum and teachers maximize learning time with appropriate pacing and efficient transitions. As shown in the chart below, during the renewal visit, Institute team members conducted 30 classroom observations following a defined protocol used in all renewal visits.

### NUMBER OF CLASSROOM OBSERVATIONS

		GRADE										
		K	1	2	3	4	5	6	7	8	9	Total
CONTENT AREA	ELA	1	1	1	1	2	2	1	1		2	12
	Math	2	1		1	2		2	1	1	3	13
	Science									2	1	3
	Soc Stu							1		1		2
	Total	3	2	1	2	4	2	4	2	4	6	30

- Teachers deliver purposeful lessons with clear objectives (25 of 30 classrooms observed). Lesson content is aligned to objectives and developmentally appropriate. In many instances students make connections between previous skills or knowledge and that day's objective. While most classrooms have a co-teaching model in place, in all but four classroom observations the teachers utilized the one teach-one support model with the supporting teacher focusing more on behavioral support rather than targeted academic support. Leaders prioritize growing teachers' capacity to utilize split group, co-instruction models in lesson planning, coaching and feedback as will in school-wide professional development sessions.
- Institute visitors observed a majority of teachers utilizing checks for understanding regularly and effectively (18 of 30 classrooms observed). In classrooms with effective checks for understanding teachers use a variety of techniques to gauge student learning, including non-verbal whole class signals, cold calling, circulating the room, and stop and jots. Many teachers adjust their instruction based on their checks for understanding. For



example, one teacher had a pre-planned check for understanding written into the student materials, gave students a few minutes to write a short response, and used student responses to conduct targeted questioning and sharing of student work. School leaders target growing proficiency with teachers to check for understanding with every student.

- School leaders have rightly identified building additional opportunities for higher order thinking into more lessons and activities. While initial introductory or knowledge establishment lessons may necessitate lower order skills, the school is focused on increasing the frequency with which students are required to utilize higher-order thinking and problem solving skills (10 of 30 classrooms observed). Some teachers ask students to use evidence to support their answers. For example, students read a rigorous historical memoir and the teacher facilitated students to engage in discourse about their interpretation of particular words and phrases from the book, and challenge one another with varying points of view. In other classrooms teachers miss opportunities for peer-to-peer interaction, as well as moments for students to elaborate on their answers and defend their thinking.
- A majority of teachers maintain classrooms with a consistent focus on academic achievement (23 of 30 classrooms observed). In elementary and high school classrooms especially, teachers sustain appropriate pacing, clear lesson focus, and communicate expectations clearly to students. Teachers also expect quick transitions and model this expectation to students through positive narration, countdowns, and the use of timers. In some classrooms, teachers set clear expectations, but do not yet consistently provide effective redirections or consequences when students do not meet the expectations. This limits teachers' ability to engage students or effectively check for understanding.

## DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

The school's strong instructional leadership is evident from the multitude of instructional leaders that support teachers through regular observation and feedback, which guides teachers in planning purposeful lessons. The chief of schools leads the principals of the elementary, middle, and high school grades, who then oversee the academic deans.

- The school's leadership establishes an environment of high expectations for teacher performance. The chief of schools works with the principals to set student achievement and individual professional development goals at the beginning of the year. The chief of schools and principals hold teachers to high expectations: to be considered effective teachers must have 80% of students on track to achieve learning goals and students must show growth on state assessments. If teachers do not meet goals, school leadership provides more intensive coaching or creates a teacher performance improvement plan.

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- DREAM's instructional leaders support the development of the teaching staff. The instructional leadership team consists of the director of data and assessment, three principals, director of mathematics instruction and curriculum, and multiple academic deans and instructional coaches. DREAM holds weekly professional development sessions for all staff and teachers have access to external professional development sessions. The robust staff enables the school to deliver consistent lesson plan feedback and data analysis support.
- Instructional leaders provide sustained, systemic, and effective coaching and supervision that improves teachers' instructional effectiveness. Principals, academic deans, and instructional coaches observe teachers weekly or biweekly and provide verbal or written feedback during debrief sessions. The school uses Whetstone<sup>11</sup>, an online classroom observation platform, to record observation and feedback notes, allowing leaders to easily follow up on action steps in subsequent coaching sessions. Leaders reference the instruction and planning rubric that is part of the school's teacher career pathway framework, aligning feedback to the criteria used for teachers' formal observations and evaluations.
- Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within and across grade levels. Co-teachers have daily common planning periods and meet at least once per week to plan lessons. Grade team leaders facilitate weekly team meetings to identify grade-level trends in student achievement and behaviors. School leaders hold teachers accountable by reviewing the minutes for grade team meetings.
- Instructional leaders implement a professional development program that develops the competencies of teachers and is interrelated with classroom practice. The academic deans or principals lead weekly all-staff three-hour professional development sessions. The chief of schools, principals, and director of data and assessment used state test, interim assessment, and principals' classroom observation data to identify a schoolwide focus area of improving achievement for both low- and high-performing students through differentiation. Each principal then also used data to set priorities for each grade, including culture and writing in the high school grades, collaboration in the middle school grades, and using data to plan lessons in the elementary school grades. School leaders monitor teachers' implementation of professional development practices by conducting classroom walkthroughs.
- Instructional leaders regularly conduct teacher evaluations with clear criteria. DREAM's teacher career pathway leads to an overall evaluation score that incorporates classroom observation data, state assessment data, and leader, peer, and student survey data. Each teacher's primary instructional leader conducts three formal observations during the year,

11. Available at <https://www.whetstoneeducation.com>.

while the teacher's secondary instructional leader conducts two formal observations. The observation scores are averaged for a final performance score, which is incorporated into the overall evaluation. Leaders hold teachers accountable for quality instruction and student achievement, with classroom observations accounting for 40% of a teacher's overall score, student achievement counting for 30%, and peer, leader, and student survey data counting for 30%.

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

DREAM meets the educational needs of struggling students and students with disabilities. The school has a clear Response to Intervention ("RTI") process, intentionally groups students across each grade, and begins interventions at the start of the school year. Teachers and leaders continually monitor student progress using a multitude of assessments and adjust support based on data.

- The school uses clear procedures for identifying at-risk students including students with disabilities, ELLs, and those struggling academically. DREAM uses state assessment data, MAP data, F&P reading assessments, promotion status, core class grades, and the Houghton Mifflin Harcourt Reading & Math Inventory to identify students in need of targeted intervention. The school has an RTI process to systematically provide an increasing intensity of supports. All students automatically receive tier 1 interventions through regular classroom instruction, tier 2 interventions if students post achievement below certain cutoff scores for assessment data and class grades, and tier 3 interventions if students post low achievement in the majority of the criteria. Based on progress monitoring, the student support team ("SST") consisting of the principals, academic deans, and student support coordinators will refer students to the Committee on Special Education ("CSE") when necessary. The school identifies ELLs using the Home Language Identification Survey and administering the New York State Identification Test for English Language Learners ("NYSITELL"), as required.
- The school has intervention programs to meet the needs of struggling students and students with disabilities. Due to transition in DREAM's ELL coordinator position, the school is rebuilding its ELL program leadership. All grades have a designated daily intervention block during which teachers provide tier 2 interventions such as guided reading and reading comprehension support, Leveled Literacy Intervention, and mathematics intervention. The school's one ELL coordinator works with the high school reading intervention teachers to serve all of the school's 28 ELLs. The high school is currently providing reading intervention for ELLs, and school leaders plan this year to

implement the same interventions used in the past, such as the ELL coordinator providing push-in and pull-out services and differentiated classwork for ELLs in their core classes. For students with disabilities, the school provides integrated co-teaching in almost every classroom in all grades as well as special education teacher support services (“SETSS”). DREAM’s students receiving mandated academic services outperformed students in CSD 4 and in New York State on the state ELA assessment in 2017.

- General education teachers, as well as specialists, utilize strategies to support students within the general education program, but these strategies could be more effective. The school provides PD on providing interventions, and co-teachers intentionally choose which co-teaching model to use for each lesson and identify the model or teacher script in lesson plans. While school leaders report primarily using parallel, alternative, team, or station teaching, the Institute found in classroom observations that the majority of teachers use the one lead/one assist model and that co-teachers could more actively support students during instruction.
- DREAM adequately monitors the progress and success of students with disabilities and struggling students. The student support coordinators set quantitative goals for student achievement and growth and monitor goal attainment at the end of the year. Teachers and learning specialists monitor students’ daily progress using F&P, interim assessment, and unit and class assessment data. If a student has not shown progress the SST will create a more intensive intervention plan and continue to monitor achievement. If a student does not make sufficient progress after tier 3 interventions, the school will refer the student to the CSE for further evaluation. Teachers and learning specialists track students’ progress toward meeting IEP goals and submit a tracker to the SST for monthly review. As DREAM’s new ELL coordinator had started just prior to the renewal visit, it was rebuilding its system for tracking ELLs’ progress toward English proficiency. This system include’s monitoring ELL student progress weekly, supports for classroom teachers, individual student supports and administration of the New York State English as a Second Language Achievement Test (“NYSESLAT”).
- The school provides professional development to help teachers meet the needs of at-risk students. A schoolwide professional development goal is to increase achievement for both high- and low-performing students so that all students are constantly learning and thriving academically. All staff participated in a summer session in which they worked in grade teams to read all of their students’ IEPs and make IEP goal trackers. Teachers have also participated in two other training sessions related to serving at-risk students, and learning specialists have attended external training on serving special education students.

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- DREAM has in place a strong practice of structuring co-teaching teams so that at least one member holds a special education certificate. Additionally, DREAM provides opportunities for coordination between classroom teachers and at-risk program staff. Co-teachers review lesson plans together to determine which co-teaching model will best serve students in the given lesson. The academic dean or student support coordinator participates in these meeting at least biweekly to oversee and provide instructional support.



# ORGANIZATIONAL PERFORMANCE



## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

DREAM is an effective, viable organization that has in place the key design elements identified in its charter. The board meets regularly and ensures the school substantially complies with applicable law and regulations. Additional information on the school's organizational effectiveness is outlined below.

### SUNY RENEWAL BENCHMARK 2A

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

DREAM 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. All classrooms in Kindergarten – 5<sup>th</sup> grade and all classes in 6<sup>th</sup> – 9<sup>th</sup> grade ELA and mathematics have the same co-teacher pair throughout the year. In most classrooms teachers and leaders continuously engage in data analysis to inform their teaching and refine curriculum. The school also makes significant efforts to engage parents, training families to lead outreach to other families for recruitment and attendance at events.

### 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. This year, 62% of families who received the survey responded. The majority of survey respondents (93%) indicate satisfaction with the school, and the response rate is sufficient to be useful in framing the results as representative of the school community.

**Parent Focus Group.** The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. 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 20 parents in attendance at the focus group indicated satisfaction with the overall school program that DREAM provides families. Parents and families appreciate the quality of the classwork and homework, as well as the opportunity to easily communicate with teachers and staff.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2016-17, 95.1% of DREAM 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.

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

DREAM carries out its day-to-day operations well and has sufficient resources to support teachers and the academic program.

- The school’s administrative structure and operational system effectively supports the school’s academic program and allows leaders to focus on quality instruction. The school’s institutional partnership agreement with DREAM, Inc. provides non-academic back-office services, after-school and summer programming for students, as well as various professional development for school leaders. This agreement allows the school’s academic leaders and teachers to focus on providing high quality education programs as well as an environment that is conducive to teaching and learning. A committee made up of members from the school and DREAM, Inc. evaluates the agreement annually.

- The school's organizational structure provides direct lines of accountability and responsibility for all administrative and academic staff. Job descriptions are clear and all staff are aware of their daily work responsibilities. The chief of schools has regular and direct access to the board chair, which allows the school leaders to advocate for and quickly obtain the resources the school needs to meet school goals and priorities. The chief of schools ensures that academic staff are completing their assigned duties using an evaluation system of both formal and informal observations of work activities.
- DREAM's discipline policy is clear and consistently applied. The Kindergarten – 8<sup>th</sup> grade dean of students and high school director of school culture are responsible for ensuring the policy is consistently and fairly applied. The goal of the discipline systems throughout the school is to keep students in the classroom. The middle and high school grades, which both have point systems, focus on de-escalation strategies and track discipline incidents on DeansList. Teachers give merits and demerits to students based on conduct and other criteria such as accountability for homework completion. The elementary grades have a color chart system supplemented by teachers' positive reinforcement. DREAM leaders train teachers in classroom management and implementing discipline systems, including discipline guidelines for students with IEPs. The elementary and high school grades implement the systems consistently and utilize strong behavior management strategies. In the middle school grades, while misbehaviors are low-level, teachers do not consistently and effectively redirect students or provide consequences.
- DREAM identifies and makes efforts to retain quality staff. The school contracts with DREAM Inc. to source talent for the school. DREAM Inc. advertises the positions, reviews resumes, conducts telephone screenings, and recommends qualified individuals to principals for further interviews, and principals have the final authority to hire staff. The school principals and a coach formally observe teachers five times a year and informally on a consistent basis. The school has a goal to retain at least 80% of teachers each year, and because in recent years the school did not always achieve this, leadership implemented new incentives. DREAM is in the second year of using the teacher career pathway framework to observe teachers and measure success. Teachers can advance on the pathway through five levels of expertise and each level is connected to salary increases. DREAM's teachers' salaries start at approximately 10% more than New York City teachers'. DREAM provides multiple professional development opportunities that equip teachers to advance to leadership positions.

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- DREAM allocates sufficient resources based on school priorities. The school sets academic, professional development, and operational goals, then develops the school budget based on these goals. For example, the school's accountability plan has several goals related to improving the performance on state assessments. School leaders, after an analysis of literacy data, determined teachers need more support and coaching in literacy strategies. The school therefore included funds in the budget to send two teachers to the Lesley University literacy coaching development program.
- The school maintains adequate student enrollment. DREAM has a waiting list of approximately 500 students at the high school and over 3,700 total students schoolwide. Most seats available are in Kindergarten and 9<sup>th</sup> grades, and DREAM backfills seats in other grades using the waitlist. A family engagement team manages enrollment outreach with recruitment activities from October to August each year. The family engagement team makes site visits and presentations to appropriate organizations to raise awareness about the school.
- The school monitors its progress toward meeting enrollment and retention targets. The school recently added an enrollment preference for residents of local housing authorities and adjusted its recruitment campaign to increase awareness about the school and the lottery. The school has met the enrollment and retention goals for students with disabilities and economically disadvantaged students, and has come close to meeting the targets for ELLs.
- DREAM regularly evaluates and adjusts its program. The leadership team evaluates the implementation of professional development programs using classroom walkthroughs, and evaluates all academic programs using a collaborative data collection, review, and analysis system. The school adjusts curriculum when necessary.

## SUNY RENEWAL BENCHMARK 2D

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

The school board holds the chief of schools accountable for academic performance. The board provides consistent oversight of the academic program and is also reflective of the school's needs.

- Members of the school's board possess the skills necessary to govern the school well. Board members have in place effective governance procedures including organizational and committee structures to allow for quality governance. Committees include finance, education & achievement, nominating, audit and real estate. Board members bring

community non-profit experience, financial management skills, knowledge of education and strategic planning to support DREAM. Since the school's founding the board has brought on members with skills that support the school's evolving strategic goals to meet the organization's need as it matures.

- The board requests and receives sufficient information to provide rigorous oversight of the school's program and finances. At the monthly board meetings the chief strategy officer presents financial statements that show profits and loss tracking, balance sheet information by line item, including variances relative to the school's budget, and forecast updates, which allows the board to make decisions regarding forecast amendment. The chief of schools presents a dashboard with enrollment, state test results, staff and teacher retention, attendance, and other academic and cultural data indicators. The board also reviews staff and family satisfaction surveys.
- The board establishes clear priorities and objectives. The school leaders and the board collaborate to plan goals for each year, which the chief of schools disseminates to the principals. The board develops facility, fiscal, and accountability plans to monitor academic goals and fiscal and facility sustainability. Due to solid financial planning, the school was able to commit to the real estate costs associated with opening a new facility for its high school.
- The board regularly evaluates the chief of schools but does not consistently evaluate its own performance or the performance of DREAM Inc. The board completes an annual evaluation of the chief of schools using a standardized tool and rubric. The evaluation includes comments from the staff that report to the chief of schools as well as representatives of DREAM Inc. The board does not complete the evaluation until state test scores are released in order to hold the chief of schools accountable for student achievement goals. A committee with representatives from the school and DREAM, Inc. annually evaluate the institutional partnership agreement between the school and DREAM, Inc.
- DREAM's board effectively communicates with the school community. Trustees hold all board meetings at the school, in compliance with the state's Open Meetings Law, and posts the minutes on the school's website. The agenda includes public comment and minutes show that members of the public have spoken at meetings. To build community connections, board members speak at school and community events, visit classrooms, meet with teachers, and talk with students.

## SUNY RENEWAL BENCHMARK 2E

### 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 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 partner organization accountable for both academic results and fiscal soundness as well as using its partner organization as a resource.

- At its monthly board meetings the board reviews a detailed measurable dashboard of information including specific academic information and health and sustainability information that looks at strategic milestones dealing with growth, facilities, personnel, and shared services.
- The board has materially complied with the terms of its by-laws and code of ethics.
- The board has avoided creating conflicts of interest, and where conflicts exist, the board has managed those conflicts in a transparent manner.
- To create a permanent home for the entire pre-Kindergarten – 12<sup>th</sup> grade program, the board is working with city planners as an integral part of the redevelopment of an entire city block which shall include the school facility, affordable housing, park land, and community services.
- The board has clear criteria and a calendar of touch points in evaluating school leadership.
- Permeating down through the school, the board reviews “management rhythms” to set the leadership structure of the school.

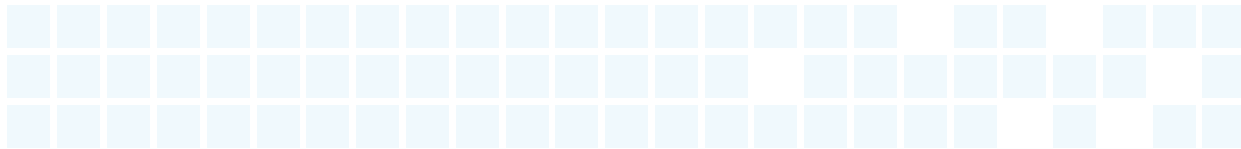
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## HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

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

- Complaints.** The Institute received no formal complaints regarding the school.
- Conflicts of Interest.** The education corporation’s code of ethics needs to be updated to comply with provisions of the New York General Municipal Law and to incorporate necessary conflicts of interest provisions. The Institute will ensure this is updated prior to the start of the next charter term.
- FERPA and IDEA.** Technical deficiency regarding the sharing of a student record with IEP information regarding students with disabilities with teachers not specific to the student is in violation of the Individuals with Disabilities Act (“IDEA”) and Family Educational Rights and Privacy Act (“FERPA”) compliance. The Institute team corrected the school at the time of the visit.
- FOIL.** The Institute noted minor deficiencies in the areas of Freedom of Information Law (“FOIL”) compliance and the Institute team corrected the school at the time of the visit.
- Health Services.** At the time of the renewal visit, the high school space provided for the nurse was insufficient. DREAM is renovating a space in the basement, and the Department of Health will send a nurse once the space has been completed. The Institute will follow up upon completion to ensure sufficiency.



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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, DREAM Charter School is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that education the education corporation has demonstrated fiscal soundness over the majority of the charter term.<sup>12</sup>

The education corporation partners with DREAM, Inc. through an institutional partnership agreement to help with sustainability of growth and operations with a 17% fee structure. DREAM, Inc. provides back end services in accounting, finance, IT, fundraising, recruitment, hiring, and facilities maintenance.

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

DREAM has adequate financial resources to ensure stable operations and has maintained fiscal soundness through conservative budgeting practices, routine monitoring of revenues, and expenses.

- The DREAM, Inc. executive director leads the annual budget process and requires input from the finance, budget, and audit committees of the board.
- The DREAM, Inc. executive director presents the budget to the board finance committee for review and once the committee is satisfied, presents the budget to the full board for approval. The DREAM, Inc. executive director is responsible for implementation of the budget.
- The next charter term projection reflects stable budgets reflecting enrollment growth as the school fills out to Kindergarten – 12<sup>th</sup> grade.

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





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## SUNY RENEWAL BENCHMARK 3B

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

The education corporation has generally established and maintained appropriate fiscal policies, procedures, and internal controls.

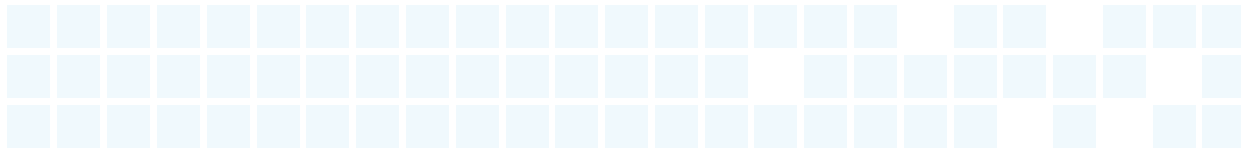
- DREAM maintains an Accounting Policies and Procedures Manual and has accurately recorded and appropriately documented transactions in accordance with established policies. As is at times the case with schools at the time of renewal, some DREAM policies require updating. The Institute will work with the school to update sections that address related party transactions, board review of those transactions and monitoring oversight of transactions under the partnership for services with DREAM Inc.
- Written policies address key issues including financial reporting, cash disbursements and receipts, payroll, bank reconciliations, credit card usage, fixed assets, grants/contributions, capitalization and accounting, procurement, and investments.
- The school's most recent audit report of internal control related to financial reporting and on compliance and other matters disclosed no material weaknesses, or instances of non-compliance that were required to be reported.

## SUNY RENEWAL BENCHMARK 3C

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

DREAM has complied with reporting requirements.

- The education corporation's annual financial statements are presented in accordance with generally accepted accounting principles and the independent audits of those statements have received unqualified opinions.
- The education corporation consistently complies with all reporting requirements of the charter agreement.
- The Institute received the audited financial statements for June 30, 2017 by the due date of November 1, 2017 and the report shows continued fiscal health with an operating surplus for the year.



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

The education corporation maintains adequate financial resources to ensure stable operations.

- DREAM posts a fiscally strong composite score rating on the Institute's financial dashboard, indicating a consistent level of fiscal stability over the charter term.
- DREAM has relied primarily on recurring operating revenues and accumulated surpluses to cover any operating deficits. DREAM does receive contribution support and use of facilities without charge which is accounted for in the financial statements.
- DREAM prepares and monitors cash flow projections and maintains sufficient cash on hand to pay current bills and those that are due shortly and retains approximately 1.2 months of cash on hand with net assets of approximately \$1.6 million as stated in the June 30, 2017 audit.
- As a requirement of SUNY charter agreements, DREAM maintains a separate bank account for the dissolution fund reserve of \$75,000 to cover legal and accounting fees.



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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?

DREAM has met the SUNY Accountability Plan goals and has a strong educational program in place. Therefore the school is an academics success. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Thus, the plans to implement the educational program as proposed during the next charter 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.** DREAM plans to implement the same core elements of its program in order to grow and serve students in Kindergarten – 12<sup>th</sup> grades. These core elements have led to the school meeting or coming close to meeting the SUNY Trustees' standards for performance, and are likely to enable the school to meet its goals in the future.

**Plans for Board Oversight & Governance.** Current board members express interest in continuing to serve DREAM 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, DREAM presents a reasonable and appropriate fiscal plan for the next charter term including budgets that are feasible and achievable.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	572	886
Grade Span	K-9	K-12
Teaching Staff	60	98
Days of Instruction	181	181

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353 Broadway  
Albany, NY 12246

The school intends to continue to provide instruction for Kindergarten — 8<sup>th</sup> grade in the current 60,000 square foot facility space in East Harlem and is in the process of finalizing a 50-year lease agreement with the NYCDOE's School Construction Authority for the next charter term. The school in collaborative partnership between a private developer and multiple city agencies created a successful public-private partnership building partnership that created school space, a public park and 88 units of attached affordable housing. As part of the project DREAM is entitled to serve as primary tenant and benefits from a long term lease. The high school program will occupy a space less than one mile away as the sole tenant under a five year lease.

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.





DREAM

# Ax

## APPENDICES

### PAGES Ax 1-12

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

PAGE Ax 1

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

PAGE Ax 6

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

PAGE Ax 8

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

PAGE Ax 9

# APPENDIX A: School Overview

## DREAM CHARTER SCHOOL BOARD OF TRUSTEES

<b>CHAIR</b>	<b>TRUSTEES</b>
Richard Berlin	Jessica Boccardo
<b>VICE CHAIR</b>	Jonathan Gyurko
Michele Joerg	David Kirsch
<b>TREASURER</b>	Jonathan Schmerin
Ashish Doshi	Brad Visokey
<b>SECRETARY</b>	
Claudia Zeldin	

## SCHOOL LEADERS

<b>CHIEF OF SCHOOLS</b>
<i>Joshua Klaris (2008-09 to February 2011)</i>
<i>Eve Colavito (February 2011 to present)</i>

## SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2013-14	350	342	98%	K-6	K-6
2014-15	400	394	99%	K-7	K-7
2015-16	450	448	100%	K-8	K-8
2016-17	450	480	107%	K-8	K-8
2017-18	584	584	100%	K-9	K-9

# APPENDIX A: School Overview

DREAM Charter School

Manhattan CSD 4

## Student Demographics: Special Populations

English  
Language  
Learners



	2014-15	2015-16	2016-17
District	13.7	12.8	12.6

School	8.6	6.5	6.6
--------	-----	-----	-----

Students with  
Disabilities



District	28.8	29.7	27.7
----------	------	------	------

School	28.0	31.4	26.6
--------	------	------	------

2014-15 2015-16 2016-17

2014-15 2015-16 2016-17

## Student Demographics: Free/Reduced Lunch

Economically  
Disadvantaged



District	80.4	78.6	79.0
----------	------	------	------

School	89.4	90.6	91.5
--------	------	------	------

Eligible for  
Reduced Price  
Lunch



District	4.2	4.2
----------	-----	-----

School	6.3	4.0
--------	-----	-----

Eligible for  
Free Lunch



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

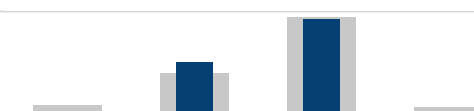
School	81.1	86.6
--------	------	------

2014-15 2015-16 2016-17

2014-15 2015-16 2016-17

## Student Demographics: Race/Ethnicity

2014-15



District	6	26	62	4
----------	---	----	----	---

School	2	34	61	1
--------	---	----	----	---

2015-16



District	6	26	62	5
----------	---	----	----	---

School	1	32	65	1
--------	---	----	----	---

2016-17



District	7	24	61	5
----------	---	----	----	---

School	1	31	66	1
--------	---	----	----	---

Asian, Native  
Hawaiian, or  
Pacific  
Islander

Black or  
African  
American

Hispanic

White

Asian,  
Native  
Hawaiian,  
or Pacific  
Islander

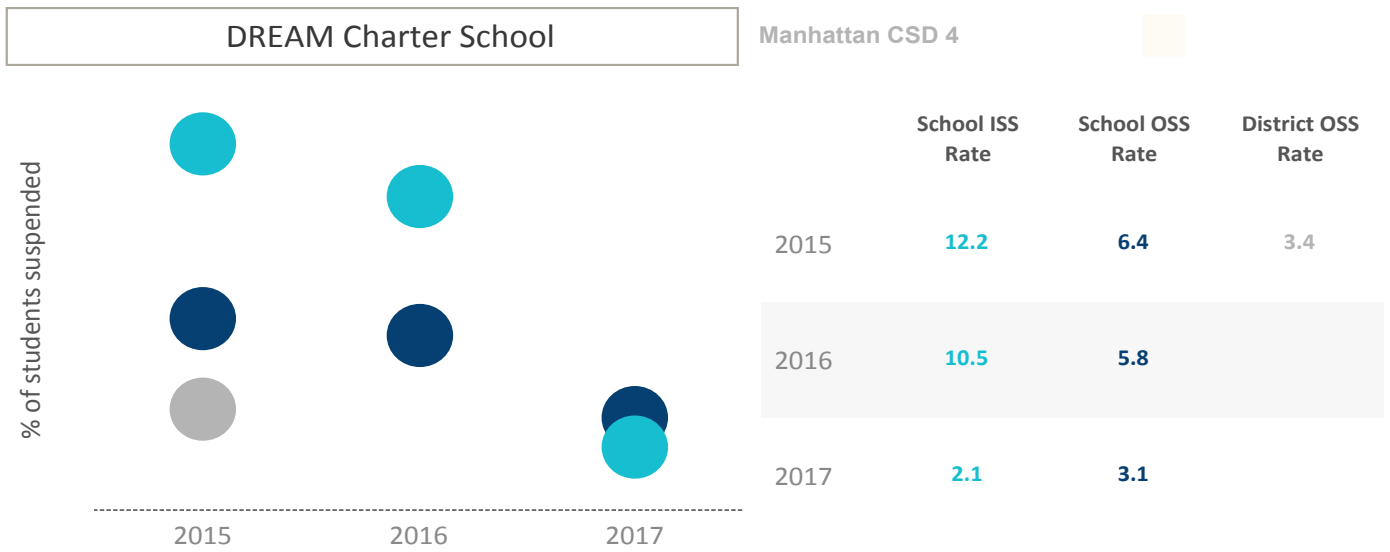
Black or  
African  
American

Hispanic

White



# APPENDIX A: School Overview

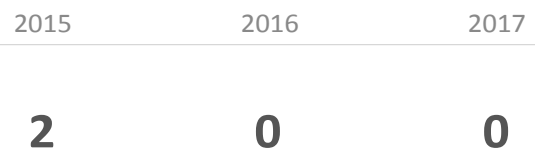


Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through high school grades and school data includes only the grades served 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.



## DREAM Charter School's Enrollment and Retention Status: 2016-17

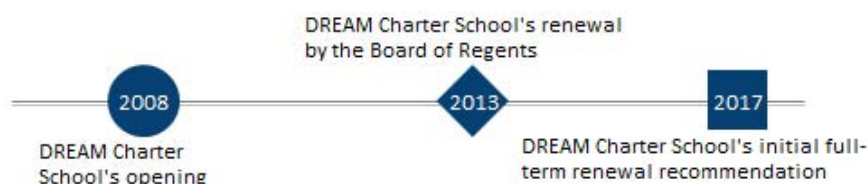
			District Target	School
Enrollment	Economically disadvantaged	<div></div>	88.2	91.1
	English language learners	<div></div>	13.6	12.7
	Students with disabilities	<div></div>	24.0	33.4
Retention	Economically disadvantaged	<div></div>	91.9	96.1
	English language learners	<div></div>	92.8	92.7
	Students with disabilities	<div></div>	92.0	93.9

# APPENDIX A: School Overview

## PARENT SATISFACTION: SURVEY RESULTS

<b>RESPONSE RATE</b> <b>62%</b>	<b>TRUST</b> <b>93%</b>	<b>EFFECTIVE SCHOOL LEADERSHIP</b> <b>94%</b>	<b>STRONG FAMILY COMMUNITY TIES</b> <b>93%</b>
------------------------------------	----------------------------	--	---

## TIMELINE OF CHARTER SCHOOL RENEWAL



## SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2016-17	Informal Transfer Visit	December 6, 2016
2017-18	Renewal Visit	September 27-28, 2017

## CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
September 27 - 28, 2017	Kerri Rizzolo	School Evaluation Analyst
	Hannah Colestock	School Evaluation Analyst
	Michelle Bianchi	Director of Charter School Information
	Jim Hearn	External Consultant

# APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
An innovative curriculum that emphasizes critical thinking and questioning;	+
A co-teaching model that reduces the teacher-to-student ratio and integrates special needs students into the general school population;	+
A robust data cycle that uses data to inform all aspects of teaching and learning;	+
A whole child approach to teaching and learning that deeply integrates health, wellness, music, and the arts into the overall school program;	+
An extended day and an extended year model that maximizes learning hours; and,	+
An active family engagement program that fosters parent/guardian participation, leadership, and advocacy.	+

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: English Language Arts DREAM Charter School

	2014-15 Grades Served: K-7					2015-16 Grades Served: K-8					2016-17 Grades Served: K-8					MET
	All Students		2+ Years Students		Grades	All Students		2+ Years Students		Grades	All Students		2+ Years Students		Grades	
	% (N)	% (N)	% (N)	% (N)		% (N)	% (N)	% (N)	% (N)							
<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	24.5 (49)	29.3 (41)	29.3 (41)	3	36.7 (49)	33.3 (39)	33.3 (39)	3	62.3 (53)	64.3 (42)	64.3 (42)	3	62.3 (53)	64.3 (42)	
	4	30.0 (50)	29.3 (41)	29.3 (41)	4	60.0 (50)	61.4 (44)	61.4 (44)	4	48.1 (54)	50.0 (42)	50.0 (42)	4	48.1 (54)	50.0 (42)	
	5	10.0 (50)	11.1 (36)	11.1 (36)	5	38.0 (50)	37.5 (48)	37.5 (48)	5	48.1 (54)	50.0 (46)	50.0 (46)	5	48.1 (54)	50.0 (46)	
	6	16.3 (49)	21.6 (37)	21.6 (37)	6	21.7 (46)	22.0 (41)	22.0 (41)	6	28.3 (53)	31.8 (44)	31.8 (44)	6	28.3 (53)	31.8 (44)	
	7	27.1 (48)	28.9 (38)	28.9 (38)	7	28.9 (45)	29.4 (34)	29.4 (34)	7	42.0 (50)	41.9 (43)	41.9 (43)	7	42.0 (50)	41.9 (43)	
	8	(0)	(0)	(0)	8	43.5 (46)	46.5 (43)	46.5 (43)	8	45.1 (51)	47.5 (40)	47.5 (40)	8	45.1 (51)	47.5 (40)	
	All	21.5 (246)	24.4 (193)	24.4 (193)	All	38.5 (286)	39.0 (249)	39.0 (249)	All	45.7 (315)	47.5 (257)	47.5 (257)	All	45.7 (315)	47.5 (257)	
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PLI	AMO		Grades	PLI	AMO	
	3-7	90	97		3-8	120	104		3-8	131	111		3-8	131	111	
	Comparison: Manhattan District 4				Comparison: Manhattan District 4				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		Grades	School	District	
	3-7	24.4	23.2		3-8	39.0	31.8		3-8	47.5	33.1		3-8	47.5	33.1	
	Comparison: Manhattan District 4				Comparison: Manhattan District 4				Comparison: Manhattan District 4				Comparison: Manhattan District 4			
	% ED		Effect Size		% ED		Effect Size		% ED		Effect Size		% ED		Effect Size	
	88.2	21.5	16.7	0.36	84.3	38.5	25.8	0.75	81.2	45.7	28.8	1.01	81.2	45.7	28.8	1.01
	YES				YES				YES				YES			
	Comparison: Manhattan District 4				Comparison: Manhattan District 4				Comparison: Manhattan District 4				Comparison: Manhattan District 4			
	Grades	School	State		Grades	School	State		Grades	School	State		Grades	School	State	
	4	46.7	54.1		4	61.7	44.5		4	62.4	60.5		4	62.4	60.5	
	5	54.1	52.3		5	44.5	49.1		5	60.5	47.7		5	60.5	47.7	
6	52.3	67.2		6	49.1	52.2		6	47.7	57.0		6	47.7	57.0		
7	67.2	0.0		7	52.2	50.8		7	57.0	52.7		7	57.0	52.7		
8	0.0	55.3	50.0	8	50.8	52.6	50.0	8	52.7	56.2	50.0	8	52.7	56.2		
All	55.3	50.0		All	52.6	50.0		All	56.2	50.0		All	56.2	50.0		
YES				YES				YES				YES				
Comparison: Manhattan District 4				Comparison: Manhattan District 4				Comparison: Manhattan District 4				Comparison: Manhattan District 4				
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Comparison: Manhattan District 4				Comparison: Manhattan District 4				Comparison: Manhattan District 4								

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: Mathematics DREAM Charter School

	2014-15 Grades Served: K-7				2015-16 Grades Served: K-8				2016-17 Grades Served: K-8			
	All Students		2+ Years Students		All Students		2+ Years Students		All Students		2+ Years Students	
	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)	Grades	% (N)
<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	61.2 (49)	65.9 (41)		3	55.1 (49)	53.8 (39)		3	73.6 (53)	78.6 (42)	
	4	62.0 (50)	68.3 (41)		4	66.0 (50)	68.2 (44)		4	67.9 (53)	68.3 (41)	
	5	28.6 (49)	30.6 (36)		5	54.0 (50)	54.2 (48)		5	68.5 (54)	69.6 (46)	
	6	31.3 (48)	27.8 (36)		6	30.4 (46)	29.3 (41)		6	49.1 (53)	53.5 (43)	
	7	35.4 (48)	42.1 (38)		7	42.2 (45)	41.2 (34)		7	34.0 (50)	34.9 (43)	
	8	(0)	(0)		8	39.1 (46)	41.9 (43)		8	38.0 (50)	41.0 (39)	
	All	43.9 (244)	47.9 (192)	NO	All	48.3 (286)	48.6 (249)	NO	All	55.6 (313)	57.9 (254)	NO
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PLI	AMO	
	3-7	120	94	YES	3-8	135	101	YES	3-8	143	109	YES
<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.	Comparison: Manhattan District 4				Comparison: Manhattan District 4				Comparison: Manhattan District 4			
	Grades	School	District		Grades	School	District		Grades	School	District	
	3-7	47.9	28.4	YES	3-8	48.6	27.8	YES	3-8	57.9	29.5	YES
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		Predicted		% ED		Predicted		% ED		Predicted	
	88.2		23.6		84.3		25.3		81.3		26.4	
			1.12				1.16				1.54	
<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.	Grades	School	State		Grades	School	State		Grades	School	State	
	4	39.2			4	55.8			4	64.6		
	5	45.2			5	43.1			5	53.1		
	6	63.4			6	61.5			6	63.9		
	7	58.8			7	68.0			7	64.0		
	8	0.0			8	58.9			8	73.0		
	All	51.4	50.0	YES	All	57.3	50.0	YES	All	63.6	50.0	YES

# APPENDIX C: District Comments

## SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on DREAM's renewal on September 14, 2017 at DREAM. 48 people were present and 18 people spoke in support. Parents commented that DREAM provides opportunities and resources not found at other schools. The parents see the school as an essential part of the community with a strong knit family of staff. One parent loved the continuity her children would receive from the full pre-k to high school program.

# APPENDIX D: Fiscal Dashboard

## DREAM CHARTER SCHOOL

### SCHOOL INFORMATION

#### BALANCE SHEET

Opened 2008-09

##### 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

2011-12	2012-13	2013-14	2014-15	2015-16
-	-	676,231	846,559	1,080,875
-	-	69,736	73,319	142,202
-	-	201,073	-	24,560
-	-	39,182	95,794	23,076
-	-	-	107,580	103,000
-	-	986,222	1,123,252	1,373,713
-	-	230,840	167,658	96,158
-	-	317,000	70,000	70,000
-	-	1,534,062	1,360,910	1,539,871

-	-	62,531	83,916	146,562
-	-	-	-	-
-	-	25,575	-	-
-	-	-	-	-
-	-	-	-	-
-	-	57,062	112,229	-
-	-	145,168	196,145	146,562
-	-	-	-	-
-	-	145,168	196,145	146,562

-	-	1,188,399	1,097,604	1,100,393
-	-	200,495	67,161	292,916
-	-	1,388,894	1,164,765	1,393,309
-	-	1,534,062	1,360,910	1,539,871

-	-	4,647,539	6,748,796	6,157,572
-	-	1,122,979	-	1,414,375

-	-	-	-	-
-	-	208,220	239,160	1,003,649
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	5,978,738	6,987,956	8,575,596

-	-	6,242,003	6,338,237	9,157,383
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	6,242,003	6,338,237	9,157,383

-	-	938,812	1,518,648	1,840,720
-	-	103,749	132,389	108,469
-	-	7,284,564	7,989,274	11,106,572

-	-	(1,305,826)	(1,001,318)	(2,530,976)
---	---	-------------	-------------	-------------

-	-	-	13,585	29,420
-	-	-	-	-
-	-	921,827	763,604	2,730,100
-	-	-	-	-
-	-	921,827	777,189	2,759,520

-	-	6,700,565	6,435,876	11,109,361
-	-	200,000	1,329,269	225,755
-	-	6,900,565	7,765,145	11,335,116

-	-	(383,999)	(224,129)	228,544
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-	-	1,772,893	1,388,894	1,164,765
---	---	-----------	-----------	-----------

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

-	-	1,388,894	1,164,765	1,393,309
---	---	-----------	-----------	-----------

# APPENDIX D: Fiscal Dashboard

## DREAM CHARTER SCHOOL

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service	-	-	-	-	-
Administrative Staff Personnel	-	-	-	-	-
Instructional Personnel	-	-	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	4,855,643	5,353,645	6,287,186
<b>Total Salaries and Staff</b>	-	-	<b>4,855,643</b>	<b>5,353,645</b>	<b>6,287,186</b>
Fringe Benefits & Payroll Taxes	-	-	-	-	-
Retirement	-	-	-	-	-
Management Company Fees	-	-	-	-	1,837,088
Building and Land Rent / Lease	-	-	403,150	294,873	-
Staff Development	-	-	91,531	58,375	98,054
Professional Fees, Consultant & Purchased Services	-	-	1,253,744	1,486,440	2,090,022
Marketing / Recruitment	-	-	14,884	10,992	12,270
Student Supplies, Materials & Services	-	-	373,923	430,420	416,030
Depreciation	-	-	84,810	109,710	81,329
Other	-	-	206,879	244,819	284,593
<b>Total Expenses</b>	-	-	<b>7,284,564</b>	<b>7,989,274</b>	<b>11,106,572</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	-	-	-	-	-
Revised Enroll	-	-	-	-	-
Actual Enroll - <b>GRAPH 4</b>	-	-	-	-	-
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-

#### Primary School District: No

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

	2011-12	2012-13	2013-14	2014-15	2015-16
	-	-	-	-	-
	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	-	-	-	-	-
Other Revenue and Support	-	-	-	-	-
<b>TOTAL - GRAPH 3</b>	-	-	-	-	-

##### Expenses

Program Services	-	-	-	-	-
Management and General, Fundraising	-	-	-	-	-
<b>TOTAL - GRAPH 3</b>	-	-	-	-	-
% of Program Services	0.0%	0.0%	0.0%	0.0%	0.0%
% of Management and Other	0.0%	0.0%	0.0%	0.0%	0.0%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	0.0%	0.0%	0.0%

#### Student to Faculty Ratio

	2011-12	2012-13	2013-14	2014-15	2015-16
	-	-	-	-	-

#### Faculty to Admin Ratio

	2011-12	2012-13	2013-14	2014-15	2015-16
	-	-	-	-	-

#### Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	0.0	1.8	1.7	2.1
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	841,054	927,107	1,227,151
As % of Unrestricted Revenue	0.0%	0.0%	12.6%	14.4%	11.0%
Working Capital (Current) Ratio Score	0.0	0.0	6.8	5.7	9.4
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Excellent	Excellent	Excellent

#### Quick (Acid Test) Ratio

Score	0.0	0.0	6.5	5.2	9.2
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	Excellent	Excellent	Excellent

#### Debt to Asset Ratio - GRAPH 7

Score	0.0	0.0	0.1	0.1	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	Excellent	Excellent	Excellent

#### Months of Cash - GRAPH 8

Score	0.0	0.0	1.1	1.3	1.2
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	Good	Good	Good

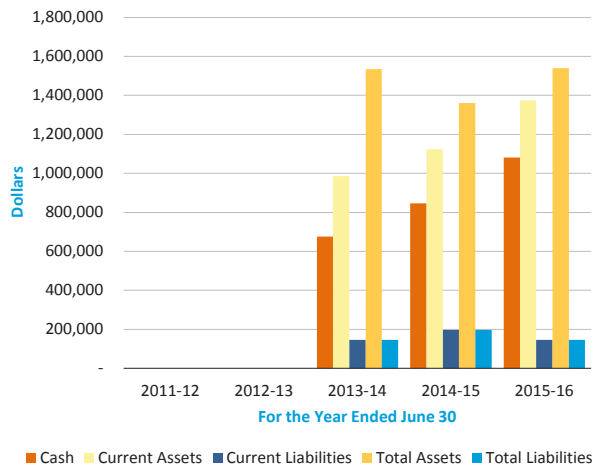


# APPENDIX D: Fiscal Dashboard

## DREAM CHARTER SCHOOL

GRAPH 1

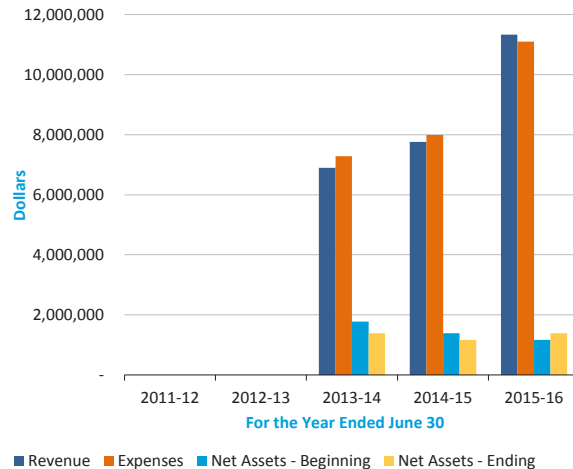
Cash, Assets and Liabilities



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

GRAPH 2

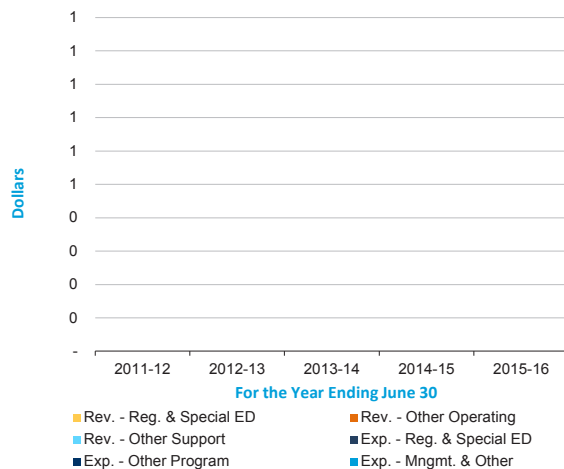
Revenue, Expenses and Net Assets



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

GRAPH 3

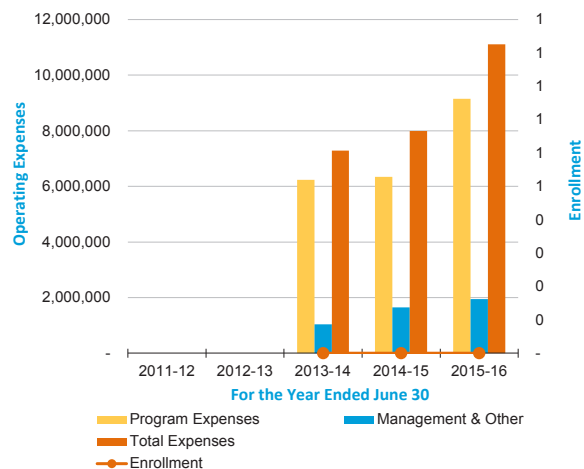
Revenue & Expenses Per Pupil



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

GRAPH 4

Enrollment vs. Operating Expenses



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

# APPENDIX D: Fiscal Dashboard

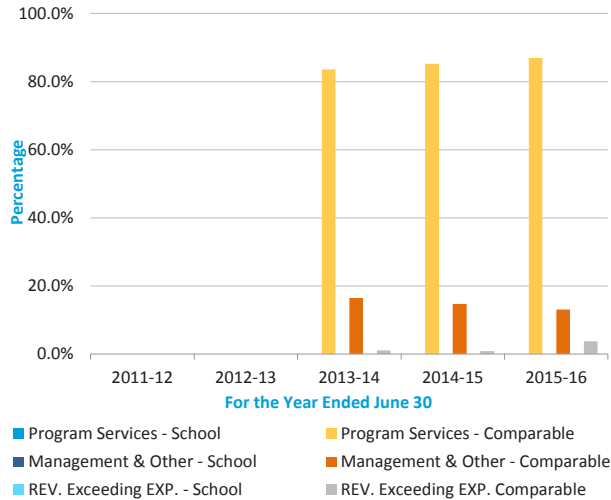
## DREAM CHARTER SCHOOL

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

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

GRAPH 5

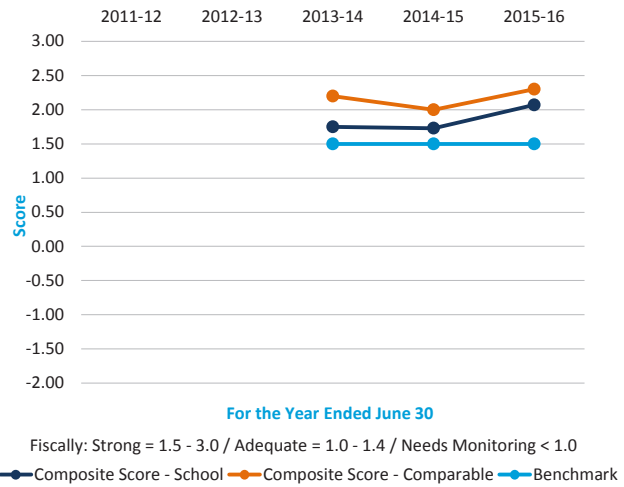
#### % Breakdown of Expenses



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

GRAPH 6

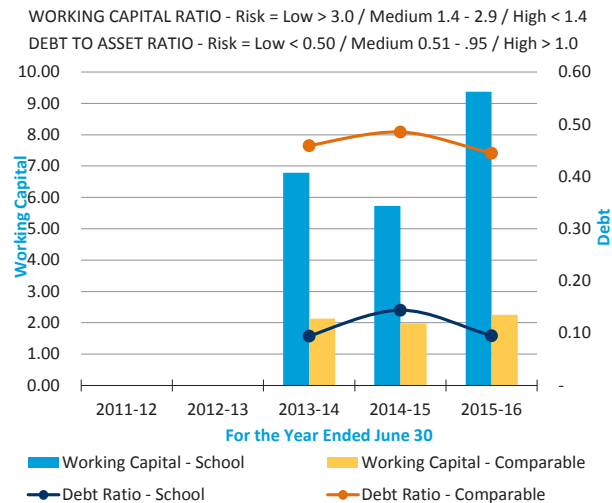
#### Composite Score



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

GRAPH 7

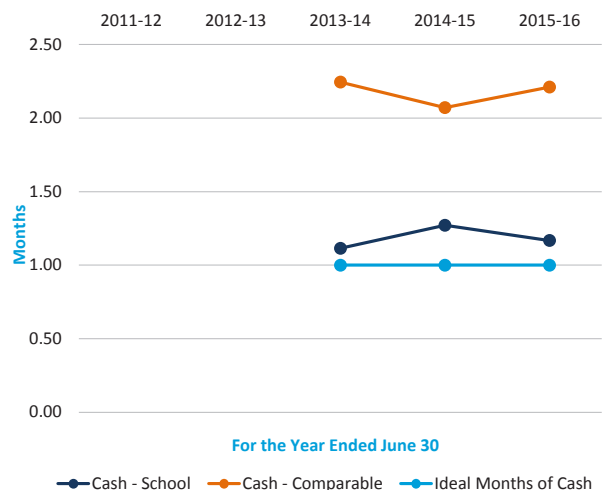
#### Working Capital & Debt to Asset Ratios



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

GRAPH 8

#### Months of Cash



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

