

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
CHILDREN'S AID COLLEGE PREP
CHARTER SCHOOL*

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INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



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

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

REPORT FORMAT

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

RENEWAL QUESTIONS

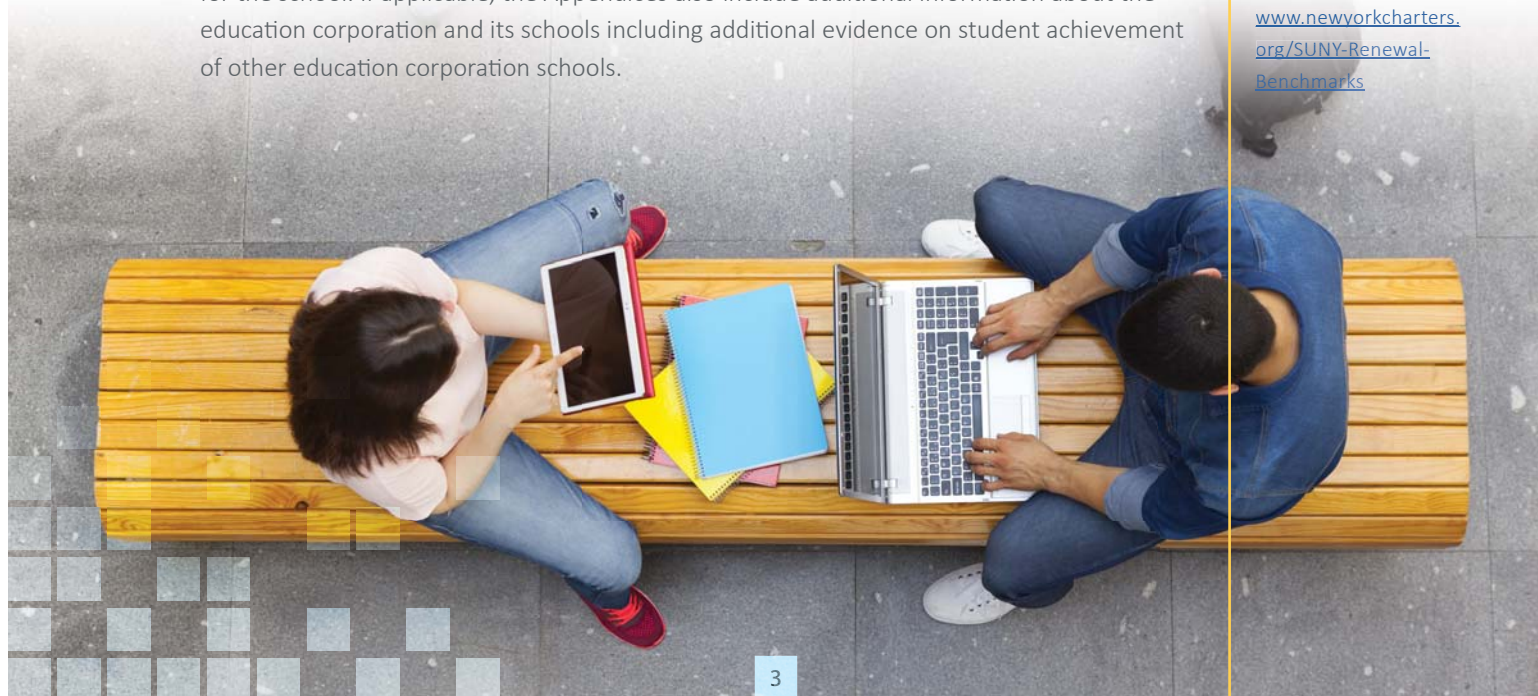
1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

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.



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

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



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Children's Aid College Prep Charter School for a period of five years with authority to provide instruction to students in Kindergarten through 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 648 students.

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



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



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

REQUIRED FINDINGS

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

1:

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

2:

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

3:

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.⁵

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

4. SUNY Renewal Policies (p. 12).

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

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute’s Request for Proposal (“RFP”) processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. Children’s Aid College Prep Charter School (“Children’s Aid”) received its original charter approval from the SUNY Trustees on June 15, 2011 and has not previously applied for renewal. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”) and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program.

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

Children’s Aid makes good faith efforts to meet its enrollment and retention targets. Children’s Aid’s outreach efforts include:

- posting flyers and placing notices in local supermarkets, communities of faith, community centers, and apartment complexes;
- conducting school tours and open houses;
- leveraging the relationships and network of community contacts of the school’s board of trustees and the school’s partner organization, the Children’s Aid Society (“CAS”), including multiple CAS programs that are in close proximity such as its Early Childhood Learning centers, foster care, and preventive services, Next Generation Center for adolescents and young adults, and licensed medical clinic;

RENEWAL RECOMMENDATION

- hosting school presentations at preschools and day care centers run by CAS and other preschool providers in the community;
- displaying advertisements on MTA buses that have routes in the South Bronx community;
- canvassing neighborhoods in Community School District (“CSD”) 12 to further reach interested families, specifically targeting NYCHA public housing buildings in the area and other housing developments and neighborhoods where large segments of low-income and/or recent immigrant families reside;
- providing applications to preschools in the community that serve children with Individualized Family Service Plans (“IFSP”); and/or,
- seeking the support of its existing parent body, especially those parents who have children representing these special populations, to be volunteer ambassadors for the school.

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.

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SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL

BACKGROUND

The SUNY Trustees approved the original charter for Children's Aid on June 15, 2011. The school opened its doors in the fall of 2012 initially serving 120 students in Kindergarten and 1st grade. The school is authorized to serve 432 students in Kindergarten through 5th grade during the 2016-17 school year. Children's Aid co-locates in a New York City Department of Education ("NYCDOE") building at 1919 Prospect Avenue, Bronx, in CSD 12. The building also houses two district schools: P.S. 211, which serves Kindergarten- 8th grade, and I.S. X318 Math, Science Technology Through Arts, which serves 6th-8th grade.

The current charter term expires on July 31, 2017. A full-term renewal would enable the school to operate through July 31, 2022. Children's Aid plans to grow to serve students in Kindergarten through 8th grade, with a projected total enrollment of 648 students at the end of the subsequent charter term.

The mission of Children's Aid is:



The Children's Aid College Prep Charter School is a Children's Aid Society community school that prepares students for success in high school, college and life by providing them with a rigorous instructional experience; addressing their physical and social-emotional needs; fostering a sense of pride and hope; and serving as a safe and engaging community hub.

Through a shared services agreement, CAS provides the Children's Aid with governance support, back-office supports (such as bookkeeping, budgeting, personnel, and payroll), and financial support (through fundraising and development). Additionally, CAS provides extensive academic program support (such as year-round enrichment programs and professional development) and wrap-around services (including a range of medical, dental, vision, and social emotional support services to students and families, regardless of ability to pay).



SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Children's Aid has proven itself to be an academic success in its initial charter term. The school has robust instructional leadership. The current leadership and initiatives have led to improved instruction. To meet the needs of its enrollment growth, Children's Aid increased its instructional leadership capacity in 2015-16 to include a second academic dean, a dean of students, and a full-time community school director. Children's Aid has a framework that defines the school's vision for quality instruction and guides all instructional practices. These and other measures have led to improved instruction, especially in regards to purposeful lessons and checking for student understanding. During instruction, students are on-task and deeply engaged with the lesson content. Though more lessons need to include opportunities to develop students' critical thinking and problem solving skills, instruction at Children's Aid supports students in reaching grade-level standards. Children's Aid met its key academic Accountability Plan goals in English language arts ("ELA") and mathematics in 2014-15 and 2015-16, the two years for which data are available.

Children's Aid provides multiple, intensive programs to meet the academic and social-emotional needs of its high proportion of at-risk students. The school effectively monitors the progress and success of at-risk students and provides training and professional development to ensure teachers meet students' needs. General education teachers work with at-risk program staff to utilize effective strategies to support struggling students.

Children's Aid seeks to add middle school grades to its current Kindergarten through 5th grade configuration in the next charter term. Beginning with 6th grade in the 2017-18 school year, the school would grow one grade per year, reaching its full scale grade span of Kindergarten through 8th grade in 2019-20.

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 visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

NOTEWORTHY

Children's Aid targets the most at-risk students through lottery preferences for English language learners, students involved with the child welfare system, students below the New York self-sufficiency standard, and students from single-parent homes. Accordingly, the school provides numerous supports for its students and families including employing six full-time social workers that the school calls "life coaches."



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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Having met all key academic Accountability Plan goals in its initial charter term, Children's Aid is an academic success. The school's leadership provides teachers with the tools and resources necessary to meet a wide range of students' educational needs.

At the beginning of the Accountability Period,⁶ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"⁷ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁸ for other public schools, SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

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

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

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

6. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students.

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Children's Aid did not propose or include any additional measures of success in the Accountability Plan it adopted.

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

each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

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

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

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

ACADEMIC PERFORMANCE

SUNY RENEWAL BENCHMARK 1A

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

In its initial charter term, Children's Aid demonstrated strong student achievement. During 2014-15 and 2015-16, the two years for which data are available, the school met its key academic Accountability Plan goals in ELA and mathematics. During 2015-16, the school outperformed over 80 percent of schools in ELA and over 94 percent of schools in mathematics.

Children's Aid met its ELA Accountability Plan goal during the first two years the school enrolled students in testing grades. The school's students enrolled in at least their second year outperformed the district by 38 percentage points during both years. Also over the same two years, the school performed higher than expected to a large degree compared to schools across the state enrolling similar percentages of students who are economically disadvantaged. The school met its growth measure in 2015-16.

The school also met its mathematics Accountability Plan goal over the charter term, posting exceptionally strong scores during the first two years it enrolled students in testing grades. In 2014-15 and 2015-16, the school outperformed the district by 67 percentage points and 61 percentage points, respectively. Also during both years, Children's Aid performed higher than expected to a large degree compared to schools with similar proportions of economically disadvantaged students. The school met its growth measure in 2015-16, exceeding its target of the state median by 12 percentile points.

The school met its science goal in its initial term. Children's Aid first administered the New York State science exam to its 4th graders in 2015-16 and exceeded its absolute target of 75 percent. Commendably, 100 percent of the school's 4th graders scored at or above proficient, with 94 percent exceeding grade level performance expectations by scoring at Level 4 (the highest level). The school also exceeded the district by 30 percentage points.

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

Academic outcome data about the performance of students receiving special education services and ELLs appears below, although not tied to separate goals in the school's formal Accountability Plan.

	2013-14	2014-15	2015-16
Enrollment (N) Receiving Mandated Academic Services	(30)	(52)	(63)
RESULTS			
Tested on State Exams (N)	(0)	(11)	(34)
Percent Proficient on ELA Exam	N/A	27.3	26.5
Percent Proficient Statewide	5.0	5.8	7.9

	2013-14	2014-15	2015-16
ELL Enrollment (N)	(24)	(31)	(26)
RESULTS			
Tested on NYSESLAT* Exam (N)	(24)	(25)	(24)
Percent 'Commanding' or Making Progress† on NYSESLAT	16.7	20.0	50.0

* New York State English as a Second Language Achievement Test, a standardized state exam.

† Defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

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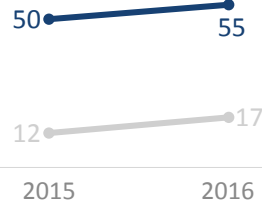
ACADEMIC PERFORMANCE

CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL

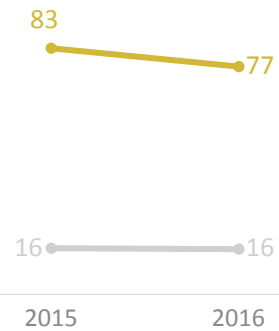
REQUIRED MEASURE DESCRIPTION

Comparative Measure: District Comparison. Each year, the percentage of students at Children's Aid in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in **CSD 12**.

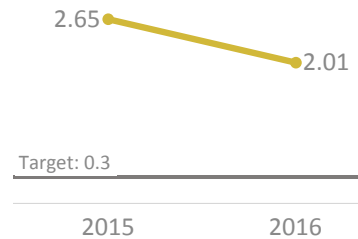
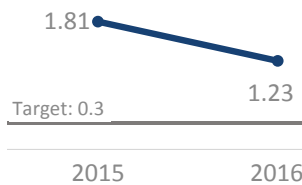
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



MATHEMATICS ACCOUNTABILITY PLAN GOAL



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** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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

62.0

2016

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**.

2016

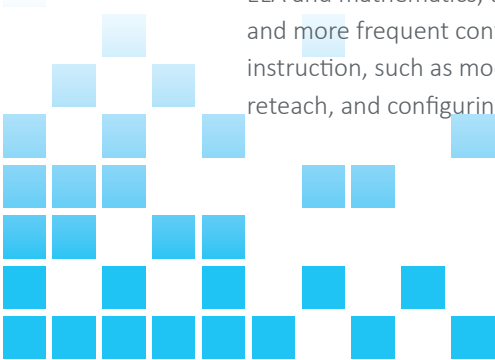
70

100

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

SUNY RENEWAL BENCHMARK 1B

Children's Aid has an assessment system that improves instructional effectiveness and student learning. The school maintains a culture in which data is a valuable tool and is purposeful in its use of assessment administration and analysis to inform action.

- Children's Aid has established an assessment suite of valid and reliable assessments aligned to the school's curriculum and state performance standards. At the end of each unit, the school administers standards-based assessments adapted from commercial curricular programs. The school determines reading levels through Developmental Reading Assessments ("DRA") for Kindergarten through 2nd grade and the Fountas & Pinnell ("F&P") assessment for 3rd through 5th grade.
 - The school has a valid and reliable process for scoring and analyzing writing assessments. At the beginning and end of the year, the school uses the Teachers College rubrics to assess students' skills in opinion, information, and narrative writing. Teachers participate in training and blind scoring practices to calibrate the use of the rubric.
 - The school makes assessment data accessible to teachers, school leaders, and board members. Within 24 hours of completing assessments teachers enter their assessment data into an online data tracker, which generates performance reports and highlights the standards on which students perform. During team meetings, facilitated by academic deans, teachers use a data analysis protocol to identify the trends and craft action plans.
 - Teachers effectively use assessment results to adjust instruction in order to meet students' needs. Teachers create leveled groups for reading. In the lower grades, grade level teachers combine three classes to create more precise leveled reading groups. In 4th and 5th grade, teachers group students into three levels of reading support: independent reading, teacher-led guided reading, and Leveled Literacy Intervention ("LLI") taught by the reading intervention teacher. Using the beginning-of-year baseline assessments in ELA and mathematics, teachers identify students that are likely to need more scaffolding and more frequent conferences. Teachers also use assessment results to adjust classroom instruction, such as modifying yearlong scope and sequence designs, identifying topics to reteach, and configuring small group instruction.
- 

ACADEMIC PERFORMANCE

- School leaders use assessment results in teachers' final evaluation ratings. The two academic deans effectively use the data to determine their coaching focus and topics for team meetings.
- Children's Aid continues its regular communications to parents/guardians about their students' progress and growth. The school distributes report cards four times per year, as well as progress reports using the same criteria. At three of the four Academic Parent Teacher Team ("APTT") meetings a year, the school shares individual, class, and school-wide academic performance data with parents.

SUNY RENEWAL BENCHMARK 1C

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

Children's Aid has a curriculum framework that supports teachers in their instructional planning. The school has curriculum guidance documents as well as practices to continue to refine the curriculum to meet the needs of their students.

- Children's Aid has a curriculum framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades. The school has supporting tools in the form of scope and sequences and unit plans that provide a bridge between the curriculum framework and lesson plans. "Horizontal" scope and sequence documents provide a yearlong overview while "vertical" scope and sequence documents provide more detail and illustrate the products at the end of each unit. Within this framework, teachers know what to teach and when to teach it.
- The school has a process for selecting, developing, and reviewing its curriculum documents and its resources for delivering the curriculum. Over the summer, the principal and academic deans revised the scope and sequences and developed the foundation of the first unit plans. Based on student performance data and teacher evaluations from the previous year, teachers identify effective practices in their highest performing grade to incorporate into the revised plans.

- Children's Aid supports teachers in planning purposeful and focused lessons. School leaders revised the lesson plan template to provide clearer guidance as to their expectations. Teachers and school leaders report that throughout the year they utilize a tuning protocol to collaboratively review and refine unit and lesson plans.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Instruction at Children's Aid supports students in reaching grade-level standards. Teachers structure lessons to include a clear focus, appropriate pacing, and regular checks for student understanding. Classrooms maintain a consistent focus on learning, with high levels of student engagement and participation.

**SUNY
RENEWAL
BENCHMARK
1D**

NUMBER OF CLASSROOM OBSERVATIONS

		G R A D E						
		K	1	2	3	4	5	Total
CONTENT AREA	ELA	2	4	2			1	9
	Math	1	1		2	1	1	6
	Science			1			1	2
	Soc Stu					1		1
	Specials					2	1	3
	Total	3	5	3	2	4	4	21

- Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum (19 out of 21 classrooms observed). Teachers usually communicate learning objectives to students in clear and age-appropriate terms. Learning activities are purposeful and aligned with the stated objectives. In numerous classrooms, teachers address their objectives through packets of handouts or a series of brief activities that build on one another. In contrast to the third year inspection report, students are aware of task expectations and understand instructions.

ACADEMIC PERFORMANCE

- Teachers regularly use techniques to check for student understanding (17 out of 21 classrooms observed). Teachers often circulate through the room during independent activities to examine student work and adjust instruction as appropriate. Some teachers use whiteboards for students to quickly demonstrate their mastery to the teacher of a particular skill before the teacher moves on to introduce the subsequent concept. However, some teachers do not have a strategic approach to ensure that they have checked the understanding of all students.
- Few classrooms include opportunities to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem solving skills (3 out of 21 classrooms observed). Most lessons are teacher-centered, and students do not have opportunities to collaborate with their peers. In a notable exception, a 1st grade lesson required students to develop their own riddles and have fellow students guess which shapes, including rhombuses, hexagons and trapezoids, they were describing. In a 4th grade lesson, students were challenged to argue whether the relationship among units in the place value system or metric system were more or less similar to each other. However, most teachers do not challenge students to defend or elaborate on their answers, apply presented concepts to real-life situations, or use new knowledge to investigate open-ended problems.
- Most teachers establish and maintain a classroom environment with a consistent focus on learning (16 out of 21 classrooms observed). In these classes, transitions are efficient, directions are clear, and materials are readily available. Student participation is often enthusiastic, with 80-100% of students raising hands for some questions. Teachers support students in utilizing the social-emotional supports, such as the secure spaces in each classroom and the question prompts to encourage more peer-to-peer discussion. In contrast, a minority of classrooms struggle with pacing and directions and many students exhibit low-level misbehavior and off-task conversations with classmates. In these classrooms, ineffective management interferes with learning.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Children's Aid is establishing a new, stronger instructional leadership structure in order to realize the high expectations held for students. The Thoughtful Classroom Teacher Effectiveness Framework (the "Framework") defines the school's vision for quality instruction and guides the school's instructional leadership practices including evaluation, professional development, and coaching.

- While the school's leadership communicates high expectations for teacher performance and teachers express a belief that all students can succeed, classroom instruction does not reflect consistently high expectations.
- Children's Aid thoughtfully adjusted the leadership structure during the charter term to include a second academic dean, a dean of students, and a full-time community school director. Although the school's instructional leadership was adequate to support the development of the teaching staff, there was no systematic process to determine who coached which teachers. In the fifth year of the school's charter, this issue has been remedied with one dean focused on Kindergarten through 2nd grade and the other on 3rd through 5th grade.
- The academic deans, supported by the principal, provide systemic and effective coaching and supervision focused on improving teachers' instructional effectiveness. Children's Aid uses the Framework to shape the school's definition of quality instruction and drive the school's instructional leadership. School leaders use this tool as the basis of the yearlong professional development plan including summer institute and bi-monthly half-days. Academic deans use the framework to connect teacher and student needs and guide their ongoing coaching.
- School leaders regularly conduct teacher evaluations with clear criteria based on the Framework. Leaders conduct frequent visits to classrooms via learning walks, mini-observations, and full observations. Teachers are familiar with the criteria and report that feedback is valuable and accurate.

ACADEMIC PERFORMANCE

- Instructional leaders provide opportunities and guidance for teachers to plan curriculum and instruction within grade levels in Kindergarten through 3rd grade and within departments (humanities, mathematics, science) in 4th-5th grade. Academic deans or team leads facilitate these team meetings, which center on a particular weekly focus area. Co-teachers have three additional periods per week to plan together.

SUNY RENEWAL BENCHMARK 1F

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

Children's Aid has a system of interventions designed to meet the needs of at-risk students. Given the high-needs population the school aims to serve, the school provides many academic and social-emotional interventions to all students.

- Children's Aid uses clear procedures for identifying at-risk students including students with disabilities, ELLs, and those struggling academically. The school uses a Response to Intervention ("RtI") approach for identification and intervention, in which all students are universally screened using baseline assessments. For ELLs, the school follows appropriate procedures, including the Home Language Identification Survey and New York State Identification Test for English Language Learners ("NYSITELL").
- The school has established interventions to meet the needs of at-risk students. For students with disabilities, a special education coordinator and two intervention teachers (one focused on reading and one on mathematics) provide special education teacher support services ("SETSS"), and outside resources that provide appropriate services. For the students who need more support, the school employs several paraprofessionals to work with students one-on-one.
- General education teachers and specialists work in collaboration to support all students within the general population. In most grades, the school has two integrated co-teaching ("ICT") classes and in all classrooms the school has two teachers in each room. Social workers serve as life coaches for each grade and support students in social emotional development. The social workers collaborate with teachers to co-plan and co-teach

weekly life skills classes and work in classrooms with teachers to support students' social emotional needs. In addition, classroom teachers use the Wilson Reading Foundations, LLI, and Do the Math programs to work with the lowest performing students within the classroom.

- The school adequately monitors the progress and success of at-risk students via a data tracker and an RtI tracker. The school formats the data tracker, a Google doc made accessible to school leaders and teachers, to color-code students at each of four levels.
- General education teachers, working in collaboration with special education teachers, utilize effective strategies to support students within the general education program. The school provides training to at least one of the two teachers in each classroom in the LLI, which the school uses for ELA instruction for the lowest performing group of students.
- Children's Aid provides training and professional development to identify at-risk students and to help teachers meet students' needs. In addition to the LLI training noted above, the school utilizes its relationship with the New York City Charter School Center to send classroom teachers and special education staff to trainings, who subsequently turnkey for other staff. Social workers attend training provided by CAS.
- The school provides opportunities for coordination between classroom teachers and at-risk program staff, including social workers. Teachers are aware of their students' progress toward meeting their Individualized Education Program ("IEP") goals, achieving English proficiency or school-based goals for struggling students. This year, the special education coordinator and intervention teachers attend team meetings focused on data analysis and action planning.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

The Children’s Aid school organization effectively supports the delivery of its high quality educational program.

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

Children’s Aid 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. Children’s Aid’s mission and key design elements are mostly in evidence at the time of renewal. In regard to the mission, Children’s Aid puts forth many efforts and resources to address students’ emotional and social needs and increasingly provides services to parents and the community. In regard to the key design elements, the school should focus on developing deeper learning elements of its curriculum in the future charter term as continuous growth of the school’s academic results will depend on strengthening this component of the academic program.

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 2015-16 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. This year, 82% of families who received the survey responded, a significantly strong response rate. The majority of survey respondents (96%) indicate strong satisfaction with the school’s program, and the response rate is sufficient to be useful in framing the results as representative of the school community.

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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. As a component of its renewal visit protocol, the Institute conducted a parent focus group discussion. The six parents in attendance at the focus group indicated strong loyalty and satisfaction with the school. Parents believe the school keeps parents well informed of their child’s learning and achievement in large part through APTT meetings, in which all parents and guardians meet with the teacher to discuss academic trends for the class and for parents and guardians to set individualized goals for their children in ELA and mathematics. Parents appreciate the intensive and customized student support the school provides, the compassion and availability of the current principal, the life coaches, the school’s discipline system, and the monthly father meetings facilitated by the school.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2015-16, 87% of Children’s Aid 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?

Despite having a somewhat new structure, Children’s Aid’s organization supports the delivery of the educational program with clear leaders’ and staff members’ roles.

- In its fourth year, Children’s Aid put in place an administrative structure with staff, policies, and procedures that allow the school to carry out its academic program with distinct lines of accountability. The school’s principal, in her role for approximately one calendar

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year, has created a structure of two academic deans, for Kindergarten through 2nd grade and for 3rd-5th grade, respectively, that provide coaching and supervision to teachers. The principal also worked with the school's institutional partner, Children's Aid Society, to hire a full-time community school director who, in part, helps ensure the school's after-school programs are more integrated with the school's regular instructional day. The after-school program covers a wide variety of disciplines and interests, including character development, academic services, health and life skills, arts, sports, fitness, and technology. The school also hired a second dean of students that oversees the school's discipline system as well as promotes a culture of learning at each campus. The director of student support services supervises the life coaches as well as reports and promotes the social emotional learning of students. In contrast to the school's third year in which the distinction of roles was unclear, teachers now report being clear on whom to go to for what purpose.

- Children's Aid has a clear student discipline system in place at the administrative level that is consistently applied. Teachers and school staff members at both school sites enter disciplinary infractions into an online reporting system, which the deans of students regularly monitor to look at trends of individual students and across classrooms. After the school administers a disciplinary action to a student, a dean works with the pertinent life coach to develop a plan to address the underlying academic or social emotional causes of the infractions.
- Children's Aid is deliberate in its attempts to retain high quality staff. The school provides bonuses to teachers, as well as leadership opportunities, including grade team leader roles and department chairs. This contributes to an upward trend in teacher retention rates, with the percentage of returning instructional staff increasing from 69% in the second year of the charter term to 85% in the fifth year.
- The school has allocated sufficient resources to support the achievement of goals. Teachers report receiving all supplies and resources they need and that the school expeditiously meets teachers' requests for additional supplies and resources.
- In most grades, the school maintains adequate enrollment. First grade has the lowest number of students of any grade level, which coincides with the Kindergarten and 1st grades moving to a new facility this school year and adding two classes of 1st graders to a total of just one Kindergarten class from the previous year. The school is currently filling its vacancies in 1st grade, and other grades, from its long waiting list of 1,844 students.

- Children's Aid emphasizes a preference for serving students who are at-risk of academic failure, specifically ELLs, students involved with the child welfare system, students below the New York self-sufficiency standard, and students from single-family homes. It has procedures in place to monitor its progress in meeting enrollment and retention targets of students with disabilities, ELLs, and students receiving free and reduced price lunches.
- The school regularly monitors and evaluates the school's programs and makes changes if necessary. For example, the school has made significant changes to reduce its chronic student absenteeism. Children's Aid recently created an attendance team consisting of life coaches, classroom aids, teachers of some specials classes, and operations team members. The attendance team, under the direction of the director of student support services, meets every two weeks to analyze trends and discuss ways to reduce chronic absenteeism. The school's efforts have proven successful, as chronic absenteeism at the school decreased from 21% in 2014-15 to 14% in 2015-16.

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

The board provides sufficient oversight of Children's Aid's academic program and finances. However, the board does not sufficiently evaluate its institutional partner, Children's Aid Society ("CAS").

- Board members possess adequate skills and have put in place structures and procedures with which to govern and oversee management of the school. Board members possess varied and pertinent skills and expertise including backgrounds in education, law, and finance though the board wants to augment its skillset in finances. The board has several standing committees including: an executive committee; development committee; finance committee; governance committee; and learning, achievement, and evaluation committee. Many of the standing committees meet regularly and report to the full board.
- The board requests and receives sufficient information to provide oversight of its academic program and finances. Most of the board members are on the school's learning, achievement, and evaluation committee, which works closely with the school's principal to better understand the school's academic needs. The principal provides monthly dashboards to the board that include detailed information on attendance, disciplinary actions, and assessment results. The finance committee meets monthly

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to analyze the budget actuals against what was projected and members of the finance committee regularly examine bank statements, plan for reserves, discuss facilities, and align finances with school policies.

- The board establishes clear priorities and long-range goals, and is conscientiously developing benchmarks for tracking progress. The board clearly defines the school's long-range goal of serving students and families so that students are successful academically and are socially and emotionally healthy. The board closely tracks the academic progress of the school's students and is thoughtfully developing and continually modifying measures to track the social emotional development of its students, especially of the school's most at-risk students.
- The board thoughtfully evaluates the school leader's performance. The only personnel decision the board makes is the retention of the executive director. Initially the board used a 360 degree survey of board members, school leaders, and other school staff, to evaluate the principal. The board recently instituted a principal evaluation framework that more closely aligns with the school's initiatives.
- The board does not have a systematic tool or rubric to evaluate the efficacy of the services provided by CAS. The extent to which the board's decisions for the school are independent of CAS' influence is unclear. Though the services CAS provides to the school have changed since the school's inception and in some cases increased, the school does not have an up-to-date service agreement with CAS. The school has hired an attorney to expedite an updated agreement.
- The board regularly evaluates its own performance. The board conducts retreats, completes self-evaluation documents, and board members meet individually with the board chair to set goals for themselves as board members.

- The board does not systematically or regularly engage in board development. Though the board provides some information about the school and board to new board members, there is no codified onboarding process for new board members. Though none of the board members have previous experience serving on charter school boards, board members have not undergone training on effective charter school governance.
- The board effectively communicates with school stakeholders, including school leadership, staff, parents/guardians, and students. The board communicates with school staff regularly, and at times, teachers attend board meetings. One of the current board members is a parent. The board continues to maintain a presence in the school community by having at least one board member visit the school weekly and by conducting “learning walks” with school staff to discuss topics such as lesson planning and instructional differentiation strategies. Children’s Aid’s board is intentional about having board representation at key school events.

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

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

- The board has materially complied with the terms of its by-laws and code of ethics.
- The board receives specific and extensive reports from the principal’s report and data dashboard including information regarding fiscal, academic, non-academic student and staffing performance.

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- The board has a well functioning committee structure. The governance, finance, fundraising, real estate, and learning, achievement, and evaluation committees report out regularly at full board meetings. A planning calendar based on the school year that shows school events, board meetings, a board retreat, and committee work is clearly drawn out and available.
- The board receives financial reports and information, which it and its finance and development committee use for planning.
- The board consistently reviews and revises school policies accordingly.

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

The school generally and substantially complies with applicable laws, rules, and regulations and the provisions of its charter.

- **Complaints.** The school has generated few informal complaints regarding admissions, student discipline, and promotion/retention. Two complaints required intervention by the Institute. The first was an allegation that the school was requiring the parent to sit with her child during the school day. Upon follow-up with the school, the Institute learned that this was not required but highly encouraged to assist the student who had been dealing with anxiety issues. The school was proactive in seeking parental involvement in creating solutions and was dedicated to offer the family services and providing information on outside providers. The second allegation centered around a Kindergarten student coming home with a bump on the back of his head. Upon a meeting of the school and the parent, it was discovered that the injury had been self-inflicted while in a social emotional de-escalation room. The parent was satisfied with how the matter was handled but the school dedicated itself to providing continued professional development in securing environments for students to provide the best therapeutic environment.

- **Enrollment.** The school went above its allowed enrollment collar during the 2014-15 school year. The school sought an enrollment revision to come into compliance. Such revision was approved.
- **By-laws.** The school's by-laws have a few, technical deficiencies.

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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, Children's Aid is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that education corporation have demonstrated fiscal soundness over the majority of the charter term.⁹

CAS, a not-for-profit organization, and the school are related through certain board commonality. CAS provides administrative support services for a 10.6% fee and other enrichment programs and services (wrap-around services) to the school under an agreement between the two entities. The total fees paid to CAS for 2015-16 were approximately 18% of the total revenues.

CAS routinely receives contributions from private donors that are earmarked for the charter school. These contributions are recorded as contribution income passed through from CAS to the school.

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

Children's Aid has maintained fiscal soundness through conservative budgeting practices and routine monitoring of revenues and expenses.

- Annual budget process is led by the principal and requires input from the director of operations and key leadership staff.
- The budget is presented to the board finance committee by the principal for review and once the committee is satisfied the budget is presented to the full board for approval.
- Implementation of the budget is the responsibility of the principal.
- The next charter term projection reflects steady enrollment and stable budgets.

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9. 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.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

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

- 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 has accurately recorded and appropriately documented transactions in accordance with established policies.
- The school's most recent audit report of internal control over financial reporting 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.

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DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Children's Aid has complied with reporting requirements.

- The school'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 school consistently complies with all reporting requirements of the charter agreement. As noted below, Children's Aid is required to establish a dissolution reserve fund in accordance with the charter agreement.

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

The school maintains adequate financial resources to ensure stable operations.

- Children's Aid posts a fiscally strong composite score rating on the Institute's financial dashboard indicating a consistent level of fiscal stability over the charter term.
- Children's Aid has relied primarily on recurring operating revenues and accumulated surpluses to cover any operating deficits. Children's Aid does receive contribution support but is not dependent upon such variable income for its financial needs, for the 2015-16 fiscal year contributions were \$465,263.
- Children's Aid 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 4.8 months of cash on hand. The total net assets as of June 30, 2016 were \$1,528,910.
- As a new requirement of charter agreements, Children's Aid must establish a separate bank account for the dissolution fund reserve of \$75,000 to cover legal and accounting fees. The reserve fund can be funded with \$25,000 over the first three years of the new charter term.



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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?

Children's Aid is an academic success supported by an effective and viable organization. The education corporation is fiscally sound, and the board acts strategically to support the school in achieving its Accountability Plan goals. As such, the plans for a future charter term, including a grade expansion, 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. Children's Aid plans to implement the same core elements of its educational program that enabled the school to come close to meeting its Accountability Plan goals in the initial charter term. These elements are likely to enable the school to meet or come close to meeting its goals in the next charter term while Children's Aid grows with one additional grade per year such that it serves Kindergarten through 8th grade in the third year of its subsequent charter term.

Plans for Board Oversight & Governance. Trustees express interest in continuing to serve the school in the next charter term, and the board may add additional members in the future.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	432	648
Grade Span	K - 5	K - 8
Teaching Staff	33	63
Days of Instruction	185	185

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, Children’s Aid presents a reasonable and appropriate fiscal plan for the next charter term including school budgets that are feasible and achievable.

For the 2017-18 school year, the school intends to move Kindergarten through 4th grade into its new elementary school building in the Bronx while operating 5th and 6th grade in the existing NYCDOE co-located space. Children’s Aid will grow in 2018-19 to include 7th grade, which will co-locate in NYCDOE space with the 6th grade; Kindergarten through 5th grade will operate in the new facility. When the school reaches its full Kindergarten through 8th grade configuration in the 2019-20 school year, Children’s Aid will provide instruction for Kindergarten through 5th grade students in the new facility and operate 6th through 8th grade in co-located NYCDOE space.

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. The education corporation has amended or will amend other key aspects of the renewal application-- including by-laws and code of ethics-- to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

Children's
Aid

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APPENDICES

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FISCAL DASHBOARD

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APPENDIX A: School Overview

BOARD OF TRUSTEES

CHAIR

Karen Drezner

VICE CHAIR

Lori Clement

SECRETARY

Michelle DeLong

TRUSTEES

Drema Brown

Beth Leventhal

Abelardo Fernandez

Jane Goldman

Delois Coleman

SCHOOL LEADERS

PRINCIPAL

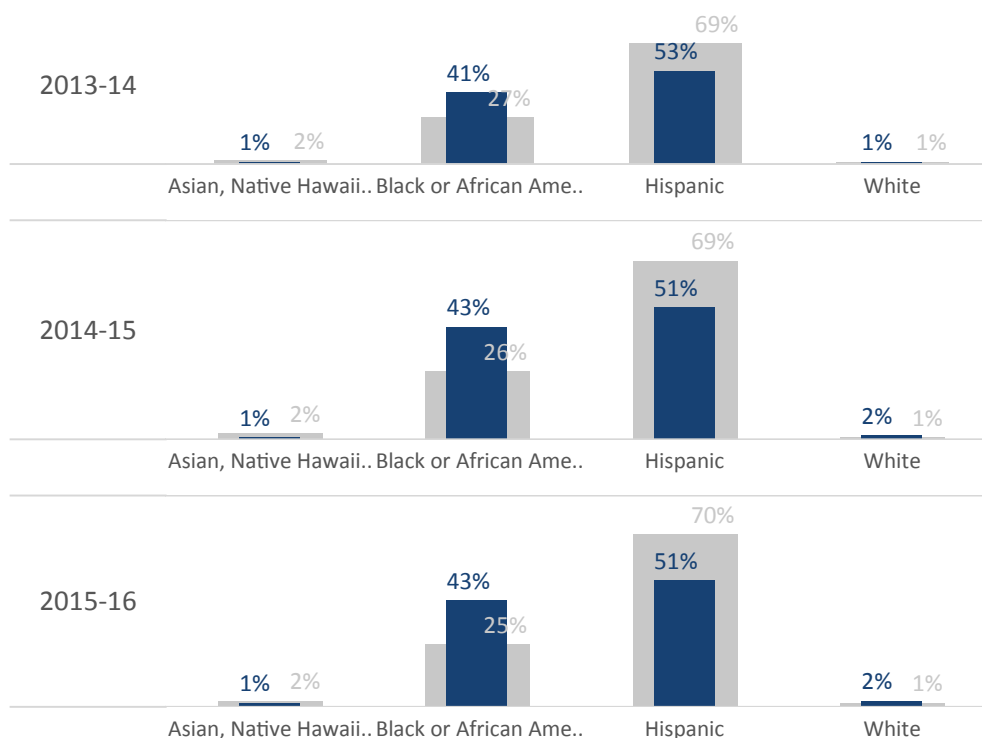
Ife Lenard (2012-13 to 2014-15)

Casey Vier (2015-16 to Present)

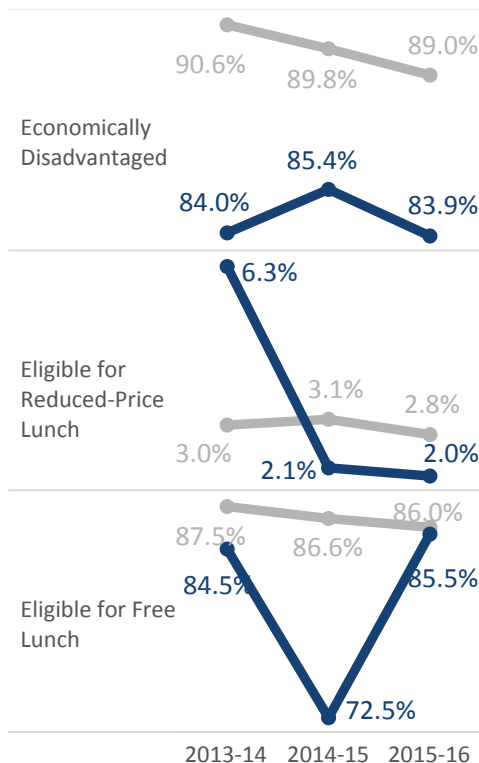
SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2012-13	120	132	110%	K-1	K-1
2013-14	175	207	118%	K-2	K-2
2014-15	222	274	123%	K-3	K-3
2015-16	265	297	112%	K-4	K-4
2016-17	432	407	94%	K-5	K-5

STUDENT DEMOGRAPHICS: RACE/ETHNICITY

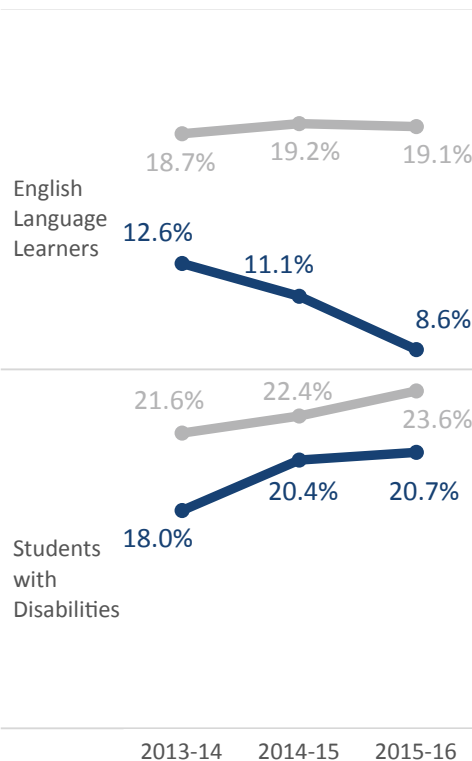


STUDENT DEMOGRAPHICS: FREE/REDUCED LUNCH



The charts show the trends in enrollment in the **school** and the **district** for each subgroup. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

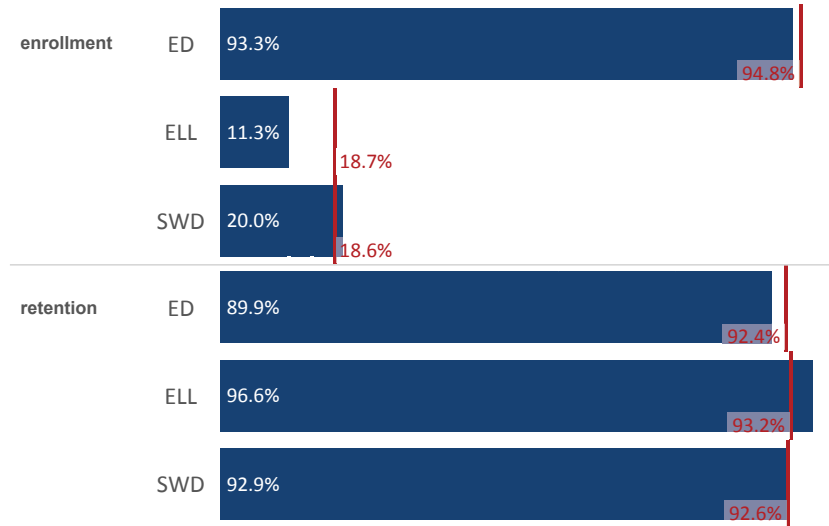
STUDENT DEMOGRAPHICS: SPECIAL POPULATIONS



The charts show trends in enrollment in the **school** and the **district** for each subgroup.

APPENDIX A: School Overview

ENROLLMENT AND RETENTION TARGETS



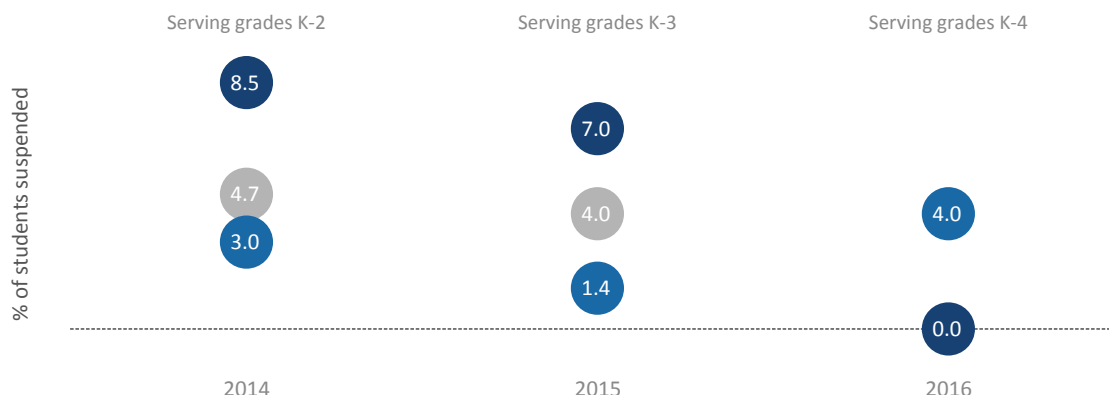
The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or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

PERSISTENCE IN ENROLLMENT



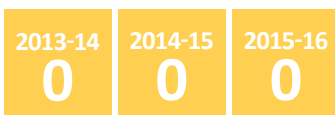
Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

SUSPENSIONS: CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL'S OUT OF SCHOOL SUSPENSION RATE, IN SCHOOL SUSPENSION RATE, AND THE DISTRICT OVERALL SUSPENSION RATE.



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th 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: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

EXPULSIONS: THE NUMBER OF STUDENTS EXPELLED FROM THE SCHOOL EACH YEAR.



PARENT SATISFACTION: SURVEY RESULTS



APPENDIX A: School Overview

TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

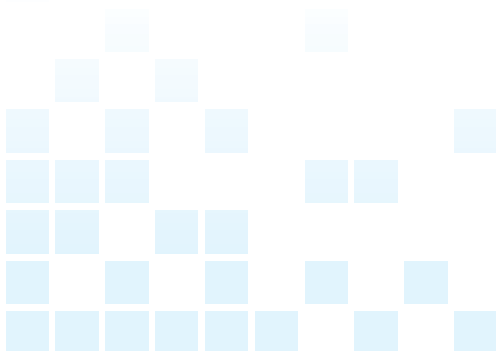
SCHOOL YEAR	VISIT TYPE	DATE
2012-13	First Year	April 11, 2013
2014-15	Evaluation	May 7, 2015
2016-17	Initial Renewal	October 18-19, 2016

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
October 18-19, 2016	Adam Aberman	External Consultant
	Hillary Johnson, Ed.D	External Consultant

KEY DESIGN ELEMENTS

ELEMENT	EVIDENT?
The thoughtful classroom approach;	+
Strategic teachers and professional development;	+
Deeper learning—curriculum and assessment;	+
Co-teaching;	+
Life coaching;	+
School-linked health services and mental health services;	+
Parent engagement and support for families;	+
Extended day and extended year; and,	+
After school, enrichment activities and summer camps and programming.	+



APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: English Language Arts
Children's Aid College Prep Charter School



	2013-14 Grades Served: K-2				2014-15 Grades Served: K-3				2015-16 Grades Served: K-4				MET
	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)	
<u>ABSOLUTE MEASURES</u> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	()	()	()	3	48.5 (68)	50.0 (58)	()	3	35.3 (68)	34.8 (66)	()	
	4	()	()	()	4	()	()	()	4	73.5 (68)	77.6 (58)	()	
	5	()	()	()	5	()	()	()	5	()	()	()	
	6	()	()	()	6	()	()	()	6	()	()	()	
	7	()	()	()	7	()	()	()	7	()	()	()	
	8	()	()	()	8	()	()	()	8	()	()	()	
	All	()	()	()	All	48.5 (68)	50.0 (58)	()	All	54.4 (136)	54.8 (124)	()	
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PI	AMO		
	Comparison:				Comparison: Bronx District 12				Comparison: Bronx District 12				
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		
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	
<u>GROWTH MEASURE</u> 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				4				4				
	5				5				5				
	6				6				6				
	7				7				7				
	8				8				8				
	All				All				All				

SCHOOL PERFORMANCE SUMMARY: Mathematics

Children's Aid College Prep Charter School



	2013-14 Grades Served: K-2				MET	2014-15 Grades Served: K-3				MET	2015-16 Grades Served: K-4				MET
	Grades	All Students % (N)	2+ Years Students % (N)	AMO		Grades	All Students % (N)	2+ Years Students % (N)	AMO		Grades	All Students % (N)	2+ Years Students % (N)	AMO	
ABSOLUTE MEASURES 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	()	()	()	YES	3	82.4 (68)	82.8 (58)	94	YES	3	69.1 (68)	69.7 (66)	YES	
	4	()	()	()		4	(0)	(0)			4	82.4 (68)	84.5 (58)		
	5	()	()	()		5	(0)	(0)			5	(0)	(0)		
	6	()	()	()		6	(0)	(0)			6	(0)	(0)		
	7	()	()	()		7	(0)	(0)			7	(0)	(0)		
	8	()	()	()		8	(0)	(0)			8	(0)	(0)		
	All	()	()	()		All	82.4 (68)	82.8 (58)			All	75.7 (136)	76.6 (124)		
		Grades	PLI	AMO			Grades	PLI			AMO		Grades		PI
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	3				YES	3	181	94		YES	3-4	173	101	YES	
COMPARATIVE MEASURES 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:				YES	Comparison: Bronx District 12				YES	Comparison: Bronx District 12				YES
	Grades	School	District			Grades	School	District			Grades	School	District		
	3	82.8	15.9			3	82.8	15.9			3-4	76.6	15.6		
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.	Effect Size				YES	Effect Size				YES	Effect Size				YES
	% ED	Actual	Predicted			% ED	Actual	Predicted			% ED	Actual	Predicted		
						78.3	82.4	32.7	2.65		76.0	75.7	36.3	2.01	
GROWTH MEASURE 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		YES
	4					4					4	62.0			
	5					5					5	0.0			
	6					6					6	0.0			
	7					7					7	0.0			
	8					8					8	0.0			
	All					All					All	62.0	50.0		
		Grades	PLI	AMO			Grades	PLI	AMO			Grades	PI	AMO	

APPENDIX C: District Comments

NO COMMENTS RECEIVED



APPENDIX D: Fiscal Dashboard

CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL

SCHOOL INFORMATION

BALANCE SHEET

Opened 2012-13

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

2010-11	2011-12	2012-13	2013-14	2014-15
-	-	277,956	631,931	1,297,748
-	-	516,221	303,234	325,893
-	-	-	-	-
-	-	-	4,357	43,104
-	-	-	-	-
-	-	794,177	939,522	1,666,745
-	-	172,598	214,151	149,644
-	-	-	-	-
-	-	966,775	1,153,673	1,816,389

-	-	35,960	90,865	248,634
-	-	196,251	293,420	470,621
-	-	-	15,840	7,294
-	-	-	-	-
-	-	-	-	-
-	-	-	72,539	339,865
-	-	232,211	472,664	1,066,414
-	-	-	-	-
-	-	232,211	472,664	1,066,414

-	-	734,564	681,009	749,975
-	-	-	-	-
-	-	734,564	681,009	749,975
-	-	966,775	1,153,673	1,816,389

-	-	1,783,535	2,795,503	3,823,600
-	-	287,640	250,322	604,382

-	-	600,000	125,000	200,000
-	-	105,880	149,679	189,597
-	-	-	-	-
-	-	113,799	13,053	28,445
-	-	-	-	-
-	-	2,890,854	3,333,557	4,846,024

-	-	2,116,475	3,215,868	4,141,226
-	-	184,771	71,424	426,261
-	-	-	-	-
-	-	-	-	-
-	-	2,301,246	3,287,292	4,567,487

-	-	381,236	369,749	509,072
-	-	49,081	32,938	50,008
-	-	2,731,563	3,689,979	5,126,567

-	-	159,291	(356,422)	(280,543)
---	---	---------	-----------	-----------

-	-	575,273	302,867	349,509
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	575,273	302,867	349,509

-	-	3,466,127	3,636,424	5,195,533
-	-	-	-	-
-	-	3,466,127	3,636,424	5,195,533

-	-	734,564	(53,555)	68,966
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-	-	-	734,564	681,009
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-	-	-	-	-
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-	-	734,564	681,009	749,975
---	---	---------	---------	---------

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	-	99,378	562,579	890,420
Instructional Personnel	-	-	1,130,703	1,141,170	1,409,879
Non-Instructional Personnel	-	-	-	-	52,700
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	1,230,081	1,703,749	2,352,999
Fringe Benefits & Payroll Taxes	-	-	339,106	518,022	622,777
Retirement	-	-	213,358	-	-
Management Company Fees	-	-	322,722	664,839	932,626
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	80,921	110,536	100,798
Professional Fees, Consultant & Purchased Services	-	-	101,884	347,801	454,150
Marketing / Recruitment	-	-	34,245	13,397	18,207
Student Supplies, Materials & Services	-	-	160,926	125,607	225,078
Depreciation	-	-	39,032	58,648	64,507
Other	-	-	209,288	147,380	355,425
Total Expenses	-	-	2,731,563	3,689,979	5,126,567

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	-	120	175	222
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	-	-	132	207	274
Chartered Grades	-	-	K-1	K-2	K-3
Revised Grades	-	-	-	-	-

Primary School District:

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

-	-	13,527	13,527	13,527
0.0%	0.0%	100.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	-	-	21,900	16,104	17,686
Other Revenue and Support	-	-	4,358	1,463	1,276
TOTAL - GRAPH 3	-	-	26,259	17,567	18,962

Expenses

Program Services	-	-	17,434	15,881	16,670
Management and General, Fundraising	-	-	3,260	1,945	2,040
TOTAL - GRAPH 3	-	-	20,694	17,826	18,710
% of Program Services	0.0%	0.0%	84.2%	89.1%	89.1%
% of Management and Other	0.0%	0.0%	15.8%	10.9%	10.9%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	26.9%	-1.5%	1.3%

Student to Faculty Ratio

-	-	7.8	8.3	10.1
---	---	-----	-----	------

Faculty to Admin Ratio

-	-	2.4	3.1	2.3
---	---	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

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

0.0	0.0	3.0	1.8	1.8
N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

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

0	0	561,966	466,858	600,331
0.0%	0.0%	16.2%	12.8%	11.6%
0.0	0.0	3.4	2.0	1.6
N/A	N/A	LOW	MEDIUM	MEDIUM
N/A	N/A	Excellent	Good	Good

Quick (Acid Test) Ratio

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

0.0	0.0	3.4	2.0	1.5
N/A	N/A	LOW	MEDIUM	MEDIUM
N/A	N/A	Excellent	Good	Good

Debt to Asset Ratio - GRAPH 7

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

0.0	0.0	0.2	0.4	0.6
N/A	N/A	LOW	LOW	MEDIUM
N/A	N/A	Excellent	Excellent	Good

Months of Cash - GRAPH 8

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

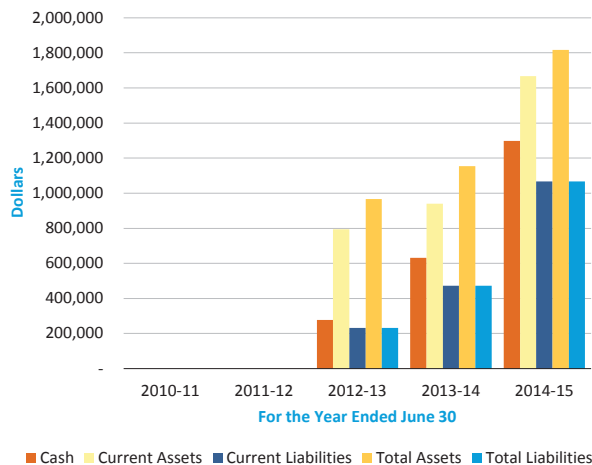
0.0	0.0	1.2	2.1	3.0
N/A	N/A	MEDIUM	MEDIUM	LOW
N/A	N/A	Good	Good	Excellent

APPENDIX D: Fiscal Dashboard

CHILDREN'S AID COLLEGE PREP CHARTER SCHOOL

GRAPH 1

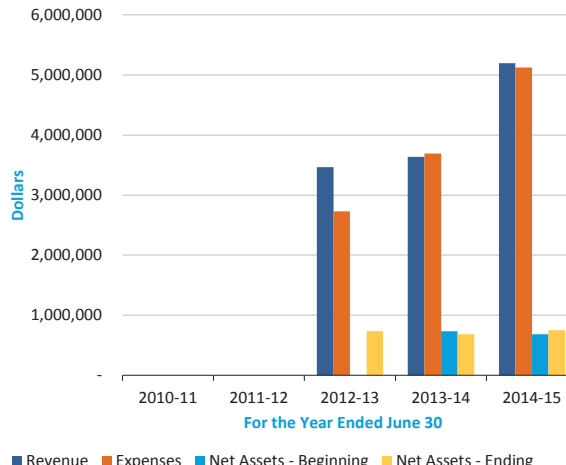
Cash, Assets and Liabilities



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

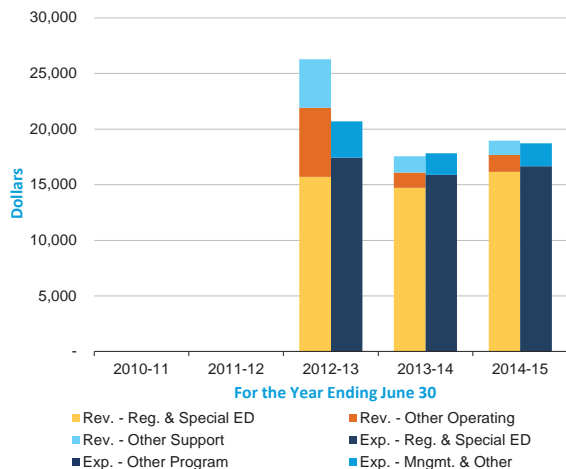
Revenue, Expenses and Net Assets



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

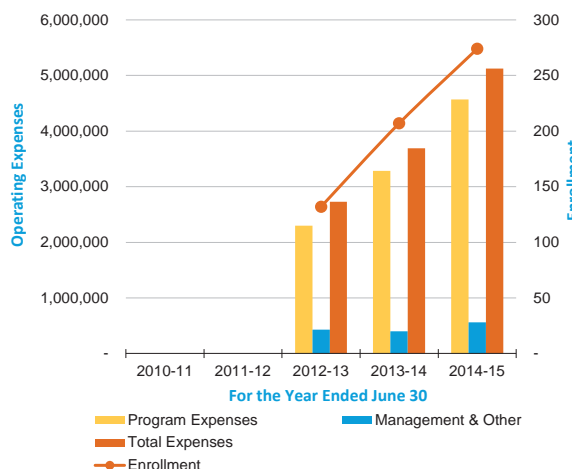
Revenue & Expenses Per Pupil



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

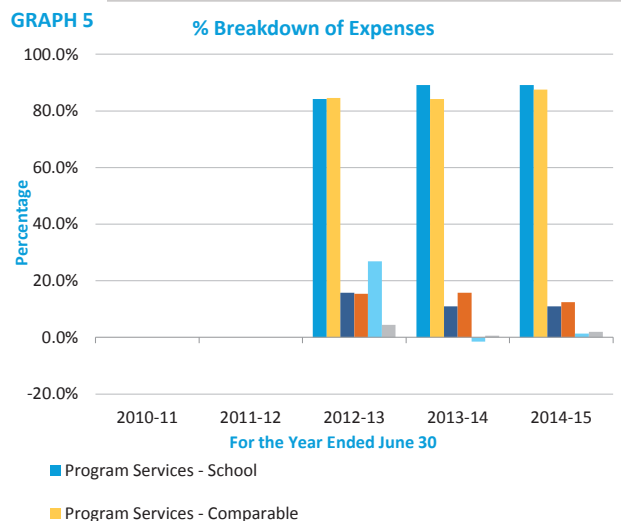
Enrollment vs. Operating Expenses



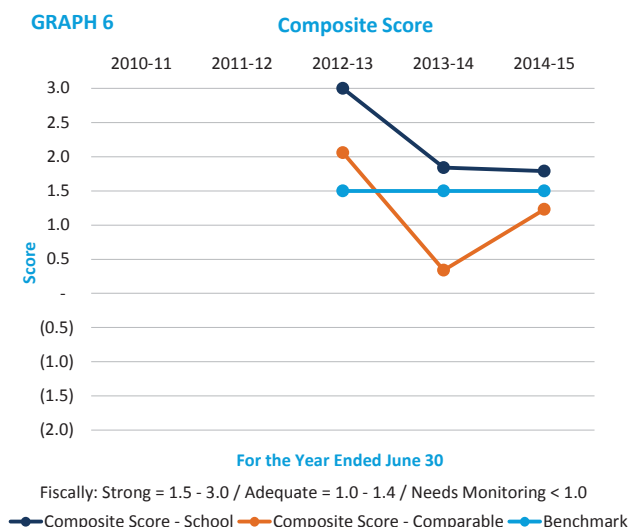
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

Comparable School, Region or Network: New York City & Long Island Schools (Excluding Closed Schools)

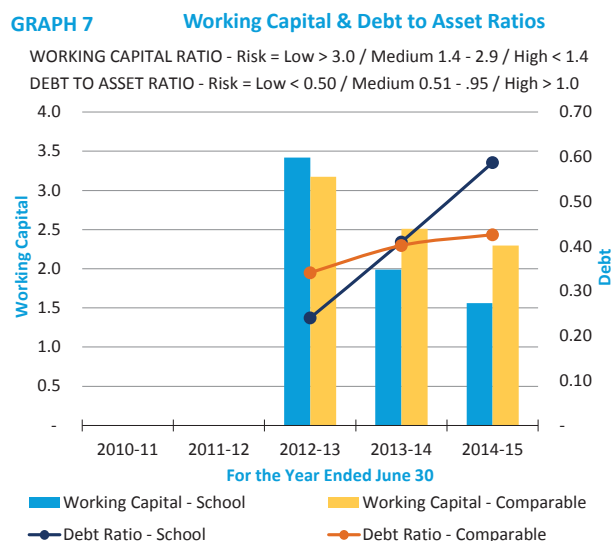
* Average = Average - 5 Yrs. OR Charter Term



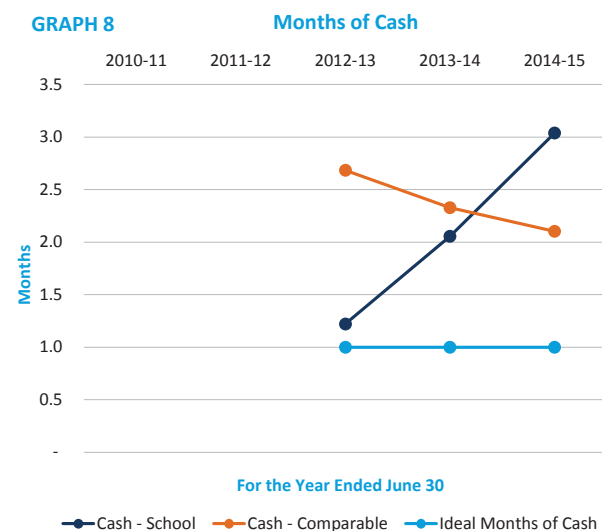
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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.



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.



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.

