



Renewal Recommendation Report Harlem Prep Charter School

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INTRODUCTION AND REPORT FORMAT

INTRODUCTION

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 an education corporation’s Application for Charter Renewal, and more broadly, details the merits of an education corporation’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”) (revised September 4, 2013 and available at: www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf).

REPORT FORMAT

The Institute makes all renewal recommendations based on a school’s Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Additionally, the Institute has reviewed the strength and fiscal health of the not-for-profit education corporation with the authority to operate the school. 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. This renewal recommendation report compiles the evidence below using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),¹ 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.

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, the SUNY Fiscal Dashboard information for the school, and, if applicable, its education corporation, additional information about the education corporation and its schools, and additional evidence on student achievement of those schools.

¹ Version 5.0, May 2012, available at: www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf.

INTRODUCTION AND REPORT FORMAT

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/operate/existing-schools/renewal/.

RENEWAL RECOMMENDATION

RECOMMENDATION:

FULL-TERM RENEWAL

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Harlem Prep Charter School for a period of five years with authority to provide instruction to students in Kindergarten through 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 1,061 students.

To earn an Initial Full-Term Renewal,² a school must either:

- (a) 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
- (b) have made progress toward 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, 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:

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

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, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL")

² The Education, College Readiness and Success Committee (predecessor of the SUNY Trustees' Charter Schools Committee) resolution, dated March 22, 2011, stated, "notwithstanding the [SUNY Renewal Policies in effect at that time], at the end of the renewal charter term, the School shall be treated for purposes of renewal as a school in its first charter term."

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).

RENEWAL RECOMMENDATION

program. SUNY⁶ 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.

Although Harlem Prep Charter School (“Harlem Prep”) is not yet accountable for enrollment and retention targets,⁷ the school included in its renewal application the following efforts it will use to meet future targets.

Student Recruitment & Enrollment

- Outreach to elementary school guidance counselors, parent-teacher associations, special education instructors and ELL instructors;
- Visiting local after-school programs, youth centers and other organizations;
- Posting advertisements in local newspapers, supermarkets, churches, community centers and apartment complexes;
- Hosting open houses that include informational literature, a video and slide presentation;
- Direct mailings to Harlem families; and,
- Canvassing public housing developments in order to drop off enrollment applications at every door.

Students with Disabilities

Harlem Prep hopes to serve a higher proportion of students with special needs than comparable traditional public schools. The school reaches out to parent organizations, day care centers, Committees on Special Education (“CSEs”) and other community organizations within geographic proximity to inform them of its desire to serve students with disabilities. During school fairs or other outreach events, the school will have an official representative, who is intimately aware of the special education programs present at the school, who will actively seek to engage interested parents of students with special needs on the services offered and connect these parents with the school’s at-risk program staff to ensure all relevant concerns can be addressed. Harlem Prep recruitment materials and outreach stress Harlem Prep’s appropriateness for students with special needs.

English Language Learners

Harlem Prep serves ELLs in an inclusive structured English immersion (“SEI”) program that provides them with the challenge and extra supports needed to rapidly achieve proficiency in English. This SEI model maximizes ELLs’ time with their English speaking peers and ensures that ELLs have access to the full educational program.

⁶ SUNY Trustees’ Charter Schools Committee resolution dated October 2, 2012.

⁷ Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute’s Request for Proposal processes (August 2010 – present) and to charter schools that previously applied for renewal after January 1, 2011. This is the first time the education corporation has applied for renewal after January 2011.

RENEWAL RECOMMENDATION

Please refer to Appendix A for more details about the school's future targets including a comparison of how it would have performed if it currently had targets.

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 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.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

Harlem Prep Charter School

BACKGROUND

Harlem Prep is the result of the first charter-to-charter school turnaround in New York State. The SUNY Trustees approved a restructuring renewal for the then-named Harlem Day Charter School⁸ on March 22, 2011, and Harlem Prep opened its doors in the fall of 2011 initially serving 270 students in Kindergarten through 5th grade with the support of a new management organization. Following the restructuring, the school added one middle grade per year to grow to serve Kindergarten through 8th grade.

It is important to note that the process of posting, accepting and reviewing restructuring applications included both Institute staff and school staff meeting with parents to build their understanding that a) should SUNY determine no applicant seeking to take over the school was deemed capable, the school would not be renewed and b) that the one applicant for takeover, Democracy Prep Public Schools Inc. (“Democracy Prep” or the “network”), had a different school design than the design in place at the time of the restructuring renewal – the school design those parents had chosen for their children. As such, some parents indicated they would look for another school.

As previously stated, Harlem Prep was to be treated as a new school for purposes of renewal even though the restructured school had been renewed before. For this reason, the Institute has reviewed the school under the Initial Renewal Outcomes in the SUNY Renewal Policies.

The mission of the Harlem Prep is:

To educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

Democracy Prep, a New York State not-for-profit corporation, has served as Harlem Prep’s charter management organization (“CMO”) since the turnaround. Democracy Prep manages four other New York City charter schools including one authorized by the SUNY Trustees, Bronx Preparatory Charter School. The New York City Schools Chancellor authorizes Democracy Prep Charter School and Democracy Prep Harlem Charter School. Democracy Prep Endurance Charter School operates under the authority of the Board of Regents. Each school is a separate not-for-profit charter school education corporation.

Harlem Prep, consistent with other network schools, implements rigorous, research-based curricula undergirded by the Core Knowledge framework. The core academic program emphasizes literacy across subject areas and includes explicit problem-solving instruction daily in all elementary grades. Harlem Prep also celebrates the arts with music and performing arts instruction.

⁸ Originally named Riverview Charter School.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

Harlem Prep provides instruction in two locations. The school serves Kindergarten through 5th grade students in a leased space located at 240 East 123rd Street, New York, New York in Community School District (“CSD”) 4. The school serves 6th – 8th grades in a co-located New York City Department of Education (“NYCDOE” or “district”) building at 232 East 103rd Street, also in CSD 4. Harlem Prep shares the building with a district elementary school, P.S. 38 Roberto Clemente. In the current school year, Harlem Prep serves 701 students.

EXECUTIVE SUMMARY

Harlem Prep met or came close to meeting its Accountability Plan goals over the charter term. In the first year of the charter term, 2011-12, Harlem Prep met its English language arts (“ELA”) goal by outperforming the local district and performing better than expected to a large degree relative to schools statewide with similar demographics. In the second and third years of the term, the school came close to meeting its ELA goal but posted effect sizes just below the target. In the same years, student growth exceeded the state median. The school continued to outperform CSD 4 but performed lower than expected relative to schools with similar demographics to a small degree. The school met or came close to meeting its mathematics goal in each year of the charter term. As in ELA, Harlem Prep outperformed the local district in mathematics throughout the charter term. The school performed higher than expected relative to schools with similar demographics to at least a small degree and posted student growth scores that exceeded the statewide median in every year except 2014-15 when it fell just short of the target.

Throughout the charter term, the school has monitored its programs and used data to drive instructional changes as necessary. Most notably, Harlem Prep made significant modifications to its literacy program. After reviewing state test results, Harlem Prep worked closely with the network to develop reading and writing sequences that align to science and history content knowledge rather than focusing on discrete mechanical skills. The school has also varied the types of writing assignments students receive in order to prepare for the on-demand requirements of state tests. Harlem Prep also changed its lesson planning process in 2014-15. Rather than continuing to have individual teachers plan their own lessons, the school began to implement Democracy Prep’s lead planning system to ensure a high level of quality in instructional materials as well as alignment to standards.

The education corporation board (the “board”) provides rigorous, well-informed oversight of the school. It requires detailed reports from school and network leaders and relies on objective data to measure success. For example, the board reviewed teacher attrition data prior to recreating the role of executive director for the school organization.

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 as well as a renewal visit to the school, the Institute finds that the program as implemented is strong and likely to enable the school to improve student learning in a future charter term. Thus, the Institute recommends that the SUNY Trustees grant Harlem Prep an Initial Full-Term Renewal.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

NOTEWORTHY

Music and performing arts are core components of Harlem Prep's program. In December, the school debuted three original musicals developed and performed by students.

IS THE SCHOOL AN ACADEMIC SUCCESS?

Harlem Prep is an academic success because it has met or come close to meeting its key Accountability Plan goals during the charter term. As assessed using the Qualitative Education Benchmarks, the academic program in place at the time of the renewal review is effective and likely to improve student learning in the future.

At the beginning of the Accountability Period,⁹ 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”¹⁰ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”¹¹ for other public schools, SUNY’s required accountability measures rest on performance as measured by state wide assessments. Historically, SUNY’s required measures include measures that present schools’:

- absolute performance, i.e., what percentage of students score at a certain proficiency on state exams?;
- comparative performance, i.e., how did the school do as compared to schools in the district and schools that serve similar populations of economically disadvantaged students?; and,
- growth performance, i.e., how much did the school grow student performance as compared to the growth of similarly situated students?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Harlem Prep adopted two additional measures of academic success in ELA. The school set an absolute performance target and a growth target for results of the STEP assessment (Strategic Teaching and Evaluation of Progress from the University of Chicago). Harlem Prep also set optional organizational performance goals.

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 progress toward meeting its academic Accountability Plan goals during 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

⁹ 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.

¹⁰ Education Law § 2850(2)(f).

¹¹ Education Law § 2854(1)(d).

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measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment,¹² comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

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

SUNY Renewal Benchmark 1A:

Has the school met or come close to meeting its Academic Accountability Plan Goals?

For schools in their first charter term, the SUNY Renewal Policies indicate the Institute may consider the progress a school has posted toward its academic Accountability Plan Goals.

Over the majority of its Accountability Period, Harlem Prep has met or come close to meeting its ELA and mathematics goals.

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 Harlem Prep 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 Harlem Prep’s demonstrated student learning compared to other schools’ demonstrated student learning.

The Institute uses the state’s growth percentile analysis as a measure of Harlem Prep’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. 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 the peers of its students (in terms of students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50. A percentile performance below 50 indicates that students are losing ground relative to their peers who scored similarly during prior years.

Based on the results of the comparative and growth measures in its Accountability Plan, Harlem Prep has come close to meeting its ELA goal during its Accountability Period. The school has consistently outperformed CSD 4 in ELA, though the margin has narrowed since the state’s transition to a new assessment system. During 2011-12, the school performed higher than

¹² The state did not calculate an AMO for 2012-13. As such, the Institute will only report on the 2013-14 and 2014-15 results.

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expected to a large degree relative to schools with similar demographics and fully met its ELA goal. The school subsequently came very close to meeting its ELA goal in 2012-13 and 2013-14, posting effect sizes that fell just below the target. During those same years, Harlem Prep also had mean growth scores that exceeded the state median. In 2014-15, the school's effect size score and mean growth percentile mirrored the decline in absolute scores. While the school's absolute proficiency continued to exceed the local district, it performed lower than expected to a small degree relative to demographically similar schools across the state.

Harlem Prep included two optional measures of academic success in ELA in its Accountability Plan, an absolute target and growth target on the STEP assessment for Kindergarten and 1st and 2nd grades. The school's absolute target is 75% of Kindergarten students achieving at least STEP level 3, 75% of 1st grade students achieving at least STEP level 6, and 75% of 2nd grade students achieving at least STEP level 9. The growth target is for 75% of students in those grades to make at least three STEP levels of growth each year. During the majority of the Accountability Period, Harlem Prep partially met these measures, with over 75% of school's Kindergarten students achieving at least a level 3 and three or more levels of growth.

Harlem Prep met or came close to meeting its mathematics goal during the majority of its Accountability Period. As in ELA, the school's students enrolled in at least their second year outperformed the local district on the mathematics exam over the entire charter term. The school met its mathematics goal in 2011-12. That year, it performed higher than expected to a large degree compared to schools with similar poverty rates and posted a growth score exceeding the target. The school's effect size declined in 2012-13. During 2013-14, the school demonstrated strong improvement on all of its performance measures including a 16 percentage point increase in absolute proficiency. Compared to demographically similar schools across New York State, the school performed higher than expected to a meaningful degree. The same year, the school also posted strong growth scores, exceeding the state median by 11 percentile points. Harlem Prep came close to meeting its goal in 2014-15 when the school narrowly missed the growth measure by one percentile point and posted an effect size slightly under the target.

Harlem Prep met its science goal during the entirety of its Accountability Period. Each year, the proficiency rate for students enrolled in at least their second year exceeded the target. The school consistently outperformed the local district, exceeding CSD 4's proficiency rate by as much as 24 percentage points during 2014-15.

Although not tied to separate goals in the school's formal Accountability Plan, academic data about the school's students receiving special education services and ELLs are presented below for informational purposes.

ACADEMIC PERFORMANCE

		2012-13	2013-14	2014-15
Enrollment (N) Receiving Mandated Academic Services		(85)	(111)	(125)
Results	Tested on State Exams (N)	(52)	(77)	(89)
	School Percent Proficient on ELA Exam	11.5	14.3	11.2
	Percent Proficient Statewide	5.0	5.2	5.8

		2012-13	2013-14	2014-15
ELL Enrollment (N)		(37)	(52)	(71)
Results	Tested on NYSESLAT ¹³ Exam (N)	(32)	(44)	(43)
	School Percent 'Commanding' or Making Progress ¹⁴ on NYSESLAT	9.4	38.6	46.5

¹³ New York State English as a Second Language Achievement Test, a standardized state exam.

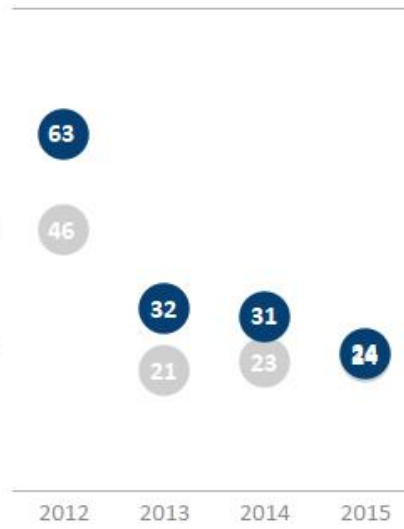
¹⁴ Defined as moving up at least one level of proficiency. As of 2014-15, student scores can fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

ACADEMIC PERFORMANCE

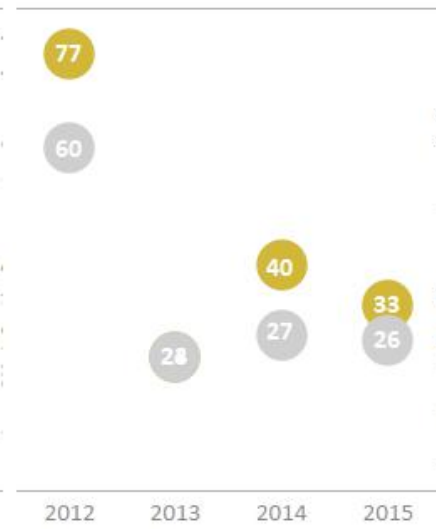
DESCRIPTION

Comparative Measure: District Comparison. Each year, the percentage of students at Harlem Prep 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 4**.

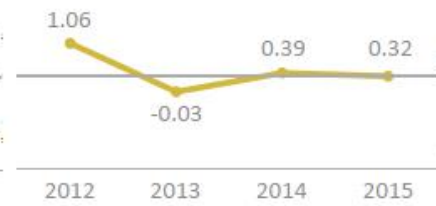
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



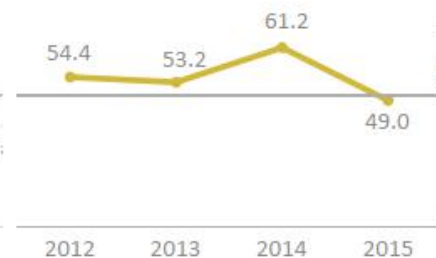
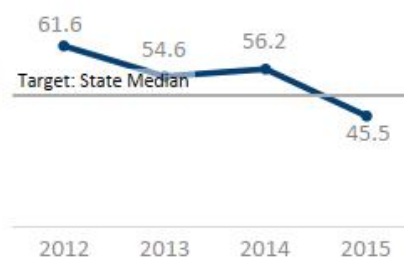
MATHEMATICS ACCOUNTABILITY PLAN GOAL



Comparative Measure: Effect Size. Each year, Harlem Prep 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, Harlem Prep'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**.



SCIENCE

Science: Comparative Measure. Each year, the percentage of students at Harlem Prep 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.



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The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,¹⁵ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge and skills necessary to produce strong academic performance. The SUNY Renewal Benchmarks describe the elements an effective school must have in place at the time of renewal.¹⁶

SUNY Renewal Benchmark 1B:

Does the school have an assessment system that improves instructional effectiveness and student learning?

Harlem Prep has a system for gathering data and using it to improve student learning. This system helps inform teachers' understanding of students' strengths and weaknesses.

- The school regularly administers a variety of assessments. At the elementary level, this includes the STEP assessment (Strategic Teaching and Evaluation of Progress from the University of Chicago) every 6-8 weeks in literacy, two practice state tests (grades 2-5) and the NWEA (Northwest Evaluation Associations) MAP Assessment at the beginning and end of the year (grades 3-5). At the middle school level, the school administers the NY State Regents Exam in Algebra 1 (grade 8), Democracy Prep Comprehensive Trimester and Midterm Exams, and the NWEA MAP Assessment in September and June. Both levels also administer a number of daily and unit assessments and bimonthly writing assessments that are either teacher-created or provided by the network along with the curriculum.
- The elementary and middle schools both have a valid and reliable process for scoring and analyzing assessments (in particular, the STEP, math and trimester exams). The network provides common rubrics and scoring guides and ensures consistency by training teachers in a very thorough process to norm teacher scoring of assessments.
- Teachers receive training to use assessment results to improve instructional effectiveness. For example, after the completion of the first STEP assessment early in the school year, a professional development session focused on using those results to make sound, data-driven decisions to compose guided reading and novel study groups. Teachers regularly use assessment results including daily exit tickets to differentiate instruction – by creating different questions or designing new activities – based on how students perform. At both the elementary and middle schools, teachers use a structured protocol to conduct detailed analyses of assessment results. Teachers move from analysis to application after creating tailored action plans that detail instructional changes designed to improve student learning.
- Consistent with Democracy Prep's thorough evaluation tools, school leaders use assessment results as a factor in assessing teacher performance. In addition, Harlem Prep places considerable weight on qualitative data gathered during classroom observations to modify coaching strategies and determine professional development topics. School

¹⁵ An extensive body of research identifying and confirming the correlates of effective schools exists dating back four decades. Selected sources include: www.mes.org/correlates.html;

scholar.harvard.edu/files/fryer/files/dobbie_fryer_revision_final.pdf; and, gao.gov/assets/80/77488.pdf.

¹⁶ Additional details regarding the SUNY Renewal Benchmarks, including greater specificity as to what the Institute looks for at each school that may demonstrate attainment of the SUNY Renewal Benchmarks, is available at: www.newyorkcharters.org/suny-renewal-benchmarks/.

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leaders also use DP-SPAN, an online database maintained by the network that provides data on course pass rates, interim assessment results and school culture when formulating professional development plans.

- The school communicates to parents/guardians about students' growth and achievement through regular progress reports and report cards as well as through their online grading system, Jupiter, which parents can access to review student performance.

SUNY Renewal Benchmark 1C:

Does the school's curriculum support teachers in their instructional planning?

Harlem Prep's curriculum includes student performance standards across grades and supports teachers in their instructional planning.

- The school has a curriculum framework, provided by Democracy Prep, for every grade and subject area.
- The network provides a scope and sequence for every subject in every grade. Curriculum specialists and advisors create curricular documents for all teachers to use to guide instructional planning. In addition, for all middle school subjects and for mathematics and ELA in elementary grades, the network provides Lead Plans for every day of the school year. Network curriculum specialists vet Lead Plans in advance of implementation to ensure alignment with the school's curriculum and state performance standards. Teachers have the freedom to adjust those daily lesson plans as needed to meet students' needs. The network curriculum specialists are still in the process of developing vetted units and lessons for science and social studies at the elementary level.
- In the elementary school, grade teams divide responsibility for planning different subjects using the Lead Plans and scope and sequence materials provided by the network. Two weeks before they plan to teach the lessons, teachers upload those plans to an online platform and receive feedback from the school's instructional leaders. In the middle grades, all teachers have access to the network's vetted lesson plans on the school's shared online platform.
- Democracy Prep maintains a curriculum development team that continually monitors implementation and revises curricula. Each summer, the network curriculum team completes a thorough review of all instructional material with input from teachers and school leaders.
- Harlem Prep does not yet have structures in place to assure vertical alignment of content. Implementing such a process in the next charter term will better enable teachers to prepare students for subsequent grades.

SUNY Renewal Benchmark 1D:

Is high quality instruction evident throughout the school?

Elements of high quality instruction are evident throughout Harlem Prep classrooms, but teachers miss opportunities to build students' higher-order thinking skills. As shown in the chart below, during the renewal visit, the Institute team conducted 32 classroom observations using a defined protocol used for all renewal visits.

ACADEMIC PERFORMANCE

CLASSROOM OBSERVATION METHODOLOGY: NUMBER OF OBSERVATIONS

		GRADE									Total
		K	1	2	3	4	5	6	7	8	
CONTENT AREA	ELA	1	2	3	1	3	1	3	1		15
	Math			1	2	2	4	2	1	2	14
	Science					1		1			2
	Soc Stu									1	1
	Total	1	3	5	4	7	4	4	4	4	32

- Harlem Prep’s thoroughly planned lessons align with grade level standards and the school’s curriculum (27 of 32 classroom observations). Lessons, which teachers adapt from those prepared by the network’s lead planners, feature activities well designed to enable students to achieve stated learning objectives.
- Most teachers regularly and effectively check for student understanding using a variety of techniques including cold-calling and monitoring students’ written work (23 of 32 classrooms observed).
- Despite almost universal inclusion of higher-order questions and activities in lesson plans, a minority of teachers challenge students to develop depth of understanding and higher-order thinking and problem solving skills (13 of 32 classroom observations). In most cases of missed opportunities, teachers provide insufficient time for students to formulate responses to well-crafted questions. In a middle school literature class for example, the teacher asked students, “Do you think Elie Weisel was doing it [writing] as a way of healing?” Rather than waiting for students to absorb the question, the teacher quickly moved on with the lesson. In a minority of cases, teachers struggle with economy of language,¹⁷ which creates a great deal of confusion. The extended time required to clarify instructions detracts from time for students to interact with peers, to examine and analyze complex data and apply presented concepts to real-life situations. For example, the explanation of which colored pencil to use for each category of edits became so involved that students in a writing class had little time to complete the assignment, and the class period ended without the planned follow up discussion.
- Notably, the renewal visit team observed several examples of quite strong higher order instruction, particularly in the middle grades. For example, a history lesson posed the question, “Was John D. Rockefeller a titan of industry to be praised or a robber baron to be despised?” To answer this question, the teacher required students to prepare three arguments using historical evidence for a peer-to-peer debate. In addition to preparing arguments in support of their position, students also readied themselves for debate by preparing rebuttal arguments. In examining the opposing view, students deepened their understanding of both facts and context.

¹⁷ Technique whereby a teacher gives brief, clear directions that enable students to know immediately what the teacher wants them to do.

ACADEMIC PERFORMANCE

- Throughout the school, teachers maintain focus on academic achievement (29 of 32 classroom observations). Teachers subtly encourage students to read for pleasure and reinforce the idea of lifelong learning by posting the titles of books they are currently reading in classrooms.

SUNY Renewal Benchmark 1E:

Does the school have strong instructional leadership?

Harlem Prep's leadership team continues to support teachers through systematic coaching and meaningful professional development.

- Harlem Prep's leadership establishes an environment of clear expectations for teacher and student performance. At the time of the renewal visit, the Executive Director additionally served as the principal of the elementary site. Despite the principal vacancy, the school has adequate administrative capacity to support the development of teaching staff. The elementary site has two instructional coaches and the middle school site has two master teachers, in addition to the principal, who are responsible for coaching teachers. Leaders communicate strong pedagogical priorities and have clear responsibilities for bolstering the effectiveness of teachers. The school also has a notable leadership pipeline composed of three residents in the network's leadership development program. As part of their professional development responsibilities, leadership residents implement operational, cultural and instructional initiatives to improve student learning.
- Leaders provide consistent and systematic coaching for teachers that improves instructional effectiveness. Leaders observe teachers in their caseload at least once per week and provide feedback in the moment and through e-mail. Teachers are required to respond to feedback in writing and in person during weekly check-ins with their coaches. Additionally, teachers have filmed themselves delivering lessons and debriefed with their coaches. Instructional coaches track feedback and observational trends for each teacher in a master document. Leaders report that their feedback is aligned to priorities identified and communicated to teachers at the beginning of the school year. In order to improve coaching practice, leaders practice group observations to identify misalignment and norm feedback.
- Instructional leaders provide teachers adequate time and guidance to plan lessons. Teachers have daily preparation time in addition to mandatory grade-level collaborative preparation time before the school day begins. At the elementary school site, teachers submit draft lesson plans two weeks in advance and receive feedback from instructional coaches before delivering the lessons. Teachers at the middle school site receive feedback on lesson planning integrated into their weekly coaching sessions.
- Instructional leaders design and implement a comprehensive professional development program that directly relates to classroom practice. Teachers participate in an initial month long professional development program during the summer in which leaders establish priorities and expectations. During the school year, teachers attend weekly sessions dedicated to improving instructional strategies and analyzing student data. In many cases, instructional coaches design professional development activities informed directly by classroom observation data. For example, at the middle school site, one leadership

ACADEMIC PERFORMANCE

resident filmed teachers executing turn-and-talk activities and viewed the video with teachers to identify areas for improvement.

- The instructional leaders at Harlem Prep conduct formal teacher evaluations during each trimester using clear criteria adapted from evaluation metrics provided by the network. The evaluation rubric includes qualitative measures of professionalism and culture fit, in addition to specific student performance standards. Teachers and leaders are able to identify areas of strength and weakness through the formal evaluation process.
- Instructional leaders hold teachers accountable for quality instruction and student progress. Teachers and leaders demonstrate deep reflection on student achievement data, especially from STEP assessments and daily formative assessments (e.g., do-nows and exit tickets).

SUNY Renewal Benchmark 1F:

Does the school meet the educational needs of at-risk students?

Harlem Prep has systems to identify at-risk students and prescribe interventions.

- Harlem Prep has procedures for identifying at-risk students including students with disabilities, ELLs, and students who are struggling academically. The school has a clear Response to Intervention (“RTI”) process that flags at-risk students and identifies intervention strategies. At the elementary school, the RTI coordinator works in conjunction with the Academic Collaboration Team (“ACT”) to track internal assessment data and teacher feedback. At the middle school, the scholar support services team has a tracking system that allows them to integrate input from teachers and identify students who need additional supports.
- The school has a comprehensive system of intervention programs to meet the needs of academically struggling students. The RTI process flags students who may need interventions and the appropriate at-risk team, in collaboration with grade level teams, choose from a menu of interventions that include extended time, re-teaching, and small group instruction. Harlem Prep has protocols for referring students to necessary outside support services as needed.
- The school meets the needs of students with IEPs at the elementary site. There is one integrated co-teaching (“ICT”) classroom per grade with at least one special education teacher. The RTI and ACT coordinators provide pull-out and push-in services for students with mandated special education teacher support services (“SETSS”). At the middle school, two ACT teaching positions serve the caseload of students with IEPs through a mix of push-in, pull-out, and co-teaching classes.
- At the elementary school site, the English as a second language (“ESL”) teacher provides pull-out and push-in services for ELL students. General education teachers communicate concerns regarding ELLs to the ESL teacher using an electronic tracking document. The ESL teacher currently tailors lessons to individual student needs based on internal assessment data, NYSESLAT scores, and results from the NYSITELL. The middle school site does not have any formal program to meet the needs of its ELL students; instead it was using special education staff to assist with ELLs.

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- With support from the network, the school provides professional development for all teachers in strategies to support students who have disabilities and those who are ELLs. General education teachers and at-risk program staff have formal time to collaborate during weekly grade-level meetings and teachers who co-teach with ACT teachers have daily co-planning time. At the elementary school, the ESL teacher informally meets with general education staff during independent time at the end of each day.
- The school disaggregates student achievement data to monitor the outcomes for students with IEPs and students at risk of academic failure. The at-risk staff communicates information about student goals and progress with grade level teams during weekly meetings. The middle school site does not have a system to track the progress of ELLs towards meeting English proficiency.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

The board provides rigorous oversight of the total educational program, ensuring that Harlem Prep continues to function as an effective and viable organization. Several current board members were on the founding board following the transition to Democracy Prep management and are deeply knowledgeable about the progress the school has made as well as the continued progress necessary to achieve Harlem Prep's Accountability Plan goals. During the charter term, the board has generally abided by its by-laws and been in general and substantial compliance with the terms of its charter, code of ethics, applicable state and federal law, rules and regulations.

SUNY Renewal Benchmark 2A:

Is the school faithful to its mission and does it implement the key design elements included in its charter?

Harlem Prep is faithful to its mission and key design elements. These are found in the School Background section at the beginning of this report and identified in Appendix A, respectively. The school has made considerable progress toward achieving the success promised at the time the SUNY Trustees approved the turnaround.

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 survey data as well as data gathered from a focus group of parents representing a cross section of Harlem Prep students.

Parent Survey Data. The Institute compiled data from NYCDOE's 2014-2015 NYC School Survey. NYCDOE distributes the survey to families each year to compile data about school culture, instruction and systems for improvement. Results of the survey indicate parents/guardians and students are satisfied with the school.

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 new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. The seven parents in attendance at the focus group indicated strong loyalty and satisfaction with Harlem Prep's academic program.

Parents report being happy with how the school keeps them informed about their students' progress through daily updates using the Jupiter Ed system as well as regular e-mails, text messages, phone calls and fliers provided by the school. Parents also spoke highly of the DREAM Coaches who support students who are sent out of class for misbehavior and encourage them to reflect on the reasons for their behavior. Additionally, many were in agreement that the school helps them and their children build civic engagement through regular community service initiatives. Parents are hopeful the school will expand to serve high school grades so their children can continue with Harlem Prep after the 8th grade. They would also like the school to offer an in-house after-school program rather than partnering with outside groups.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2014-15, 83% of Harlem Prep's 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 NYCDOE or the New York State Education Department ("NYSED") is available to the Institute to provide either district wide or CSD context. As such, the information presented does not allow for comparative analysis. Please note that the data for the 2011-12 reflects the year the school program, leadership and teaching staff turned over as a result of the restructuring renewal. At that time, some parents made other choices as the school's program changed from what had been in place prior to the restructuring renewal.

SUNY Renewal Benchmark 2C:

Does the school's organization work effectively to deliver the educational program?

Harlem Prep effectively leverages the support of Democracy Prep to maintain a strong organizational structure that enables the school to deliver the educational program outlined in its charter. The school benefits from the additional capacity provided by the network in areas including instructional planning and leadership development.

- Harlem Prep and the network have established a coherent organizational structure with distinct lines of accountability and clear roles and responsibilities. With the re-introduction of the executive director role, the operating structure removes many administrative tasks from instructional leaders.
- The network's LeaderU program helps the school retain quality staff by creating a clear career path. Through the LeaderU program, Democracy Prep prepares teachers, academic specialists and others with demonstrated classroom success to take on leadership roles within existing and future schools. The training program builds capacity across the network.
- Democracy Prep monitors the school's programs and makes changes when necessary. For example, the network revised its scope and sequence documents for ELA based on student performance data. The school and network continually monitor performance. With the introduction of DP-SPAN in the 2014-15 school year, the school is able to review a range of student data in order to make real-time changes. Additionally, the superintendent reviews data across all Democracy Prep schools with the network academic team on a weekly basis to identify trends within and across schools and identify areas for improvement.
- The network's semiannual review process is a significant lever to monitor and adjust the school's programs. Teams of network staff and other Democracy Prep principals conduct a thorough assessment of the school with student and teacher interviews as well as classroom observations. The review teams consistently use a comprehensive rubric related to the intended school design. Although the rubric includes focus areas such as staff and student arrivals, transitions and facility, the review teams place the greatest weight on leadership, instruction and special education services. The first of Harlem Prep's 2015-16 reviews took place at the same time as the renewal visit; the network review

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team did not overlap with the Institute's team and planned its review of each site around the renewal visit schedule.

- Demand for Harlem Prep exceeds its enrollment capacity. The network reports receiving 30 applications for every seat available for the 2015-16 school year.

SUNY Renewal Benchmark 2D:

Does the school board work effectively to achieve the school's Accountability Plan goals?

Harlem Prep's board provides rigorous oversight to the total educational program. It holds itself, school leaders and the network accountable for students' success and identifies as its top priority improving student academic outcomes.

- Harlem Prep's board is stable and has had little turnover since the school was re-chartered five years ago. Board members' professional backgrounds, including finance and education, allow for strong governance of the school's program.
- In measuring the school's progress, the board regularly evaluates students' scores on both interim and state assessments, attendance data and behavior data, with a particular focus on identifying outliers and any human capital issues. The board also has an active academic committee that regularly meets outside of monthly board meetings and works closely with the network and school leaders to examine academic data.
- Although network and school staff members competently manage the day-to-day operations of Harlem Prep, board members understand and work to address any problems that may exist. For example, the board was not satisfied with results on the 2014-15 New York State assessments and worked with school leaders to ensure changes were made to the curriculum to better prepare students for the tests. The board also put in place stronger leadership at the elementary grades as academic growth in the lower grades lagged that of the school's middle grades.
- The board ensures Harlem Prep is financially healthy and maintains a strong financial reserve of \$5.7 million. The board feels this contingency reserve is necessary as they hope to expand to serve high school grades.
- The board conducts yearly formal evaluations of the network using its own rubric and holds the network to a high standard. The board executed a strong management agreement with Democracy Prep and has enforced provisions that enable it to hold the network accountable for results. For example, when network fundraising on behalf of the school fell below expectations early in the term, the board enforced a contract provision that allowed it to withhold a portion of management fees.

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 and procedures to ensure the effective governance and oversight of the school. The board demonstrates an understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness.

- The education corporation board has a functioning committee structure to oversee the

school including executive, governance, finance, development, family engagement and academic committees. All members of the board sit on the academic committee.

- The board obtains professional development at the board level to ensure it understands its role and the information it receives and should seek.
- The board has a functioning finance committee that has allowed the school to acquire a substantial portion of funds to fund future expansion plans.
- The board receives reports on fiscal and academic performance and keeps close tabs on the school's overall fiscal and academic health.
- The board has materially complied with the terms of its by-laws and code of ethics.
- The board hired appropriate outside counsel to negotiate a strong management contract with Democracy Prep. The board then recruited the attorney to the board.
- The board evaluates Democracy Prep annually through a board created rubric.

SUNY Renewal Benchmark 2F:

Has the school substantially complied with applicable laws, rules and regulations, and provisions of its charter?

The education corporation generally and substantially complies with applicable laws, rules and regulations and the provisions of its charter. The Institute noted exceptions in the following areas.

- **Code of Ethics.** The education corporation's code of ethics needs to be updated to comply with provisions of the New York General Municipal Law and Not-For-Profit Corporation Law. The Institute will ensure this is updated prior to the start of a new charter term.
- **Complaints.** The school has generated a few informal complaints regarding retention. No formal complaints required review by the Institute, and initial inquiries found no violations.
- **ELL Program.** The school serves elementary school ELLs in an educationally adequate manner but at the time of the renewal visit had yet to implement an ELL program that would comply with federal regulations. The Institute required the school to submit an educationally sound, legally compliant ELL program for the middle school site. The school supplied same and the Institute will monitor the school's implementation of such a program.
- **Special Education.** At the time of the renewal visit, Harlem Prep's middle school did not have in place the supports and structures necessary to ensure the provision of all services and settings contained in students' IEPs. The situation was caused by a temporary lack of personnel and the school is documenting deficiencies so students can be provided the missed time and services in addition to current ones when Harlem Prep hires another middle school ACT.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Harlem Prep is fiscally sound. The SUNY Fiscal Dashboard for Harlem Prep is included in Appendix D and presents color coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the course of the charter term.¹⁸

Harlem Prep has entered into a management agreement with Democracy Prep to provide academic and financial management oversight of the school. The draft management agreement for the next charter term reflects a decreasing fee structure as the network of schools under Democracy Prep grows and economies of scale are reflected in the fee structure charged to individual schools.

SUNY Renewal Benchmark 3A:

Does the school operate pursuant to a fiscal plan in which it creates realistic budgets that it monitors and adjusts when appropriate?

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

- Annual budget process is led by the chief financial officer (“CFO”) and requires input from key school staff members, including the school leaders and network personnel including the chief executive officer, the chief of staff and the senior director of human resources to clarify programmatic objectives, assumptions and plans for the next year.
- The CFO presents the budget to the board finance and audit committee for review. Once the committee is satisfied, the budget is presented to the full board for approval. Implementation of the budget is the responsibility of the network.
- Actual to budget comparisons are analyzed, explaining variances in excess of 10%, on a quarterly basis and reported to the board. The chief of staff includes updates of fundraising efforts.
- The next charter term projections submitted with the renewal application reflect growth in grades and enrollment while maintaining stable budgets.

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.

- The network is responsible for developing and maintaining fiscal policies and procedures for the school that ensure sound internal controls and accountability in accordance with generally accepted accounting principles (“GAAP”). Written policies address key issues including financial reporting, cash disbursements and receipts, payroll, bank reconciliations,

¹⁸ 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.

FISCAL PERFORMANCE

credit card usage, fixed assets, grants/contributions, capitalization and accounting, procurement and investments.

- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies.
- The education corporation'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. The auditor did note an observation that required corrective action; the education corporation had not prepared account schedules and analysis throughout the year, instead they were done in preparation for year end. Various adjustments were needed to the general ledger, which delayed the start and completion of the audit. The adjustments and delays could have been minimized if the accounts had been analyzed on a more regular basis. The network recognized the observation and added additional accounting staff and engaged a third party financial service provider to assist with the closing of the books.

SUNY Renewal Benchmark 3C:

Does the school comply with financial reporting requirements?

Harlem Prep has complied with reporting requirements.

- The education corporation's annual financial statements are presented in accordance with GAAP and the independent audits of those statements have received unqualified opinions.
- The education corporation's independent auditor meets with the board to discuss the annual financial statements and answer any questions about the process and results.

SUNY Renewal Benchmark 3D:

Does the school maintain adequate financial resources to ensure stable operations?

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

- Harlem Prep posts a fiscally strong composite score rating on the Institute's financial dashboard indicating a consistent level of fiscal stability over the charter term.
- Harlem Prep has relied primarily on recurring operating revenues and accumulated surpluses and is not dependent upon variable income for its financial needs.
- Harlem Prep 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 six months of cash on hand.
- As a new requirement of charter agreements, Harlem Prep has established the separate bank account for the dissolution fund escrow of \$75,000.

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?

Harlem Prep has met or come close to meeting its Accountability Plan goals during the current charter term and implements an educational program that is likely to improve student learning in the future. The school is 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. The education corporation plans to continue to implement the same core elements that have led the school to meet or come close to meeting its Accountability Plan goals during the current charter term; these core elements are likely to enable the school to meet its goals for the elementary and middle grades in the future. The school also plans to expand to include high school grades. Pending SUNY Trustees' approval, Harlem Prep would add 9th grade in the 2016-17 school year and one additional grade per year until it completes expansion with the addition of 12th grade in the 2019-20 school year. The high school would use the same program model that has demonstrated success in existing Democracy Prep high schools. Graduation rate is one indicator of a program's strength – 74% of Democracy Prep Charter School's 2014 graduates earned an Advanced Regents diploma.

	Current Charter Term	End of Next Charter Term
Enrollment	756	1061
Grade Span	K-8	K-12
Teaching Staff	66	98
Days of Instruction	174	174

Plans for Board Oversight & Governance. Board members express an interest in continuing to serve Harlem Prep in the next charter term and may add additional members in the future.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, Harlem Prep presents a reasonable and appropriate fiscal plan for the next charter term including budgets that are feasible and achievable. The school intends to maintain its relationship with Democracy Prep. The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, and any other network contracts, when executed.

FUTURE PLANS

The school intends to continue to provide instruction for Kindergarten through 4th grade students in its current location, a leased facility in Harlem. The school also plans to maintain its middle grades location, a co-located facility in Harlem. The school has requested co-located space for its high school grades.

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.

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Appendix A

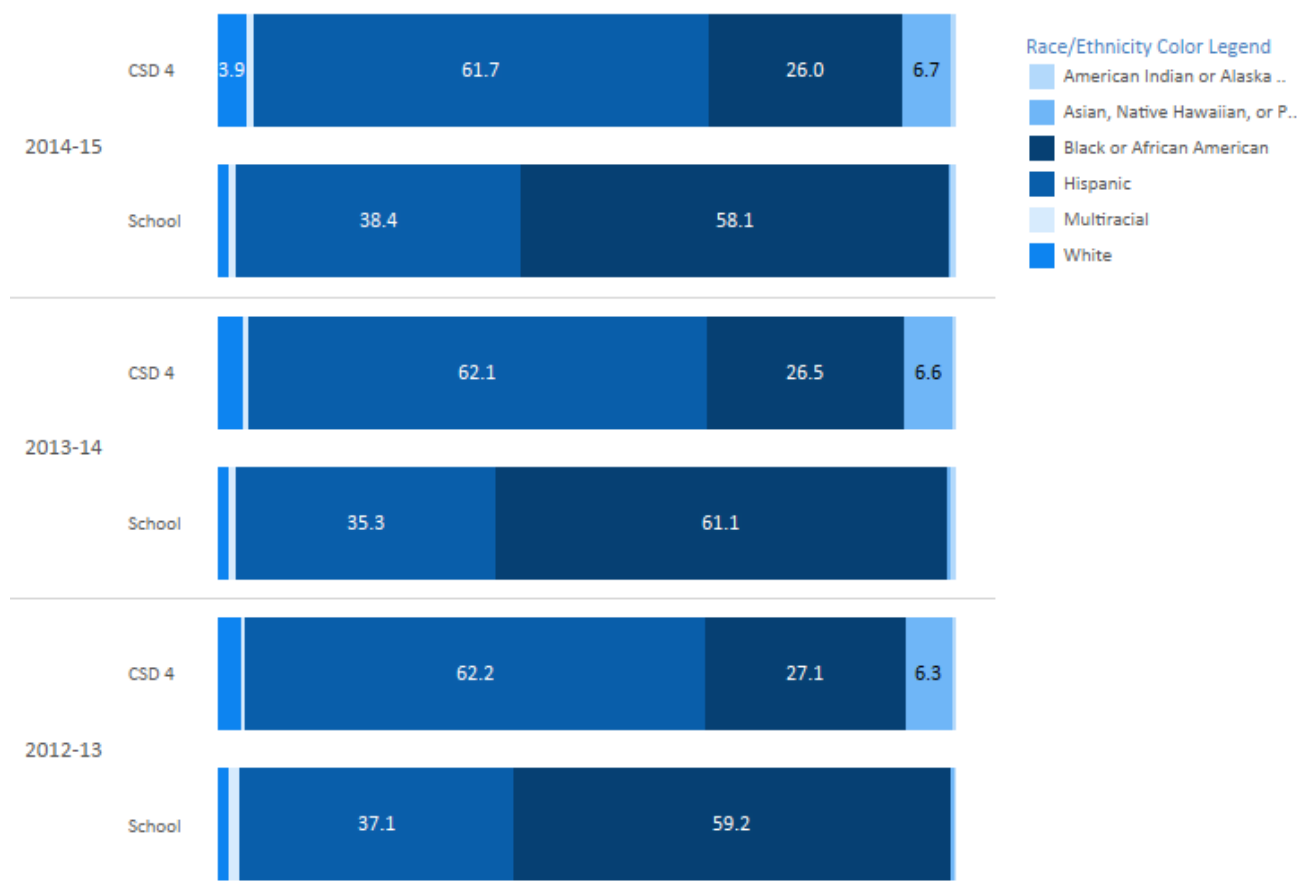
Harlem Prep School Overview

APPENDIX A: HARLEM PREP SCHOOL OVERVIEW

Board of Trustees¹⁹

Board Member Name	Position	Board Member Name	Position
Doug Snyder	Chair	Jake Foley	Vice Chair
Colin Beirne	Treasurer	Chris Jackson	Secretary
Preston Henske	Trustee	Kellie Zesch Weir	Trustee
Roger Berg	Trustee	Katie Duffy	Trustee
Jamal Epps	Trustee	Trevor Gibbons	Trustee
Tom Kearney	Trustee	Anthony Manley	Trustee

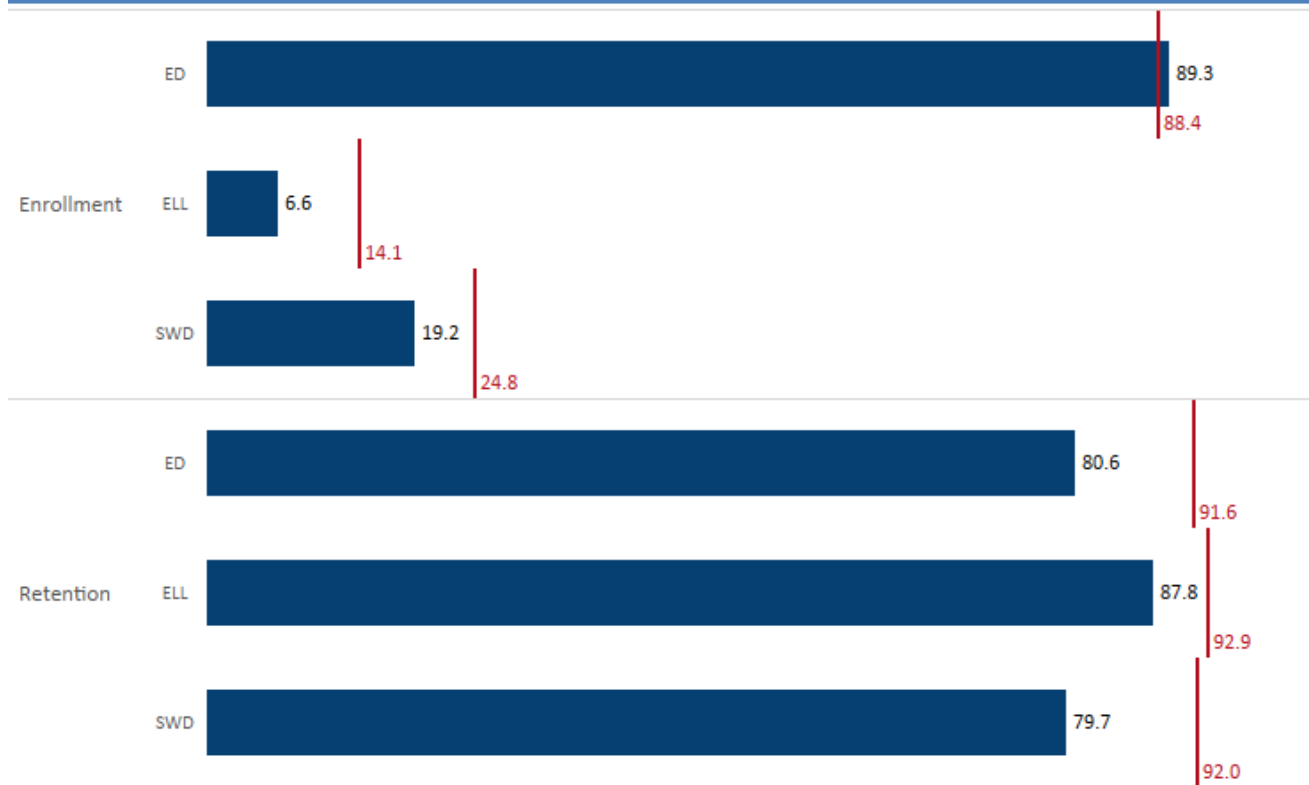
Student Demographics: Race/Ethnicity



¹⁹ Source: The Institute's board records at the time of the renewal review.

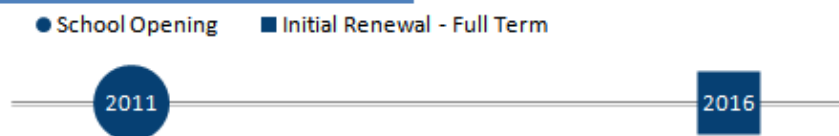
APPENDIX A: HARLEM PREP SCHOOL OVERVIEW

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, ELL, and FRPL students. This analysis is based on the most recently available data provided by the school.

Timeline of Charter School Renewal



APPENDIX A: HARLEM PREP SCHOOL OVERVIEW

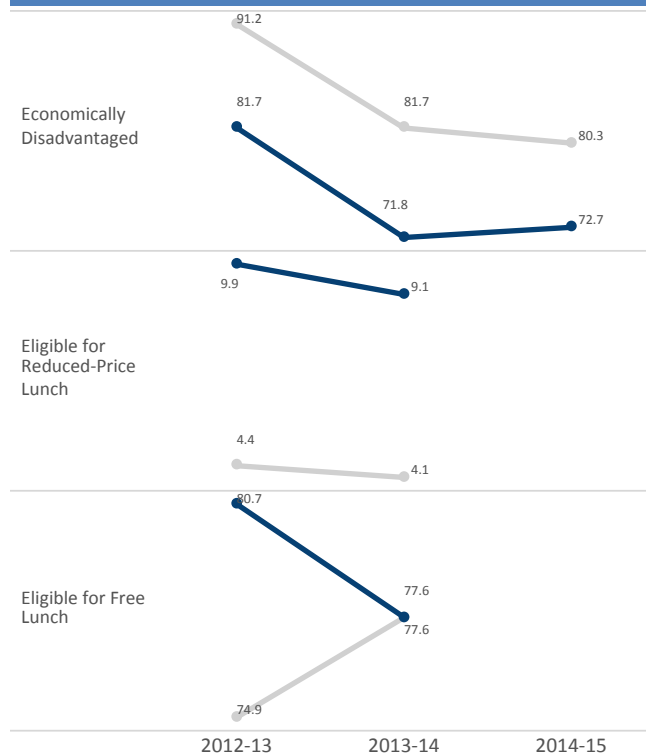
Persistence in Enrollment



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.

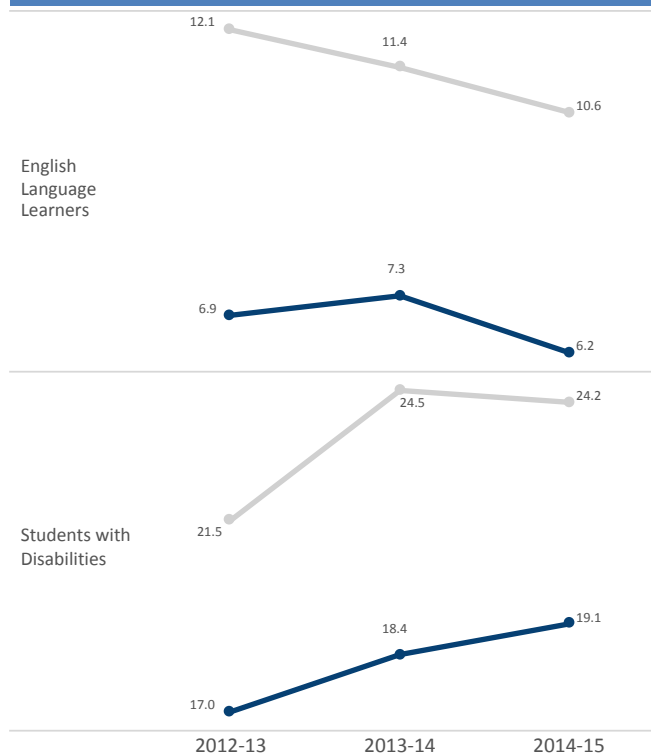
It is important to note that the process of posting, accepting and reviewing restructuring applications included both Institute staff and school staff meeting with parents to build their understanding that a) should SUNY determine no applicant seeking to take over the school was deemed capable, the school would not be renewed and b) that the one applicant for takeover, Democracy Prep Public Schools Inc. ("Democracy Prep" or the "network"), had a different school design than the design in place at the time of the restructuring renewal – the school design those parents had chosen for their children. As such, some parents indicated they would look for another school. The Institute collected data from parents at the school during the course of the first year of restructuring renewal that indicates the 2011-2012 persistence in enrollment data is a result of parents using choice options.

Student Demographics: Free/Reduced Lunch



The charts show the trends in enrollment in the **school** and the **district** for each subgroup over the charter term. Reduced-Price and Free Lunch data are not available for 2014-15. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

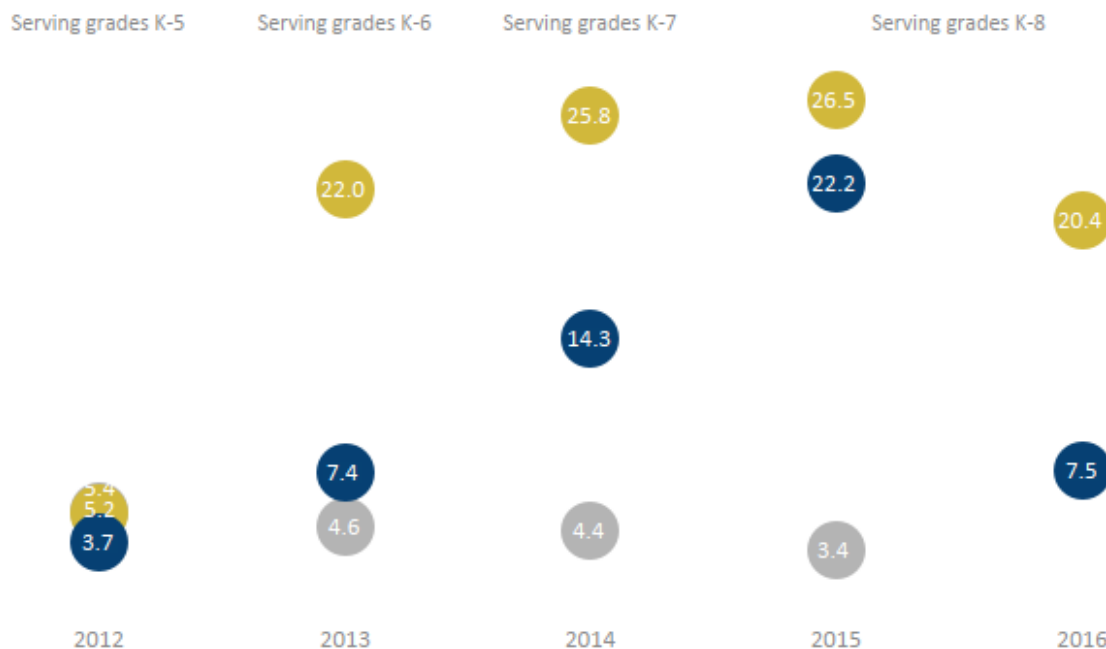
Student Demographics: Special Populations



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

APPENDIX A: HARLEM PREP SCHOOL OVERVIEW

Suspensions: Harlem Prep Charter School's in school suspension rate and out of 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 durations 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 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.

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

2012	2013	2014	2015	2016
0	0	0	0	0

APPENDIX A: HARLEM PREP SCHOOL OVERVIEW

School Characteristics

School Year	Chartered Enrollment	Actual Enrollment ²⁰	Actual as a Percentage of Chartered Enrollment	Proposed Grades	Actual Grades
2011-12	270	265	98%	K-5	K-5
2012-13	432	446	103%	K-6	K-6
2013-14	594	614	103%	K-7	K-7
2014-15	729	674	92%	K-8	K-8
2015-16	756	701	93%	K-8	K-8

Key Design Elements

Element	Evident?
Rigorous college prep academics;	+
More time to learn;	+
Data-driven decision-making;	+
Safe and supportive school culture; and,	+
Exemplary talent.	+

School Leaders

School Year(s)	Name(s) and Title(s)
2011-12	Lindsay Malanga, Principal Katie Duffy, Executive Director
2012-13	Lindsay Malanga, Principal Tameka Royal, Elementary School Campus Director Kimberly Dacres, Middle School Campus Director
2013-14	Tameka Royal, Elementary School Principal Kimberly Dacres, Middle School Campus Director

²⁰ Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: HARLEM PREP SCHOOL OVERVIEW

2014-2015 to Present

Steve Cuning, Executive Director

Katherine Perez, Elementary School Lower Academy
Director

Alexa Miller, Elementary School Upper Academy Director

Kimberly Dacres, Middle School Principal

Parent Satisfaction: Survey Results

Response Rate: 53%

Rigorous Instruction: 90%

Supportive Environment: 81%

Effective School Leadership: 86%

School Visit History

School Year	Visit Type	Date
2011-12	First Year Visit	April 30 – May 1, 2012
2015-16	Initial Renewal Visit	October 5-6, 2015

Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
October 5-6, 2015	Natasha Howard, PhD	Managing Director of Program
	Sinnjinn Bucknell	Performance & Systems Analyst
	Jennifer David-Lang	External Consultant

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Appendix B

School Performance Summaries

APPENDIX B: SCHOOL PERFORMANCE SUMMARY

SCHOOL PERFORMANCE SUMMARY: English Language Arts Harlem Prep Charter School



ABSOLUTE MEASURES	2012-13			MET	2013-14			MET	2014-15			MET			
	Grades Served: K-8				Grades Served: K-7				Grades Served: K-8						
		All	2+ Years			All	2+ Years			All	2+ Years				
	Grades	Students % (N)	Students % (N)		Grades	Students % (N)	Students % (N)		Grades	Students % (N)	Students % (N)				
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	31.6 (57)	33.3 (48)	NA	3	51.7 (80)	42.2 (45)	NA	3	19.4 (82)	17.6 (51)	NO			
	4	43.1 (51)	54.8 (31)		4	40.0 (80)	43.6 (55)		4	22.2 (83)	25.5 (55)				
	5	11.8 (51)	11.1 (27)		5	28.3 (53)	25.0 (38)		5	17.5 (83)	20.0 (50)				
	6	14.8 (108)	15.4 (13)		6	12.1 (107)	11.1 (45)		6	22.6 (93)	26.3 (38)				
	7	(0)	(0)		7	23.8 (101)	28.1 (84)		7	10.8 (74)	11.3 (71)				
	8	(0)	(0)		8	(0)	(0)		8	38.8 (85)	40.0 (80)				
	All	23.2 (267)	31.9 (119)		All	28.1 (381)	30.6 (245)		All	22.5 (440)	24.1 (345)				
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.	Grades	PI	AMO		Grades	PLI	AMO	YES	Grades	PLI	AMO	NO			
	3-8	90			3-7	102	89		3-8	93	97				
COMPARATIVE MEASURES	Comparison: Manhattan District 4			YES	Comparison: Manhattan District 4			YES	Comparison: Manhattan District 4			YES			
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Grades	School	District		Grades	School	District		Grades	School	District				
	3-8	31.9	21.0		3-7	30.6	22.6		3-8	24.1	23.6				
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.	% FL	Actual	Predicted	Effect Size	NO	% ED	Actual	Predicted	Effect Size	NO	% ED	Actual	Predicted	Effect Size	NO
	79.2	23.2	19.6	0.29		67.1	28.1	24.8	0.25		74.8	22.5	22.8	-0.05	
GROWTH MEASURE	Grades	School	State	YES	Grades	School	State	YES	Grades	School	State	NO			
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	4	70.5			4	58.1			4	29.8					
	5	41.3			5	41.1			5	34.3					
	6	53.0			6	61.2			6	50.8					
	7	0.00			7	59.2			7	48.8					
	8	0.0			8	0.0			8	57.1					
	All	54.6	50.0		All	56.2	50.0		All	45.5	50.0				

APPENDIX B: SCHOOL PERFORMANCE SUMMARY

SCHOOL PERFORMANCE SUMMARY: Mathematics

Harlem Prep Charter School



	2012-13 Grades Served: K-6			MET	2013-14 Grades Served: K-7			MET	2014-15 Grades Served: K-8			MET			
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (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	31.6 (57)	35.4 (48)	NA	3	51.7 (60)	46.7 (45)	NA	3	33.9 (62)	33.3 (51)	NO			
	4	27.5 (51)	29.0 (31)		4	53.3 (60)	54.5 (55)		4	28.6 (63)	30.9 (55)				
	5	3.9 (51)	0.0 (27)		5	45.3 (53)	36.1 (36)		5	21.3 (61)	24.0 (50)				
	6	24.1 (108)	15.4 (13)		6	29.9 (107)	31.1 (45)		6	40.9 (93)	47.4 (38)				
	7	(0)	(0)		7	28.7 (101)	29.7 (64)		7	23.0 (74)	23.9 (71)				
	8	(0)	(0)		8	(0)	(0)		8	41.7 (84)	39.2 (79)				
	All	22.5 (267)	23.5 (119)		All	38.8 (381)	39.6 (245)		All	32.5 (437)	32.6 (344)				
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.	Grades	PI	AMO		Grades	PLI	AMO	YES	Grades	PLI	AMO	YES			
	3-6	91			3-7	124	86		3-8	112	94				
<u>COMPARATIVE MEASURES</u> 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			YES	Comparison: Manhattan District 4			YES	Comparison: Manhattan District 4			YES			
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-6	23.5	23.5		3-7	39.6	27.4		3-8	32.6	26.4				
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.	% FL	Actual	Predicted	Effect Size	NO	% ED	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES
	79.2	22.5	22.6	-0.03		67.1	38.8	32.2	0.39		74.8	32.5	26.7	0.32	
<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	YES	Grades	School	State	YES	Grades	School	State	NO			
	4	45.0			4	61.3			4	28.1					
	5	34.5			5	51.4			5	28.8					
	6	64.3			6	73.2			6	62.5					
	7	0.0			7	56.3			7	51.6					
	8	0.0			8	0.0			8	63.2					
	All	53.2	50.0		All	61.2	50.0		All	49.0	50.0				

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Appendix C

District Comments

The Institute received no district or public comments.

Appendix D

School Fiscal Dashboard

APPENDIX D: SCHOOL FISCAL DASHBOARD



Harlem Prep Charter School

SCHOOL INFORMATION					
FINANCIAL POSITION		Opened 2001-02 & Restructured 2011-12			
Assets		2010-11	2011-12	2012-13	2013-14
Current Assets					
	Cash and Cash Equivalents - GRAPH 1	1,822,118	1,717,691	2,696,431	4,017,706
	Grants and Contracts Receivable	319,563	244,922	163,522	732,340
	Accounts Receivable	-	-	-	-
	Prepaid Expenses	43,383	40,975	1,869	82,507
	Contributions and Other Receivables	-	48,150	144,060	-
Total Current Assets - GRAPH 1		2,185,064	2,051,738	3,005,882	4,832,553
Property, Building and Equipment, net		3,148,603	2,860,771	2,531,501	2,245,600
Other Assets		-	70,042	75,220	75,371
Total Assets - GRAPH 1		5,333,667	4,982,551	5,612,603	7,153,524
Liabilities and Net Assets					
Current Liabilities					
	Accounts Payable and Accrued Expenses	141,721	249,638	272,013	517,817
	Accrued Payroll and Benefits	347,666	149,867	272,041	335,005
	Deferred Revenue	199,131	-	-	275,909
	Current Maturities of Long-Term Debt	-	-	-	27,990
	Short Term Debt - Bonds, Notes Payable	-	-	-	-
	Other	210,000	-	-	733,051
Total Current Liabilities - GRAPH 1		898,518	399,505	544,054	1,861,782
L-T Debt and Notes Payable, net current maturities		316,899	303,236	289,572	-
Total Liabilities - GRAPH 1		1,215,417	702,741	833,626	2,628,998
Net Assets					
	Unrestricted	4,118,250	4,279,810	4,778,977	5,291,742
	Temporarily restricted	-	-	-	-
Total Net Assets		4,118,250	4,279,810	4,778,977	5,291,742
Total Liabilities and Net Assets		5,333,667	4,982,551	5,612,603	8,394,561
ACTIVITIES					
Operating Revenue					
	Resident Student Enrollment	3,380,397	4,106,456	6,320,153	8,306,592
	Students with Disabilities	227,021	-	779,311	707,133
Grants and Contracts					
	State and local	20,584	25,829	38,045	41,112
	Federal - Title and IDEA	277,730	335,500	244,903	253,228
	Federal - Other	12,513	55,763	286,996	74,065
	Other	-	215,561	-	136,610
	Food Service/Child Nutrition Program	-	-	-	418,143
Total Operating Revenue		3,918,245	4,739,109	7,669,408	9,936,883
Expenses					
	Regular Education	4,211,214	3,416,614	5,443,149	6,949,355
	SPED	347,367	352,867	1,203,939	1,002,090
	Regular Education & SPED (combined)	-	-	-	-
	Other	218,294	10,305	-	5,327
Total Program Services		4,776,875	3,779,786	6,647,088	7,956,772
	Management and General	810,707	887,676	861,131	1,467,346
	Fundraising	19,207	20,698	82,699	-
Total Expenses - GRAPHS 2, 3 & 4		5,606,789	4,688,160	7,590,918	9,424,118
Surplus / (Deficit) From School Operations		(1,688,544)	50,949	78,490	512,765
Support and Other Revenue					
	Contributions	525,528	-	334,733	-
	Fundraising	500	108,151	85,748	-
	Miscellaneous Income	209	2,460	196	-
	Net assets released from restriction	-	-	-	-
Total Support and Other Revenue		526,237	110,611	420,677	-
Total Unrestricted Revenue		4,444,482	4,849,720	8,090,085	9,936,883
Total Temporarily Restricted Revenue		-	-	-	-
Total Revenue - GRAPHS 2 & 3		4,444,482	4,849,720	8,090,085	9,936,883
Change in Net Assets		(1,162,307)	161,560	499,167	512,765
Net Assets - Beginning of Year - GRAPH 2		5,280,557	4,118,250	4,279,810	4,778,977
Prior Year Adjustment(s)		-	-	-	-
Net Assets - End of Year - GRAPH 2		4,118,250	4,279,810	4,778,977	5,291,742

APPENDIX D: SCHOOL FISCAL DASHBOARD



Harlem Prep Charter School

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	509,350	211,868	205,554	305,777	440,597
Instructional Personnel	1,852,388	1,799,759	3,286,731	4,159,722	4,584,905
Non-Instructional Personnel	602,532	179,860	230,586	133,119	164,671
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,964,270	2,191,487	3,722,871	4,598,618	5,190,173
Fringe Benefits & Payroll Taxes	782,948	367,928	628,502	771,777	884,425
Retirement	25,680	66,923	59,420	86,289	114,260
Management Company Fees	-	432,496	1,109,458	1,343,708	1,483,706
Building and Land Rent / Lease	373,186	392,741	383,195	385,198	393,026
Staff Development	50,112	84,000	150,475	183,861	193,565
Professional Fees, Consultant & Purchased Services	611,740	84,863	149,178	190,080	245,570
Marketing / Recruitment	17,075	14,347	22,308	40,203	35,705
Student Supplies, Materials & Services	137,969	298,614	395,964	553,457	865,496
Depreciation	359,085	354,834	405,363	436,582	465,365
Other	284,724	399,927	564,184	834,345	880,883
Total Expenses	5,606,789	4,688,160	7,590,918	9,424,118	10,752,174

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	240	270	297	324	324
Revised Enroll	-	-	432	594	729
Actual Enroll - GRAPH 4	250	265	449	614	674
Chartered Grades	K-5	K-5	K-5	K-5	K-5
Revised Grades	-	-	K-6	K-7	K-8

Primary School District: NYC

Per Pupil Funding (Weighted Avg of All Districts)	13,527	13,527	13,527	13,527	13,777
Increase over prior year	8.7%	0.0%	0.0%	0.0%	1.8%

PER STUDENT BREAKDOWN

	2010-11	2011-12	2012-13	2013-14	2014-15	Average - 5 Yrs. OR Charter Term
Revenue						
Operating	15,657	17,883	17,081	16,184	16,574	16,676
Other Revenue and Support	2,103	417	937	-	82	708
TOTAL - GRAPH 3	17,760	18,301	18,018	16,184	16,656	17,384
Expenses						
Program Services	19,088	14,263	14,804	12,959	13,391	14,901
Management and General, Fundraising	3,316	3,428	2,102	2,390	2,562	2,760
TOTAL - GRAPH 3	22,405	17,691	16,906	15,349	15,953	17,661
% of Program Services	85.2%	80.6%	87.6%	84.4%	83.9%	84.4%
% of Management and Other	14.8%	19.4%	12.4%	15.6%	16.1%	15.6%
% of Revenue Exceeding Expenses - GRAPH 5	-20.7%	3.4%	6.6%	5.4%	4.4%	-1.6%

Student to Faculty Ratio

5.9	9.5	10.2	10.6	9.2
-----	-----	------	------	-----

Faculty to Admin Ratio

10.6	4.7	4.4	4.1	9.1
------	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score	1.9	2.9	3.0	3.0	3.0	2.7
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	1,286,546	1,652,233	2,461,828	2,970,771	4,083,961	2,491,068
As % of Unrestricted Revenue	28.9%	34.1%	30.4%	29.9%	36.4%	31.9%
Working Capital (Current) Ratio Score	2.4	5.1	5.5	2.6	2.7	3.7
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	LOW	LOW	MEDIUM	MEDIUM	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Excellent	Excellent	Good	Good	Excellent

Quick (Acid Test) Ratio

Score	2.4	5.0	5.5	2.6	2.7	3.6
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	MEDIUM	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Good	Excellent	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	0.2	0.1	0.1	0.3	0.3	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

Score	3.9	4.4	4.3	5.1	6.3	4.8
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent

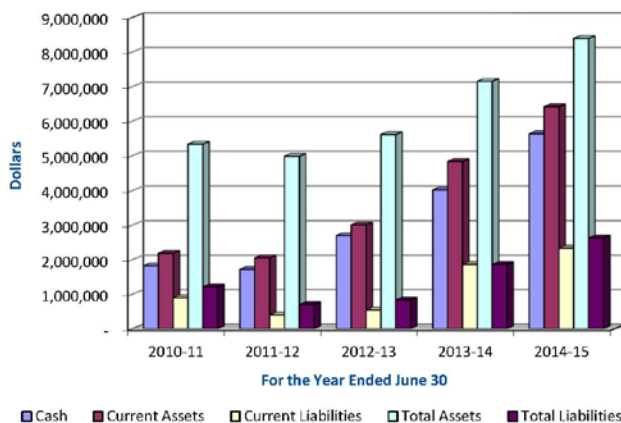
APPENDIX D: SCHOOL FISCAL DASHBOARD



Harlem Prep Charter School

GRAPH 1

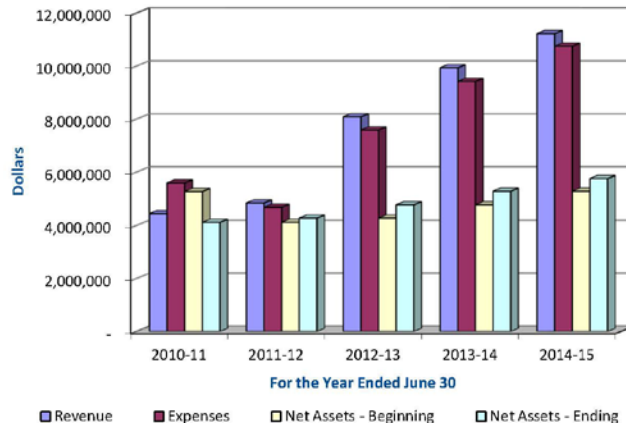
Cash, Assets and Liabilities



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

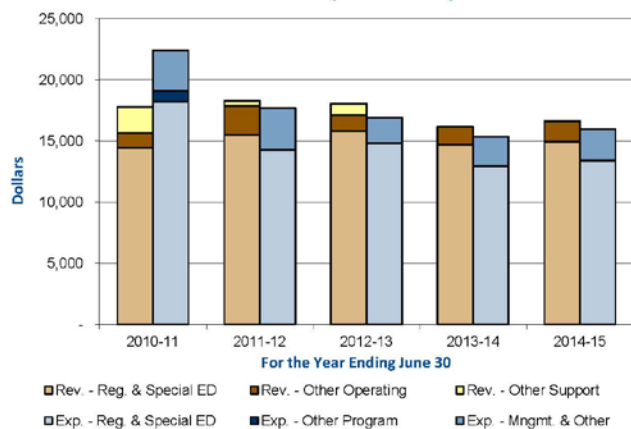
Revenue, Expenses and Net Assets



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

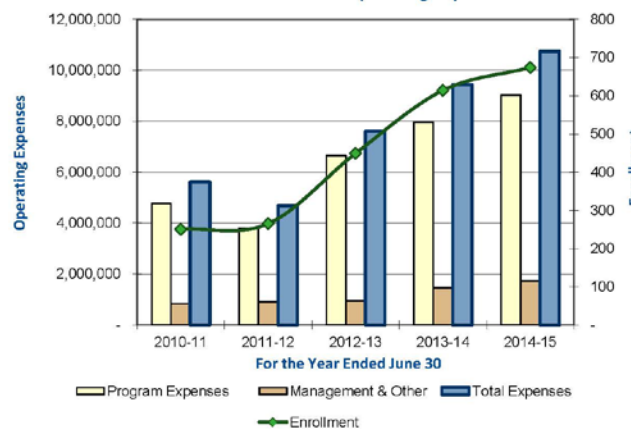
Revenue & Expenses Per Pupil



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.

APPENDIX D: SCHOOL FISCAL DASHBOARD

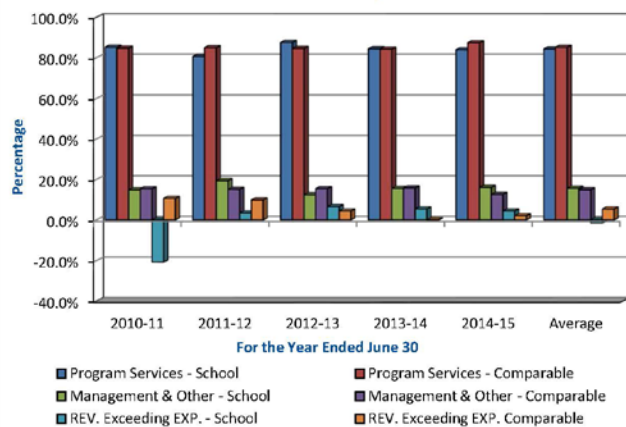


Harlem Prep Charter School

Comparable School, Region or Network: New York City & Long Island Schools

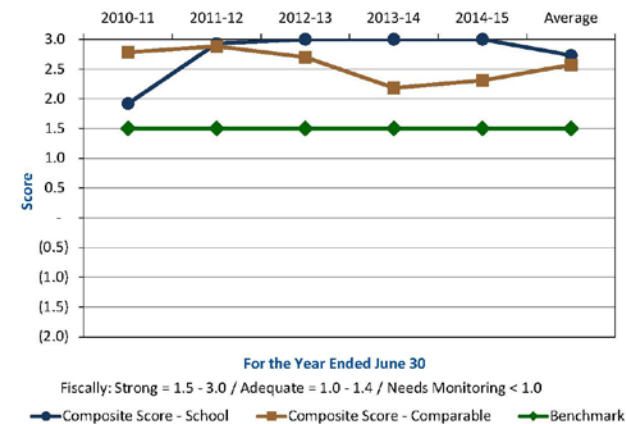
* Average = Average - 5 Yrs. OR Charter Term

GRAPH 5 % Breakdown of Expenses



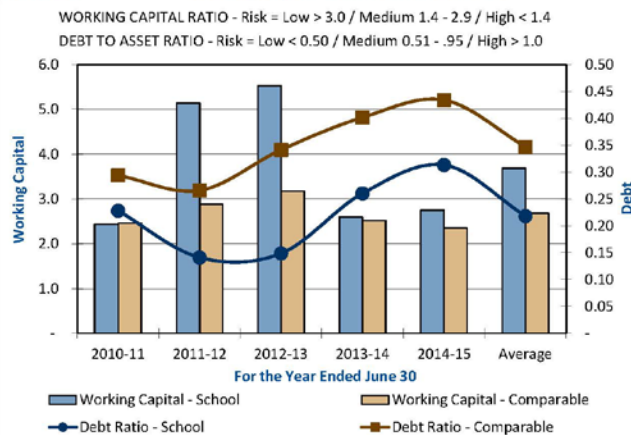
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

GRAPH 6 Composite Score



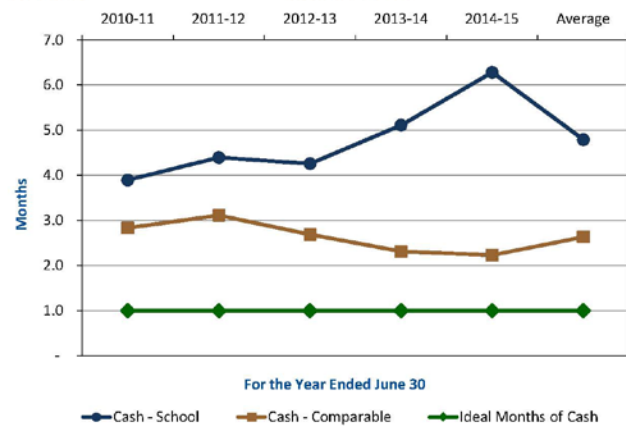
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid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

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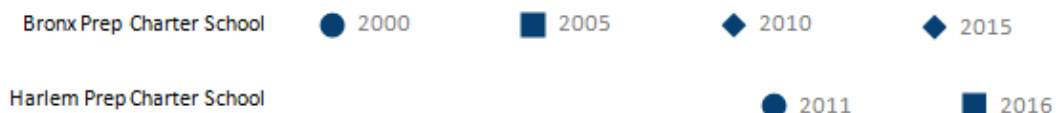
Appendix E

Network Overview

APPENDIX E: NETWORK OVERVIEW

Education Corporation Timeline of Charter Renewal

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



EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located School	Enrollment	Grade Span
Harlem Prep Charter School	Manhattan District 4	Yes (grades 6-8)	756	K-8
Bronx Prep Charter School	Bronx District 9	No	693	6-12

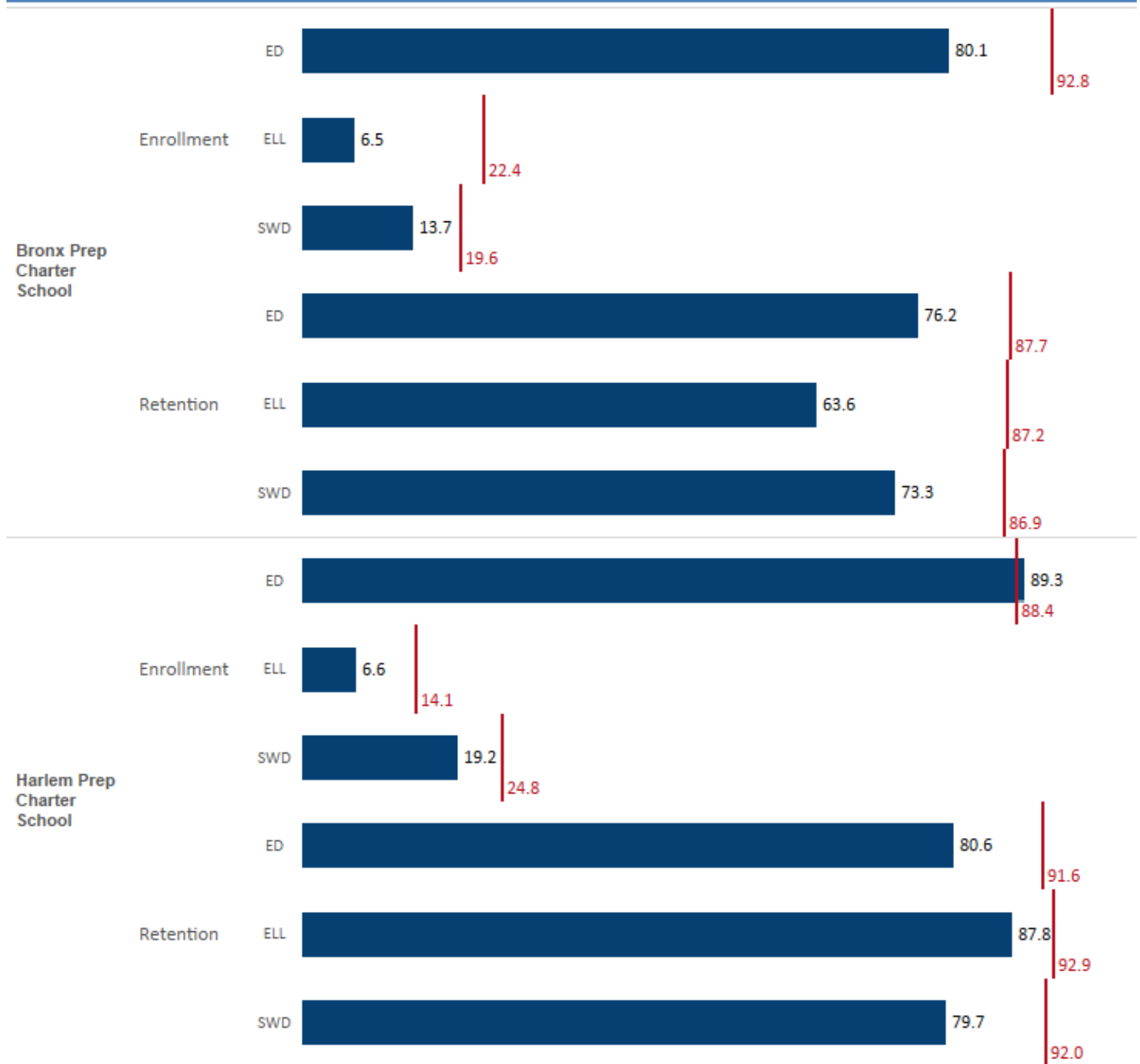
Persistence in Enrollment



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.

APPENDIX E: NETWORK OVERVIEW

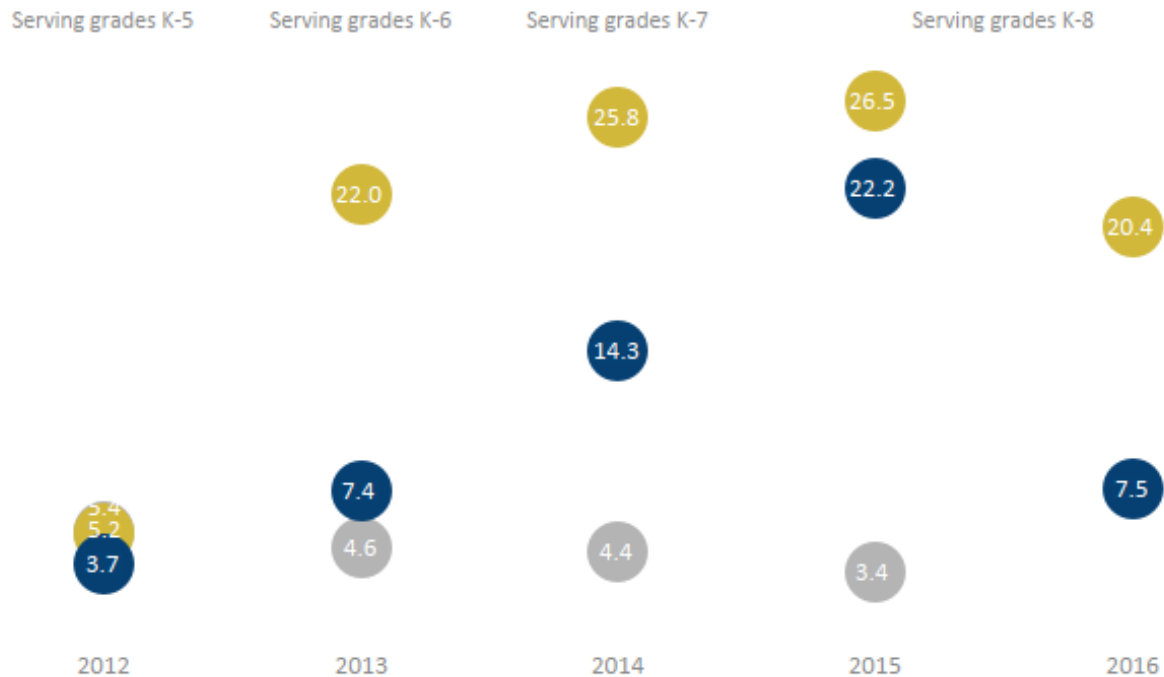
Enrollment and Retention Targets



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the ed corp. 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, ELL, and FRPL students. This analysis is based on the 2015-16 enrollment and retention data supplied to the Institute by the network.

APPENDIX E: NETWORK OVERVIEW

Suspensions: Harlem Prep Charter School's in school suspension rate and out of school suspension rate and the district overall suspension rate.



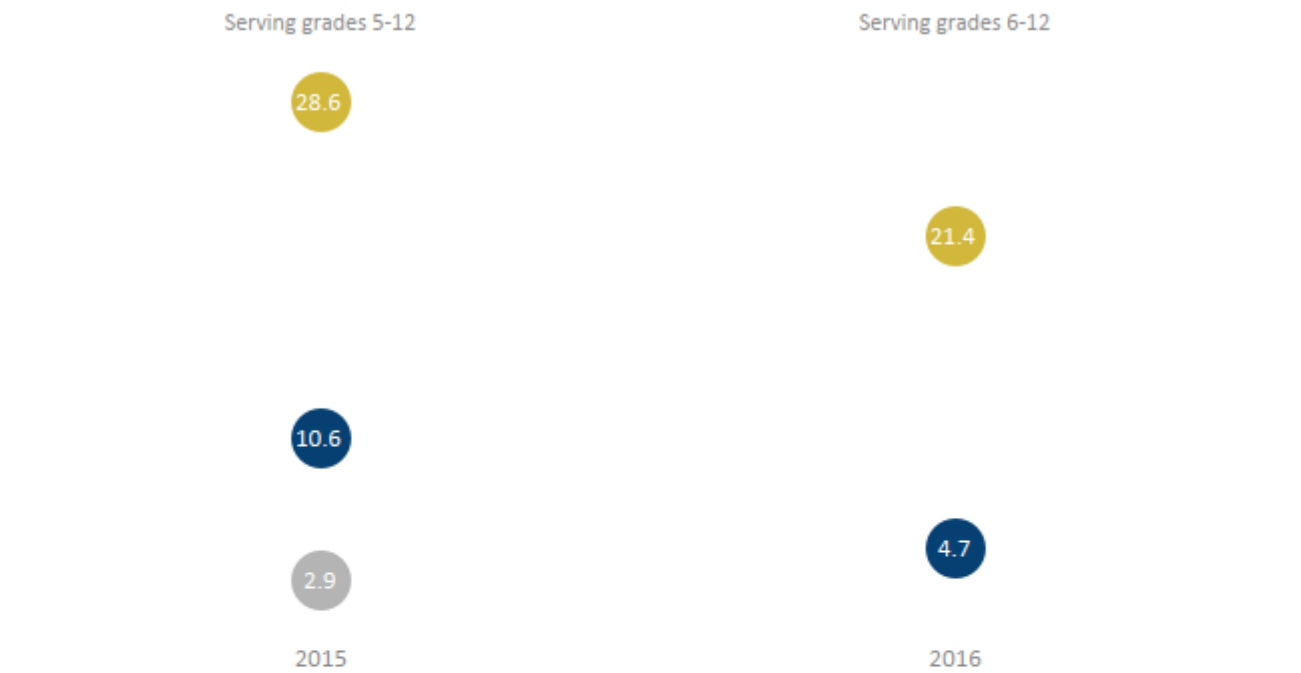
Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the durations 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 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.

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

2012	2013	2014	2015	2016
0	0	0	0	0

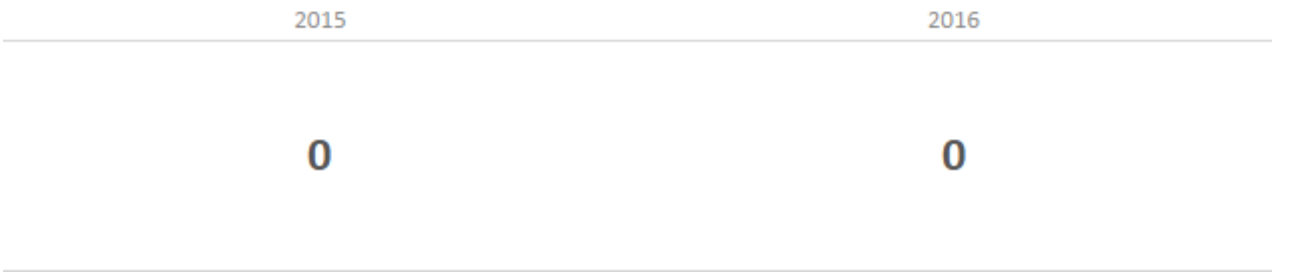
APPENDIX E: NETWORK OVERVIEW

Suspensions: Bronx Prep Charter School's **in school suspension rate** and **out of 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 durations 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 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.

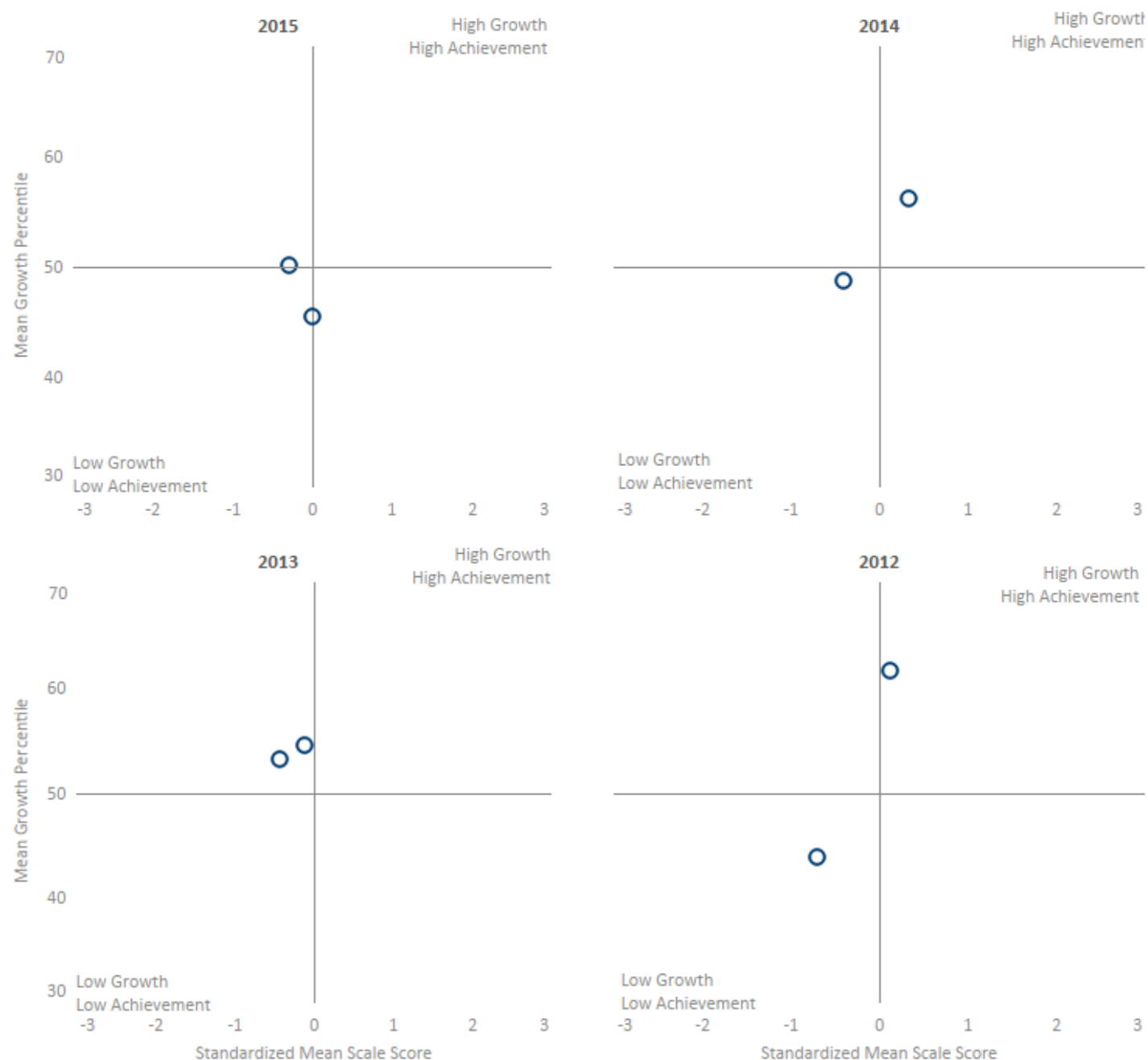
Expulsions: The number of students expelled from the school each year.



Bronx Prep Charter School joined the Democracy Prep network in 2014. Prior to the 2014-15 school year, the school operated without CMO support.

APPENDIX E: NETWORK OVERVIEW

ELA Growth and Achievement: 2011-12 through 2014-15



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

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

APPENDIX E: NETWORK OVERVIEW

Math Growth and Achievement: 2011-12 through 2014-15

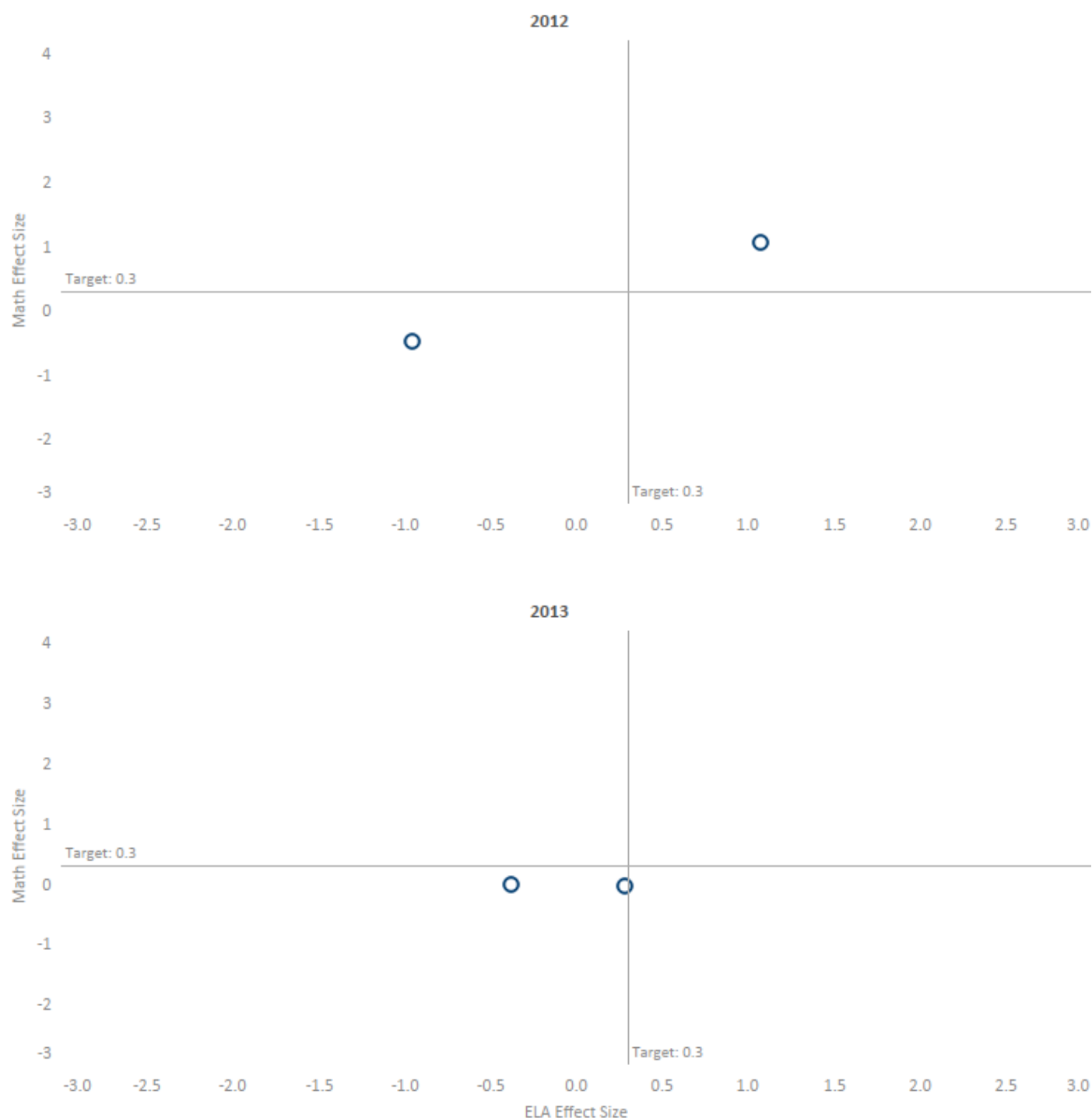


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APPENDIX E: NETWORK OVERVIEW

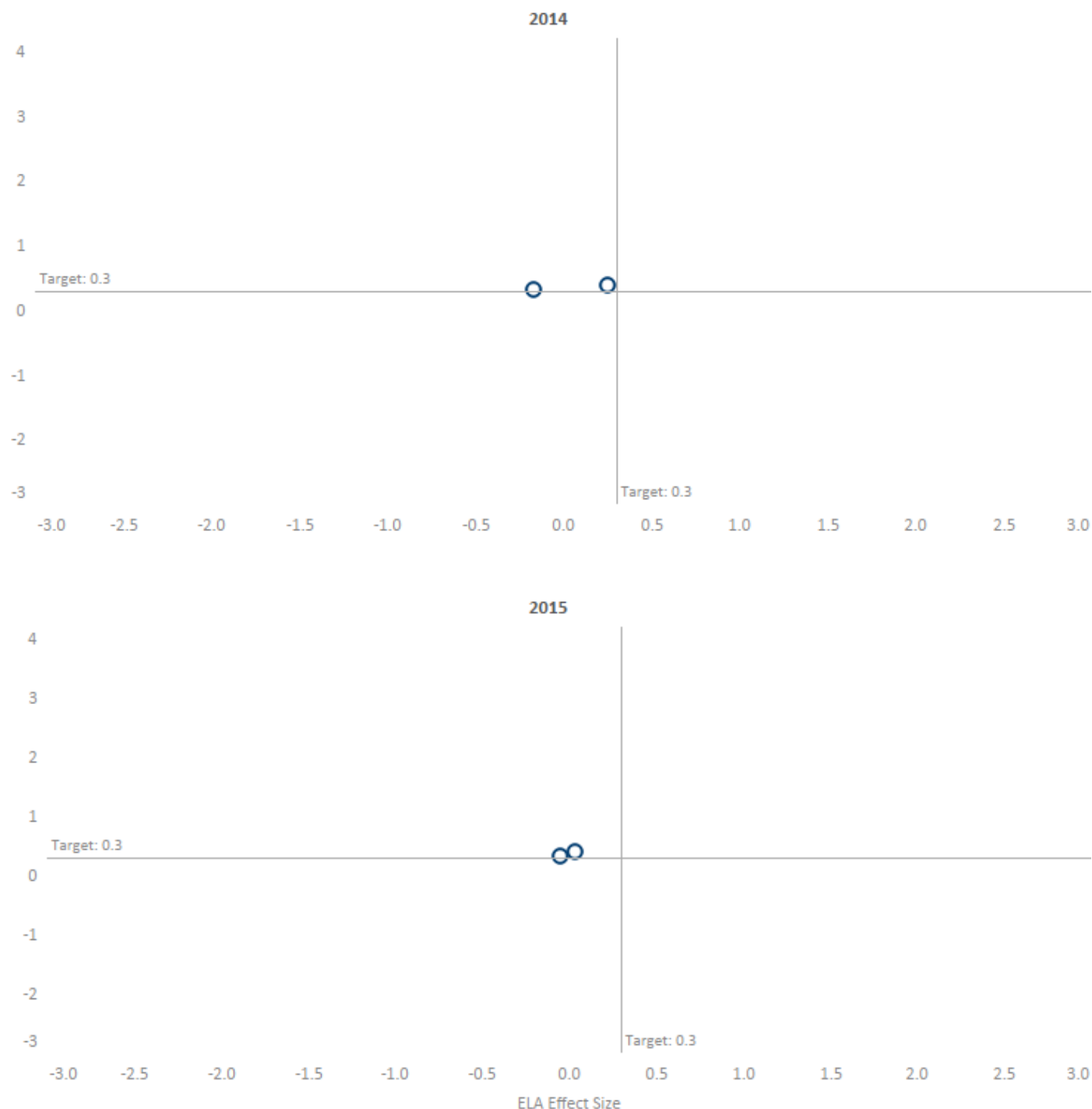
ELA and Math Effect Size Scatter Plots: 2011-12 and 2012-13



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

APPENDIX E: NETWORK OVERVIEW

ELA and Math Effect Size Scatter Plots: 2013-14 and 2014-15

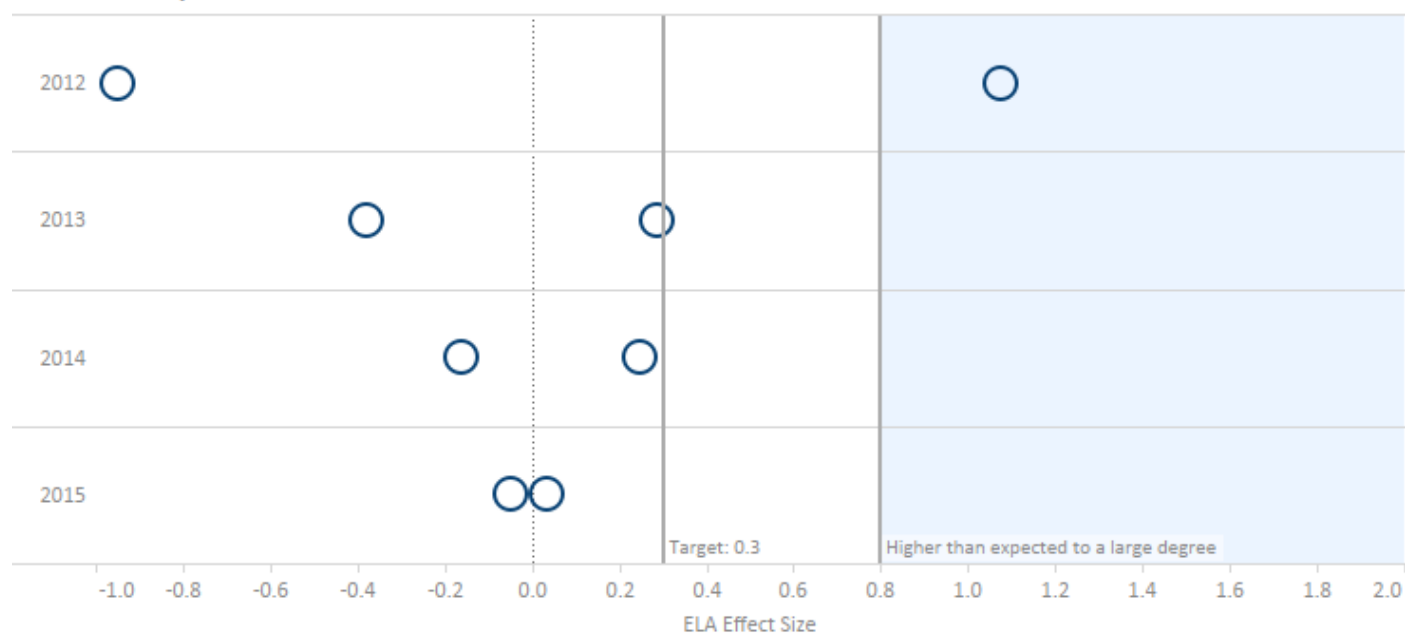


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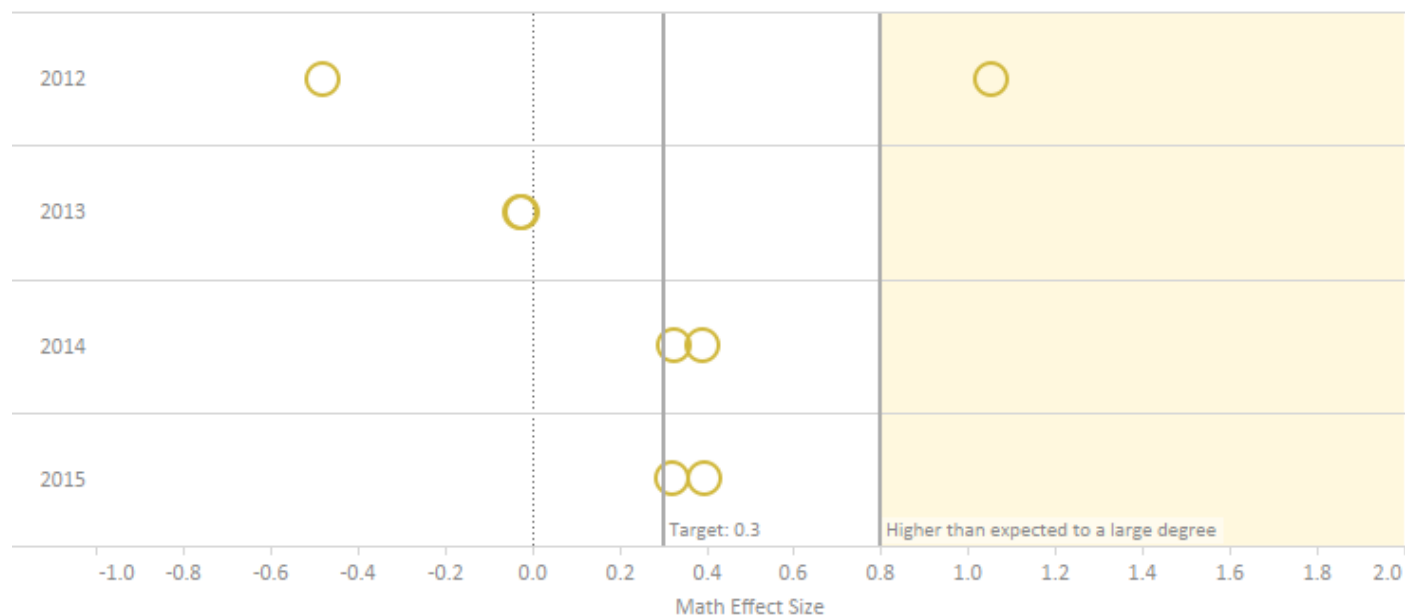
APPENDIX E: NETWORK OVERVIEW

ELA and Math Effect Size Dot Plots: 2011-12 through 2014-15

ELA Effect Size by Year and School



Math Effect Size by Year and School

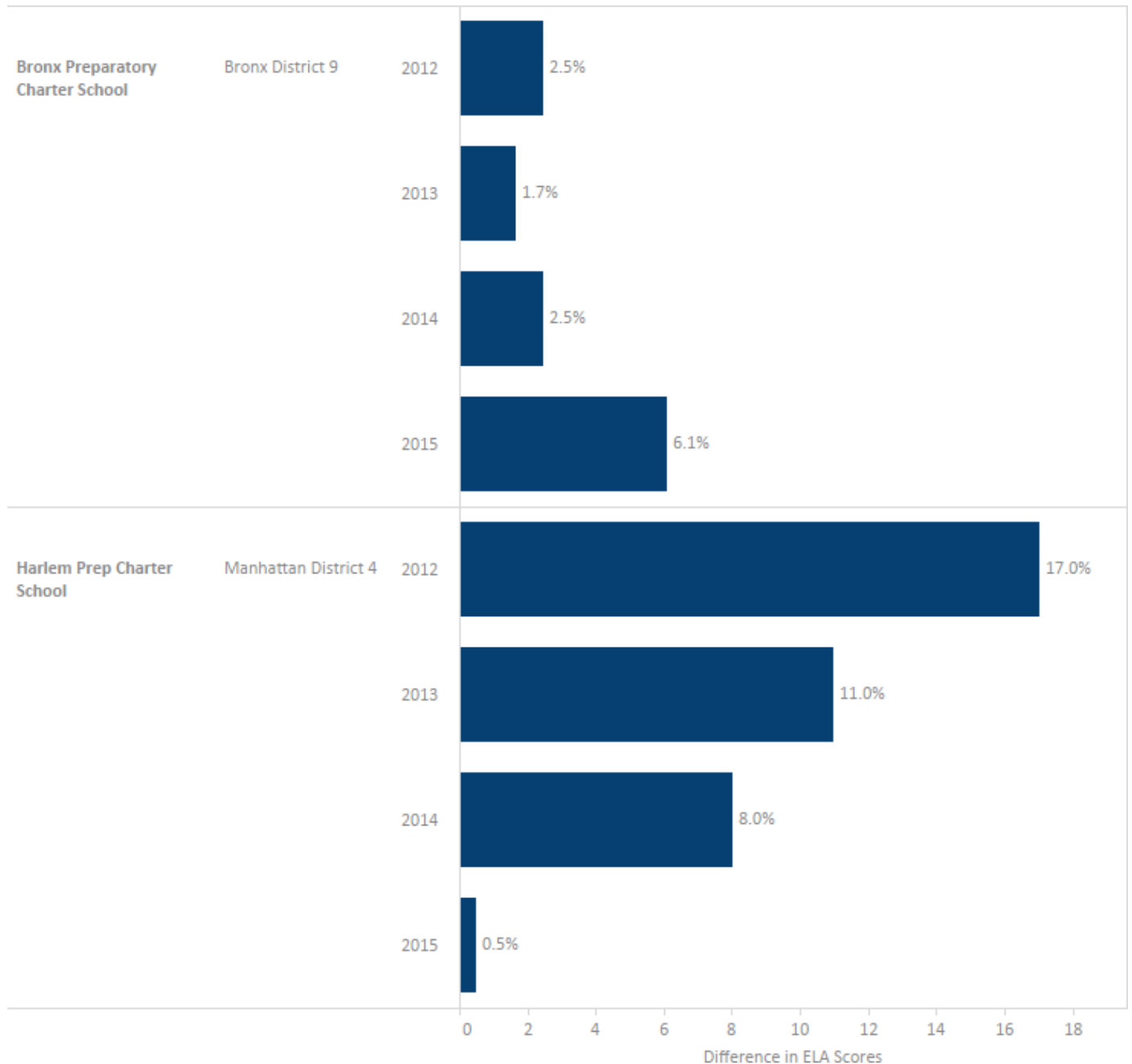


The charts illustrate the comparative Effect Size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher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

APPENDIX E: NETWORK OVERVIEW

Difference between schools and district scores: 2011-12 through 2014-15

Difference between ELA School and District Scores

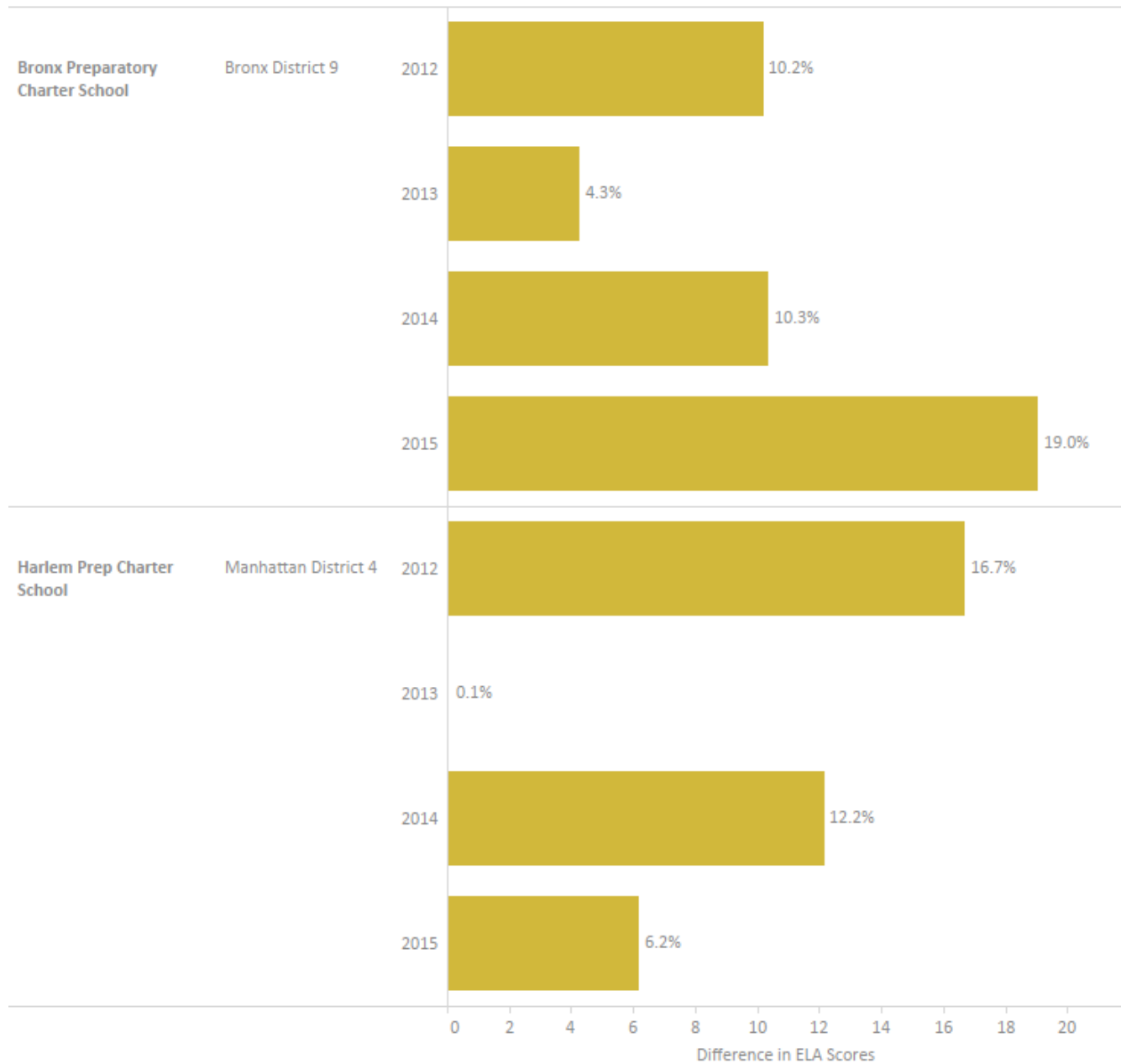


District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount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

APPENDIX E: NETWORK OVERVIEW

Difference between schools and district scores: 2011-12 through 2014-15

Difference between Math School and District Scores



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