



Renewal Recommendation Report Broome Street Academy Charter High 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 Broome Street Academy Charter High School for a period of five years with authority to provide instruction to students in grades 9-12 in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 360 students.

To earn an Initial Full-Term Renewal, 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,² 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.³

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.⁴

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

³ SUNY Renewal Policies at page 12.

⁴ See New York Education Law § 2852(2).

RENEWAL RECOMMENDATION

program. SUNY⁵ 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 not currently accountable for enrollment and retention targets⁶, Broome Street Academy Charter High School (“Broome Street”) included the following strategies to meet future targets in its Application for Charter Renewal:

- providing lottery preference to: (a) students who are or were recently homeless or transitionally housed; (b) students who are/were in foster care or have otherwise been involved in the child welfare system; and, (c) students from middle schools where 50 percent or more of students were not proficient on the state’s 8th grade English language arts (“ELA”) test because these populations include a disproportionately high percentage of students with disabilities and students eligible for the FRPL program;
- developing relationships with and visiting foster care and social service agencies across the city including Children’s Aid Society, Legal Aid Society, Restart Academies of New York and University Settlement;
- hosting open houses and participating in high school fairs held in community centers, middle schools and other locations;
- conducting targeted outreach at middle schools with dual language and English as a Second Language (“ESL”) programs;
- holding at least two open houses annually for families for whom English is not their first language;
- providing the online application for admission in six languages including Spanish, Arabic and Mandarin;
- advertising in El Diario and other local outlets; and,
- utilizing team-teaching and Special Education Teacher Support Services (“SETSS”) to meet the needs of students with disabilities.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the education corporation and the charter school are 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.

⁵ SUNY Trustees’ Charter Schools Committee resolution dated October 2, 2012.

⁶ Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute’s Request for Proposal (“RFP”) processes (August 2010 - present) and to charter schools that applied for renewal after January 1, 2011. The school applied for a charter prior to the release of the Institute’s first RFP.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

Broome Street Academy Charter High School

BACKGROUND

The SUNY Trustees approved the charter for Broome Street, a college preparatory high school that serves some of New York City's most vulnerable students, on September 15, 2010. The school opened its doors in the fall of 2011 initially serving 110 9th grade students.

Broome Street's mission statement states:

The Broome Street Academy Charter High School will prepare our young people for post-secondary success that leads to positive life outcomes. We value student strengths and will provide multiple pathways to success through a curriculum of rigorous academic, career and social instruction grounded in the principles of positive youth development.

Broome Street sets aside 50% of available seats for students who (a) are or were recently homeless or transitionally housed, or (b) in foster care or otherwise involved with the child welfare system. The school's strong instructional model stands on a foundation of relational trust and comprehensive social-emotional supports. A key feature of the educational program is the school's CHAMPION model, a research-based program that links every student to a caring adult who serves as an advocate. Broome Street partners with The Door – a Center of Alternatives, Inc. ("The Door"), a not-for-profit organization located in the same building, to provide students with access to substance abuse, anger management and career and college readiness programs as well as health, recreation and legal services. The Door is the sole corporate member of the charter school education corporation.

The school operates in private leased space located at 121 Avenue of the Americas, New York, New York in New York City Community School District ("CSD") 2. In the final year of its initial charter term, Broome Street serves 330 students in grades 9-12. Eighty-two percent of the school's inaugural graduating class enrolled in two year or four year college programs.

EXECUTIVE SUMMARY

Broome Street serves a high number of particularly vulnerable students without lowering expectations for academic achievement. The school's founding principal served Broome Street for its first two years of operation. Dissatisfied with the pace of progress, the education corporation board (the "board") conducted an exhaustive search for a head of school who took over leadership in the third year of the charter term. Since that time, the school implemented significant changes to clarify expectations for both students and staff, codify its practices and build a culture of achievement. Broome Street uses data to monitor its programs continually and to make changes when necessary. High quality instruction is evident throughout the school as teachers implement a rigorous curriculum that prepares students for post-secondary success.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

In addition to implementing a particularly strong and effective program on the ground, Broome Street has made progress toward achieving its Accountability Plan goals. The school graduated its first official cohort at the conclusion of the 2014-15 school year. Though the school fell short of achieving its Accountability Plan graduation goal with only 37% of the 78 students enrolled in the graduation cohort receiving a Regents diploma, more than 40% of the graduates attained a diploma despite falling into one of the school's primary risk categories (transitionally housed, foster care or involvement with child welfare services). Broome Street performs well on its leading indicator of high school graduation success: during 2013-14, 61% of students enrolled in their second year of high school accumulated enough credits to matriculate into the next grade level. During 2014-15, 80% of students enrolled in their second year of high school advanced to the subsequent grade. The school's year over year improvement of roughly 20% indicates Broome Street's programs are likely to continue improving their overall outcomes.

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 increase student learning in the future. Therefore, the Institute recommends that the SUNY Trustees grant Broome Street an Initial Full-Term Renewal.

NOTEWORTHY

Broome Street was the only New York City charter school awarded a four-year Attendance Improvement, Dropout Prevention ("AIDP") grant.

IS THE SCHOOL AN ACADEMIC SUCCESS?

Broome Street serves a large proportion of vulnerable students without lowering expectations for high levels of academic achievement. The school's rigorous curriculum and instruction, strong leadership and continual use of data to monitor programs coalesce into a particularly strong and effective educational program. The school's many supports for students social-emotional needs complement the focus on student achievement. These factors and the school's progress toward achieving its Accountability Plan goals, make Broome Street an academic success.

At the beginning of the Accountability Period,⁷ 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"⁸ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁹ 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. Broome Street included additional measures of academic success and organizational performance in the Accountability Plan it adopted. The school elected to use a comparison group of peer schools outside the local CSD that better reflect Broome Street's demographics.

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. The analysis of high school academic performance focuses primarily on absolute and comparative measures associated with the school's graduation and (for college preparatory programs) college preparation goals. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable

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

⁸ Education Law § 2850(2)(f).

⁹ Education Law § 2854(1)(d).

ACADEMIC PERFORMANCE

Objective attainment,¹⁰ 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. Broome Street made continual improvements and progress in its academic and social emotional programs during the first charter term. The school’s close and deliberate monitoring of the effectiveness of these improvements translated to higher academic achievement throughout the charter term. The school posts strong progress toward its academic Accountability Plan goals and is faithful to its mission for serving vulnerable high school youth. Broome Street’s academic program and social emotional resources enabled increasing numbers of students to complete the school’s graduation requirements and attain a high school diploma. Most of Broome Street’s graduates are now engaged in meaningful post-secondary activities including attending two year and four year college programs.

Broome Street graduated its first official cohort at the conclusion of the 2014-15 school year. The school fell short of achieving its Accountability Plan graduation goal with only 37% of the 78 students enrolled in the graduation cohort receiving a Regents diploma. However, 42% of the school’s graduates were able to attain a diploma despite falling into one of the school’s primary risk categories (transitionally housed, foster care, or involvement with child welfare services). The school also continued to make progress toward moving all students to graduation. During 2014-15, Broome Street graduated an additional three students from the 2010 cohort increasing its five year graduation rate to 20% and, one year early, the school graduated one student from the 2012 cohort. Broome Street performs well on its leading indicator of high school graduation success: during 2013-14, 61% of students enrolled in their second year of high school accumulated enough credits to matriculate into the next grade level. During 2014-15, 80% of students enrolled in their second year of high school advanced to the subsequent grade. The school’s year over year improvement of roughly 20% indicates Broome Street’s programs are likely to continue improving its overall outcomes.

Broome Street’s graduates leave the school prepared to engage in meaningful post-secondary activities. Eighty-two percent of the school’s inaugural graduating class enrolled in two year or four year college programs. One graduating student completed training as a yoga instructor and now teaches as an assistant yoga instructor at Broome Street. Another graduate met the requirements to enlist in the military.

¹⁰ 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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Early in its charter term, Broome Street selected to gauge its performance in the key academic areas of ELA and mathematics using measures keyed to the state's college and career readiness high school goals. Those measures reflect a higher standard of performance on the state's Regents exams, currently defined as achieving a score of 75 on the Regents English exam and a score of 80 on a Regents mathematics exam. A score of 65 is required to meet the state's graduation requirements to attain a Regents diploma.

Broome Street did not meet its ELA goal with 35% of the 2011 accountability cohort meeting the college and career ready standard. This proficiency rate translates into an accountability performance level ("APL") of 122 that exceeded the peer schools' average APL of 121 but fell short the state's annual measureable objective ("AMO") of 170. However, 74% of the school's 2011 accountability cohort met or exceeded proficiency on the Regents English exam as measured by the state's performance requirement for graduation of scoring a 65 or above.

Broome Street also fell short of attaining its mathematics goal as measured by the state's college and career readiness standard. Although only 7% of the school's 2011 accountability cohort scored at or above an 80 on a Regents mathematics exam, 83% of the cohort scored at or above a 65 and met the state's requirement for high school graduation. This proficiency rate translates to an APL of 98 which was lower than the peer schools' average APL of 129 and the state's AMO of 154.

Broome Street met its science goal with 74% of the 2011 cohort passing a Regents science exam with a score of 65 or higher and matching the district's proficiency rate of 74%. The school also met its social studies goal with 78% of the 2011 cohort passing the U.S. History Regents exam, exceeding the district's rate of 70%. Broome Street's 2011 cohort posted a proficiency rate of 68% on the Regents Global History exam, falling short of its absolute target of 75% and matching the district's proficiency rate.

Broome Street met its NCLB goal, as it has never been identified on the state's NCLB accountability system as a focus or priority school.

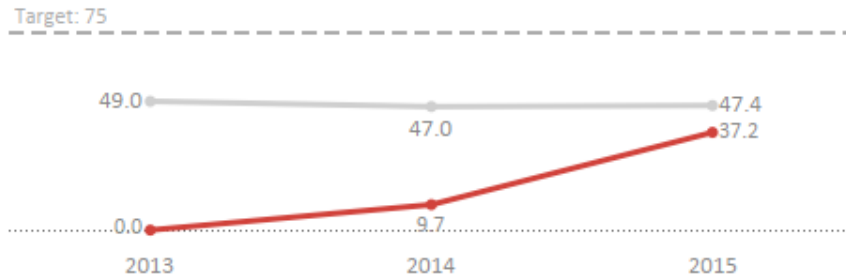
ACADEMIC PERFORMANCE

Broome Street Academy Charter School

DESCRIPTION

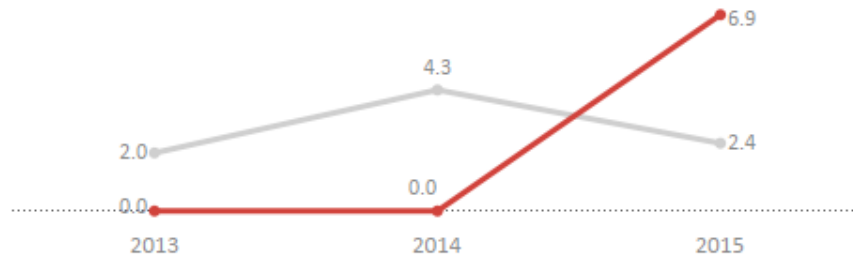
Comparative Measure: Graduation Rate. Each year, the percentage of **Broome Street students graduating** after completion of their fourth year will exceed that of its **Peer Schools**.

FOUR YEAR GRADUATION RATE



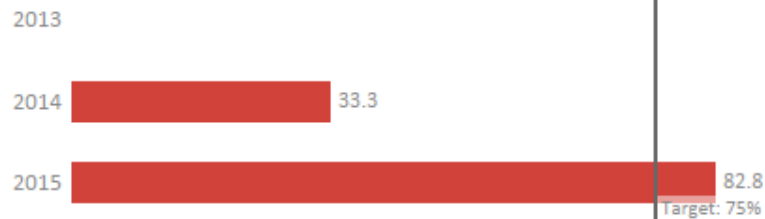
ADVANCED REGENTS DIPLOMA ATTAINMENT

College Preparation Measure: Advanced Regents Diploma. Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of the **Peer Schools**.



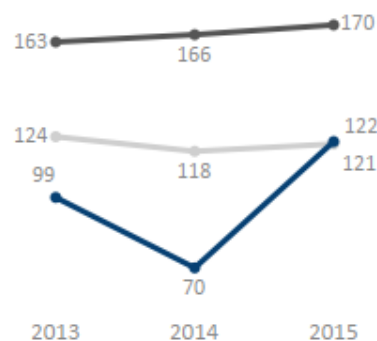
COLLEGE MATRICULATION

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

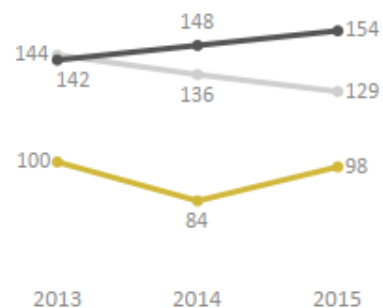


ENGLISH LANGUAGE ARTS

Comparative and Absolute Measure: District Comparison. Each year, the school's **ELA Accountability Performance Level** and the **math APL** will exceed the **Peer Schools' Performance Index** and the state's **AMO**.



MATHEMATICS



ACADEMIC PERFORMANCE

The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,¹¹ 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.¹²

SUNY Renewal Benchmark 1B:

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

Broome Street uses student data to tailor instruction and modify supports for all students. School leaders promote a strong culture of evidence-based decision-making that informs the academic program and intervention systems.

- The school regularly administers assessments aligned to its curriculum and state standards. Broome Street administers the NWEA/MAP assessment in ELA and mathematics to all students. Some teachers and interventionists use the Qualitative Reading Inventory assessment to collect additional diagnostic data as necessary. In addition to do-nows, checks-for-understanding and other frequent teacher-developed formative assessments, all content departments administer interim assessments (“IAs”) at the end of each academic quarter. Under supervision from the director of curriculum and instruction (“DCI”), content area teaching teams develop IAs using New York State Standards and previous Regents exams as guides. The DCI, in conjunction with the department chairs, amends IAs to spiral back in – or re-visit - specific content based on student performance data on prior benchmarks.
- Broome Street has in place procedures to ensure valid and reliable scoring of assessments. Teachers grade IAs within departments in order to address questions with shared performance expectations and use the same rubric for all short-answer questions.
- Broome Street captures academic, cultural and social-emotional information. Teachers use Powerschool to monitor student grades, NWEA and IA results, Regents scores and attendance rates over time. Further, using the Kickboard software, staff can post comments regarding student behavior data and track data such as number of student visits to the “help desk,” a safe space for students located in the center of campus. The academic intervention supervisor (“AIS”) and social work team monitor Kickboard in order to identify students in need of social-emotional support or flag a student for the response to intervention (“RTI”) program.
- The school utilizes the robust amount of data it collects to improve the instructional program and meet student needs. Mathematics and ELA teachers use NWEA results to initially group students and modify curriculum to cover specific topics. With the help of

¹¹ 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.

¹² 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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their department chair, teachers analyze IA data to decide what objectives to re-teach and when. Teachers at Broome Street demonstrate a strong command of the academic and social needs of their students at an individual level. Teachers make ad hoc adjustments in the classroom informed by prior knowledge of student data and new information that emerges each lesson.

- School leaders, with support from the data and evaluation associate (“DEA”), evaluate the effectiveness of the instructional program. While student achievement data is a minor part of formal teacher evaluations, leaders use data to make decisions about what supports to provide teachers and what topics to emphasize during professional development activities. The school runs data days after IAs in order to inventory areas of concern, modify future assessments, and develop teaching strategies within departments.
- Leaders provide ample training for teachers on how to use the school’s data systems to monitor academic and culture data. The school holds trainings for teachers on how to effectively use Powerschool and Kickboard to code culture violations or track skill acquisition. Teachers use consistent coding across the school in order to better illuminate trends in student behavior. For example, the school was able to identify a spike in uniform violations during the beginning of 2015-16 and respond quickly and effectively to the issue.
- Broome Street regularly communicates to caregivers about students’ progress and growth in quarterly report cards and two progress reports each term. Caregivers have login credentials for Powerschool to view student information at any time. At the beginning of each quarter, if a student is in danger of academic failure based on coursework and IA results, CHAMPIONS make a failure prevention call to caregivers. Additionally, the school also holds conferences, open house nights, and other events to provide information to caregivers.

SUNY Renewal Benchmark 1C:

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

Over the course of the charter term, Broome Street has grown more systematic in its approach to curriculum development. Teachers now have comprehensive curricular materials that support instructional planning.

- A curriculum framework with clear student performance expectations for each subject provides a fixed, underlying structure from which Broome Street teachers develop instructional plans. Rather than grade level requirements, Broome Street expresses performance expectations in terms of mastery of state standards in preparation for Regents exams.
- In addition to the framework, Broome Street has supporting tools, such as scope and sequence documents, that create a bridge between the curriculum framework and daily lesson plans. The school stores instructional materials on its Atlas Rubicon platform, which teachers reference while preparing for daily lessons.
- Broome Street does not require teachers to use a school-wide lesson plan template, but lessons tie directly to state standards and consistently feature clear learning objectives advanced with supporting activities. Lesson activities frequently draw from current events across subject areas. For example, after reading a news article about a civil lawsuit,

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students performed a chemistry experiment to explore differences in the rate of decomposition of tissue with various liquids serving as the variable. Students not only described the experiment to members of the renewal visit team but also articulated the underlying purpose.

- The school continues to expand its curriculum to offer interdisciplinary classes as well as more advanced coursework, including physics and calculus. For example, members of the English and history departments collaborated to develop a Shakespearean study survey class.

SUNY Renewal Benchmark 1D:

Is high quality instruction evident throughout the school?

High quality instruction that engages students at all ability levels is evident throughout Broome Street classrooms. As shown in the chart below, during the renewal visit, Institute team members conducted 21 classroom observations using a defined protocol used in all renewal visits.

CLASSROOM OBSERVATIONS

		Grade				Total
		9	10	11	12	
Content Area	ELA	1	1	1	2	5
	Math	2	1	1	1	5
	Science	1	2	1	1	5
	Soc Stu	1	1	2		4
	Other	2				2
	Total	7	5	5	4	21

- Teachers deliver well-planned lessons that align to the curriculum and build on students' previous skill and knowledge (19 of 21 classrooms observed). Lessons activities connect to stated learning objectives and co-teachers share responsibility in supporting students to master covered material.
- Almost universally, teachers regularly conduct effective checks for understanding (18 of 21 classrooms observed), often making ad hoc adjustments to lesson plans based on their assessment of student needs. Some teachers have established systems and routines that enable them to gauge students' level of comfort with lesson material almost immediately. In a mathematics class, for example, students place assignments in colored bins that indicate their level of confidence in work products. Teachers often build in natural opportunities for peer-to-peer checks for understanding in discussions such as in an English class during which students quizzed each other on the meaning of Shakespearean passages.
- Instruction at Broome Street is inconsistent in the degree to which content and activities challenge students to develop higher-order thinking and problem-solving skills (14 of 21 classrooms observed). During two lessons on a revolution, students in one classroom

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examine reasons one “leader is called the black George Washington” while students in a different classroom answer occasional recall questions such as, “What country was in control before the revolution?” during an extended lecture. Teachers often include opportunities for students to interact with peers and apply lesson content to current events. For example, students examined the Supremacy Clause in the U.S. Constitution through debates about same-sex marriage, immigration and the legalization of marijuana.

- Successful implementation of the No-Nonsense Nurturer¹³ model is apparent in teachers’ ability to maintain classroom environments focused on academic achievement (17 of 21 classrooms observed) despite various disruptions such as students’ tardy entry to lessons. Minor disruptions and low level misbehavior do not derail lessons, in part because co-teachers work well to maintain students’ focus on lesson activities. Well-paced, engaging lessons communicate a sense of urgency for learning.

SUNY Renewal Benchmark 1E:

Does the school have strong instructional leadership?

Broome Street benefits from notably strong instructional leadership.

- Broome Street continually communicates high expectations for all students. The school adopted the No-Nonsense Nurturer model midway through the charter term, and its success is evident in the strong relationships teachers develop with students. Teachers fully expect all students to succeed academically while acknowledging that personal challenges often create different routes and timelines for some. Throughout the school, staff members embrace Broome Street’s mission and are able to articulate how their individual roles lead to student achievement.
- The head of school serves as the primary instructional leader at Broome Street. The DCI, department chairs and AIS also provide support for teachers. Reflecting on how to leverage department chairs most effectively, leaders reduced the chairs’ instructional responsibilities this year to provide more time for classroom observations and coaching. The head of school coordinates these supports effectively such that all teachers receive adequate support for ongoing development of their pedagogical skills.
- The school embeds opportunities for teachers to plan curriculum and instruction in the school-wide schedule with weekly department meetings, data days and summer professional development.
- Broome Street implements a comprehensive professional development program that interrelates with classroom practice and grows teachers’ ability to support all students. For two weeks prior to the start of the school year, Broome Street conducts its annual Professional Development Institute (“PDI”), which includes a full day orientation for new staff members. Following general welcome and team-building activities, the PDI calendar focuses on developing teachers’ understanding of the school’s unique student population and building school culture with workshops on the No-Nonsense Nurturer model and an overview of administrative procedures. The bulk of the PDI deals with teaching and

¹³ Developed by the Center for Transformative Teacher Training, this classroom management model emphasizes positive teacher-student relationships, clear directions, high academic expectations and no excuses for disruptive behavior. For more information, visit www.transformativeteachertraining.com.

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learning at Broome Street, grounded in the school's philosophy of pedagogy. This includes sessions on Universal Design for Learning ("UDL")¹⁴ and supporting students with special needs as well as significant departmental planning time. Throughout the school year, teachers participate in monthly instructional workshops, quarterly data days and ongoing professional learning committees. Additionally, new teachers meet monthly with the DCI to monitor progress and discuss best practices.

- School leaders regularly conduct comprehensive teacher evaluations that inform coaching and professional development plans. These evaluations, based on the Danielson framework, clearly identify teachers' strengths and areas of weakness. Teachers are well aware of the evaluation criteria and report that the feedback from formal evaluations is consistent with ongoing coaching feedback.

SUNY Renewal Benchmark 1F:

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

Broome Street has systems and structures in place to address the needs of its at-risk students. The school's wide ranging intervention programs strongly complement its focus on serving students who come to the school facing a variety of significant challenges. The school utilizes a data-driven approach to tailoring supports for individual students.

- The school uses clear procedures for identifying at-risk students including students with disabilities, ELLs and those struggling academically. Broome Street has a robust RTI structure that automatically identifies students in need of intervention based on data and teacher feedback. The AIS and DEA individually monitor the multiple student information systems to refer students to the RTI process based on data points such as scoring below the 5th grade level on the NWEA or using help desk services more than twice in one week. In collaboration with caregivers, RTI teams refer students to special education testing if standard interventions are insufficient. The school follows the generally accepted procedures for identifying ELLs, administers the New York State English as a Second Language Achievement Test (a standardized exam for ELLs), and is prepared to administer the New York State Identification Test for English Language Learners.
- Broome Street has a strong intervention program to meet the needs of its at-risk students. Each grade level has integrated co-teaching ("ICT") classes for the majority of blocks in ELA, mathematics, history and science. In order to provide the additional services mandated by some students' Individualized Education Programs ("IEPs"), the school has a SETSS teacher who provides small group instruction as a separate class. Additionally, the school's intervention teacher provides push-in and pull-out services as required. The ELL chair teaches one ESL course and tracks the progress of the school's ELLs towards proficiency. For students with social-emotional challenges, life barriers outside of school, or who are generally at risk of academic failure, the RTI program provides menu of support options. Students may be referred to the social work team, after school tutoring, SETSS class, or co-teaching, among other interventions.

¹⁴ Based on neuroscience research, UDL is an approach to planning instruction to meet the needs of all students. For additional information, visit www.udlcenter.org.

ACADEMIC PERFORMANCE

- Broome Street closely monitors the progress and success of at-risk students in order to adjust intervention strategies and mitigate all barriers to learning. Each RTI plan has specific goals that the at-risk team monitors on an electronic tracking sheet. Champions are responsible for ensuring that elements of a student's RTI plan happen daily. During every fourth RTI meeting, the team assesses student progress towards goals and re-evaluates the intervention strategy. The DEA generates reports that provide school-wide analyses of interventions (e.g., what percentage of students of meeting RTI goals).
- Teachers are aware of their students' progress towards meeting IEP goals, achieving English proficiency, and meeting academic intervention goals. During weekly RTI meetings, the academic intervention staff updates general education teacher on specific changes or progress regarding student goals. Teachers are able to monitor the progress of interventions for struggling students electronically on RTI tracking sheets.
- The school provides training and support for all teachers to meet the needs of at-risk students. During data days, teachers analyze disaggregated Regents and IA data to assess how students with IEPs and ELLs are performing relative to their peers. The AIS observes classrooms regularly to model strategies for instructing students with disabilities. Strategies for supporting at-risk students are included in most professional development activities. For example, the school offers training on Universal Design for Learning, a framework that helps teachers create lessons that are accessible to all students regardless of need. The school also leverages its outside partnerships, such as the Special Education Collaborative, to provide learning opportunities for teachers on site.
- General education teachers and at-risk program staff have adequate opportunities for collaboration at Broome Street. In addition to individual student RTI meetings, grade-level departments hold weekly RTI meetings to discuss specific students' needs, evaluate progress, and share teaching strategies. The AIS conducts frequent classroom visits to support teachers and monitor the implementation of various student interventions. All data on RTI plans, IEP accommodations, and ELL supports is accessible on Kickboard for teachers to track and discuss electronically.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

The Broome Street board carries out its oversight responsibilities with clarity and close attention to student outcomes. The school organization effectively supports the delivery of the educational program. During the current 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?

Broome Street remains faithful to its mission and successfully implements its 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 provides students with the educational program and opportunities promised in its charter application.

SUNY Renewal Benchmark 2B:

Are parents/guardians and students satisfied with the school?

Broome Street, because of its unique student population, emphasizes involvement from a wide range of caregivers, not just parents and legal guardians. To report on caregiver satisfaction with the school's program, the Institute used survey data as well as data gathered from a focus group of caregivers representing a cross section of students.

Caregiver Survey Data. The Institute compiled data from the New York City Department of Education's ("NYCDOE's") 2014-15 NYC School Survey. NYCDOE distributes the survey each year to compile data about school culture, instruction and systems for improvement. Results from the survey indicate respondents are satisfied with the school; however, the 30% survey response rate may not be sufficiently high to be useful in framing the results as representative of the school community.

Caregiver Focus Group. As with all schools facing renewal, the Institute asked Broome Street to convene a representative set of caregivers for a focus group discussion. A representative set includes caregivers of students in attendance at the school for multiple years, caregivers of students new to the school, caregivers of students receiving general education services, caregivers of students with special needs and caregivers of ELLs. The seven caregivers in attendance at the focus group indicated strong loyalty to and satisfaction with Broome Street, but did use the opportunity to ask for additional in-school program services from The Door and greater opportunities for students to take Advanced Placement courses, which are both issues the school leader and board are addressing.

Group participants emphasized their happiness with the school's small size and personalized attention from staff. One caregiver, while talking about the experience of her son, illustrated this point by noting that Broome Street teachers were the first educators to "recognize his brilliance,

not just see his learning disability.” Other focus group participants also shared their belief that the school maintains high expectations for all students regardless of special education status.

Persistence in Enrollment. An additional indicator of caregiver satisfaction is persistence in enrollment. In 2014-15, 82.4% of Broome Street’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 is for information purposes but does not allow for comparative analysis.

SUNY Renewal Benchmark 2C:

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

The school organization utilizes clear protocols, processes and procedures to support effective delivery of the educational program. Staff members understand their roles in enacting Broome Street’s mission and ensuring student success.

- Broome Street has an administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program. The school’s relationship with The Door is well defined and monitored.
- Under the leadership of the head of school, the organizational structure establishes distinct lines of accountability. The staff manual clearly delineates roles and responsibilities for instructional, operations and student support teams.
- Broome Street has established a number of traditions that effectively build students’ sense of ownership and connection to the school community. These traditions include P.R.I.D.E. Week during which the school dedicates one day to deliberate student demonstrations of each of its five core values (professionalism, resilience, investment, dignity and empathy).
- Recognizing that attendance is an important early indicator of student outcomes, Broome Street dedicates considerable resources to its engagement and dropout prevention efforts. The current head of school focused on students’ consistent presence in class early in her tenure and notes that average daily attendance rose from 68% to 81% in 2014-15. With funds from its AIDP grant, the school hired a social worker to address chronic truancy and a community resource coordinator. School leaders report the social worker conducted 26 home visits to re-engage students during his first month with the school.
- Led by the director of admissions, Broome Street has procedures in place to make progress toward meeting future enrollment and retention targets for students with disabilities, ELLs and eligible applicants to the federal FRPL program in the next charter term. The school conducts targeted outreach to middle schools serving large populations of ELLs, and students with disabilities comprise more than 20% of its current student population. Broome Street actively recruits the vulnerable students for whom it gives lottery preference with events such as agency breakfasts during which the school provides staff of various child welfare, juvenile justice and other service organizations an overview of the school’s programs to encourage referrals and collaborate on transition plans.
- Broome Street monitors its programs and makes data-driven changes as necessary. The

school also continually seeks to refine the types of data it collects for deeper understanding of specific components of its programs. For example, school leaders found that 71% of students utilized The Door services in the 2014-15 school year and are now interested in gaining better understanding of which services students find most beneficial to their continuing education. To some degree, maintaining student privacy limits the ability to link utilization of specific services directly to positive outcomes.

- The head of school is adept in forging partnerships with external organizations, and Broome Street successfully brings these partnerships to bear in order to expand the range of opportunities available to students. Broome Street's involvement with the College Now program at Borough of Manhattan Community College provides students access to credit-bearing college level courses such as Accounting Principles, English Composition, Fundamentals of Speech and Introduction to Business.

SUNY Renewal Benchmark 2D:

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

The school's board acts with clarity of purpose to achieve Broome Street's Accountability Plan goals while remaining faithful to the school's mission.

- Board members apply a strong skill set relevant to school governance to provide rigorous oversight of the school's academic, financial and organizational conditions. Trustees' backgrounds include experience in non-profit organizations, philanthropy, law and K-12 education.
- The board requires and receives regular reports that provide plentiful information regarding the school's programs and finances. On a monthly basis, the head of school provides information regarding student use of The Door services, recruitment, enrollment and attendance. Additionally, the board requires specific data at predetermined points in the year. These predetermined points align to the school's annual cycle and provide the board with information. For example, the board's data requests for the head of school's July report focus wholly on student outcomes including June Regents testing, SAT results and the school's progress toward meeting its Accountability Plan goals. In November, the board requires information regarding college applications while its April foci are tracking progress toward graduation by cohort and lottery results. In May, the board receives personnel updates. The data requests evolved over the course of the current charter term, and the board continues to think critically about the information necessary for it to provide rigorous oversight without crossing into the realm of day-to-day school management.
- The Broome Street board conducts a comprehensive evaluation of the head of school that includes input from students, teachers, The Door executive director and caregivers. The board uses a clearly defined protocol with questions tailored for each constituent group and directly related to evaluation criteria. In addition to conducting focus groups, the board compiles data from its classroom observations twice per year. Following each performance evaluation, the board meets with the head of school to define up to four goals for the next school year.

ORGANIZATIONAL PERFORMANCE

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 board has materially complied with the terms of its by-laws and code of ethics.
- The board has a functioning committee structure including executive, finance, audit, program, development and grievance. The board is looking to create a committee to investigate additional services it may obtain for students.
- The board receives academic reports as well as additional reports as to the student body to allow it to analyze non-academic services. The board receives robust enrollment analysis to see not only the number of students coming and going but to analyze how the students' academic careers play out in the program.
- The board receives financial reports and information, which it and its finance and development committees use for planning.
- The board has managed its relationship with The Door quite well performing annual evaluations of The Door with great analysis into the services provided the students and where the programs can better align to best serve the students.
- The board has generally avoided creating conflicts of interest where possible, and where conflicts exist such as with trustees affiliated with The Door, the board has managed those conflicts in a clear and transparent manner through recusal. Through waiver by the SUNY Trustees, membership on the board by trustees affiliated with The Door is limited to 100 percent minus the percentage of the board required to change the by-laws.
- The board has effectively used outside counsel for advisement and negotiation of services contracts.

SUNY Renewal Benchmark 2F:

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

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

- By-laws. The education corporation's by-laws need to be updated to comply with provisions of the New York General Municipal Law and New York Not-For-Profit Corporation Law. The Institute will also ensure this is updated prior to the start of a new charter term.
- Complaints. The school has generated a few informal complaints regarding student supervision wherein initial inquiries found no violations. No formal complaints were received by the Institute.
-

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Broome Street is fiscally sound. The SUNY Fiscal Dashboard for Broome Street 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.¹⁵

Since 2011, Broome Street has contracted with The Door for fiscal management, human resources, technology support, fundraising, as well as the marketing and development aspects of the school. The school and The Door renegotiate the agreement each year.

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?

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

- The annual budget process is led by The Door's chief financial officer and requires input from the head of school and leadership staff.
- The budget is presented to the board finance committee for review and once the committee is satisfied the budget is presented to the full board for approval. Implementation of the budget is the responsibility of The Door's chief financial officer.
- On a monthly basis, actual to budget comparisons are analyzed for variances by The Door's chief financial officer and school leadership. On a bi-monthly basis, the board finance committee receives the budgeted to actual with explanations for variances.
- For the next charter term, the education corporation proposes a conservative enrollment growth projection and a facility expansion. The budget includes, in addition, identified curriculum and technology purchases and an expansion of sports programs and afterschool activities.

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.

- Written policies address key issues including financial reporting, cash disbursements and receipts, petty cash, payroll, bank reconciliations, 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.

¹⁵ 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

- The Door staff works with the school leadership and the board to help ensure that the school follows established policies and procedures.
- The education corporation's most recent audit report of internal control related to financial reporting disclosed a significant deficiency and compliance finding regarding student records. The audit testing disclosed lack of valid proof of residence and adequate admission and attendance records of students. The school's corrective action included a two week deadline for families of students enrolled to provide required documentation. The school utilizes external agencies that support the at-risk population of students in coordination with a social worker team that continuously notify the admissions team of any information changes. The school then updates the information in the student database system. An internal audit of all the school records for current students is underway.

SUNY Renewal Benchmark 3C:

Does the school comply with financial reporting requirements?

Broome Street has complied with reporting requirements.

- The education corporation's annual financial statements are presented in accordance with generally accepted accounting principles (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.

- Broome Street posts a fiscally strong composite score rating on the Institute's financial dashboard.
- Broome Street has relied primarily on recurring operating revenues and accumulated surpluses to cover any operating deficits over the charter term but has benefited from variable income to meet its financial needs.
- Broome Street 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 3.6 months of cash on hand.
- Broome Street has established the separate bank account for the dissolution fund reserve of \$75,000 as required in the charter agreement.

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?

Broome Street has made progress toward meeting its academic Accountability Plan goals and maintains a particularly strong and effective educational program. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Thus, the plans to implement the educational program as proposed during the next charter term are reasonable, feasible and achievable.

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

Plans for the Educational Program. Broome Street plans to make a number of changes to further strengthen its educational program. In the next charter term, the school will introduce three programs that provide students with opportunities for career exploration and on-site training. These programs will be available to all students but are designed specifically as pathways to post-secondary success for students who do not plan to attend college immediately after graduation from Broome Street. Building on The Door's successful 10-year partnership with Gap Inc., Broome Street will implement the This Way Ahead retail training program.¹⁶ The school will also work with the National Academy Foundation and NYCDOE to provide training in information technology and culinary arts, respectively. Broome Street also plans to offer Advanced Placement courses in English and social studies in the next charter term.

	Current Charter Term	End of Next Charter Term
Enrollment	325	360
Grade Span	9-12	9-12
Teaching Staff	37	41
Days of Instruction	175	175

Plans for Board Oversight & Governance. Board members express an interest in continuing to serve Broome Street 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, Broome Street presents a reasonable and appropriate fiscal plan for the next charter term including budgets that are feasible and achievable. The school intends to continue to provide instruction for 9th grade through 12th grade students in its current location, a private leased facility in Manhattan.

¹⁶ The Door was one of three nonprofit organizations that partnered with Gap Inc. to create This Way Ahead. The New York, Boston and San Francisco-based program includes job readiness classes, paid internships and mentoring support. Additional information available at: www.cecp.co/press-room/cecp-insights/item/52-gap-inc%E2%80%99s-this-way-ahead.html.

FUTURE PLANS

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.

Appendix A

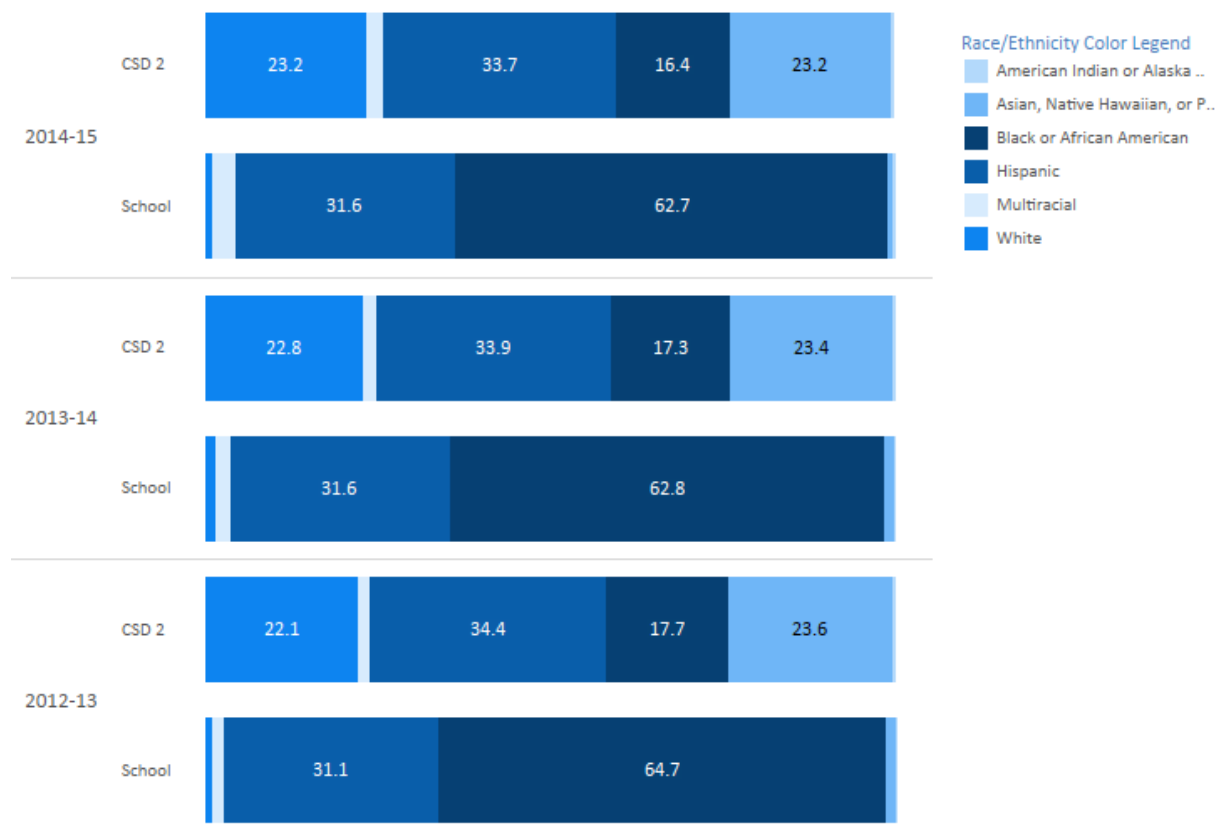
Broome Street School Overview

APPENDIX A: BROOME STREET SCHOOL OVERVIEW

Board of Trustees¹⁷

Board Member Name	Position	Board Member Name	Position
David Zurndorfer	President	Monica de la Torre	Vice President
Noah Leff	Treasurer	Marlene Nadel	Secretary
Zenja Denise Smalls	Caregiver Representative	Herbert Elish	Trustee
Helen C Santiago	Trustee	James G. Kagen	Trustee
Travis Johnson	Trustee	Charles Simon	Trustee
Elizabeth Spector	Trustee	Elaine Schott	Trustee

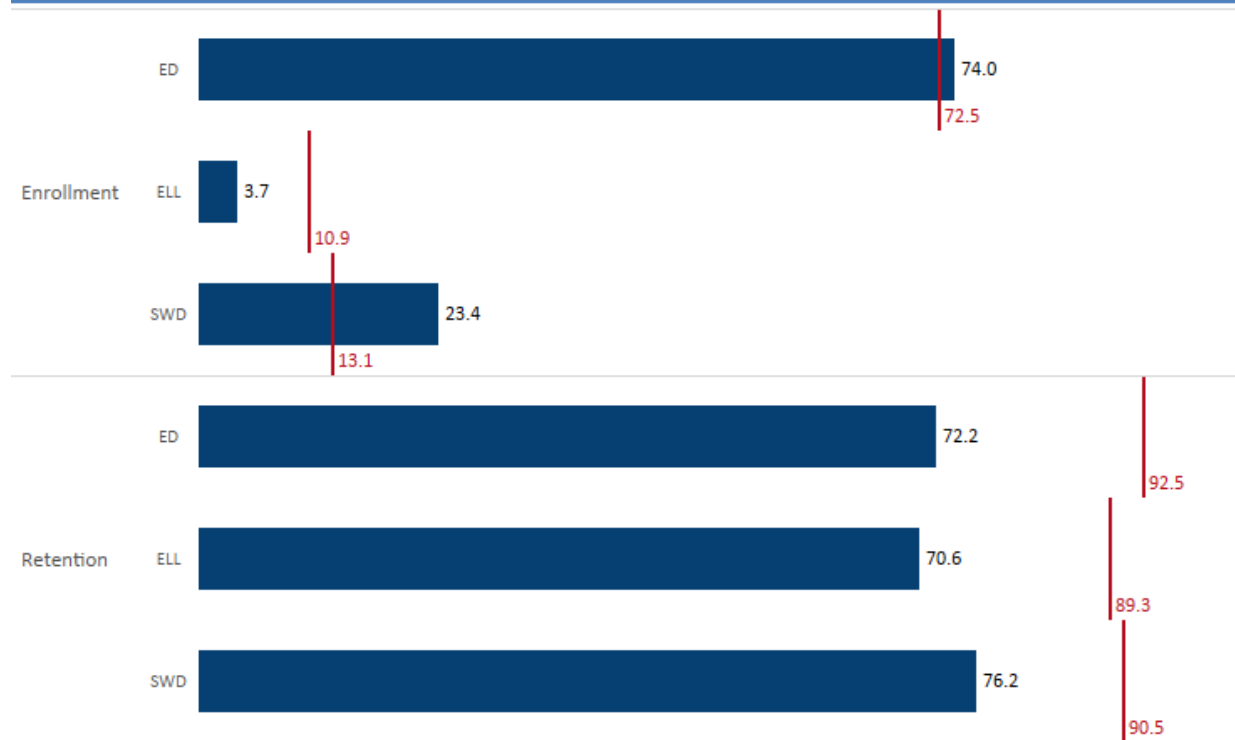
Student Demographics: Race/Ethnicity



¹⁷ Source: The Institute's board records at the time of the renewal review.

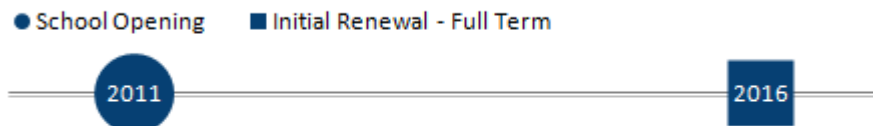
APPENDIX A: BROOME STREET SCHOOL OVERVIEW

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



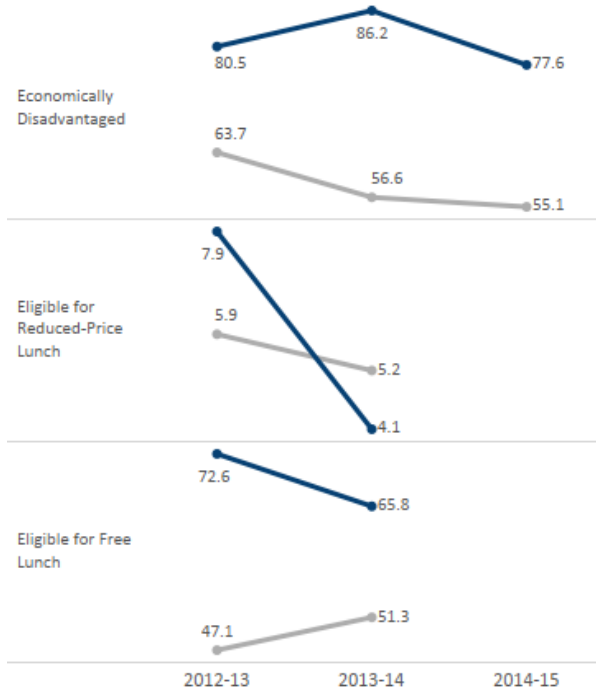
Persistence in Enrollment



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.

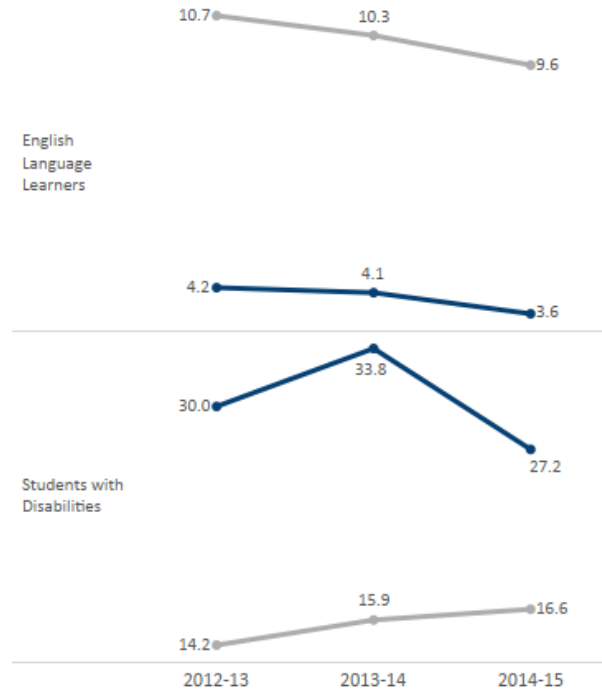
APPENDIX A: BROOME STREET SCHOOL OVERVIEW

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.

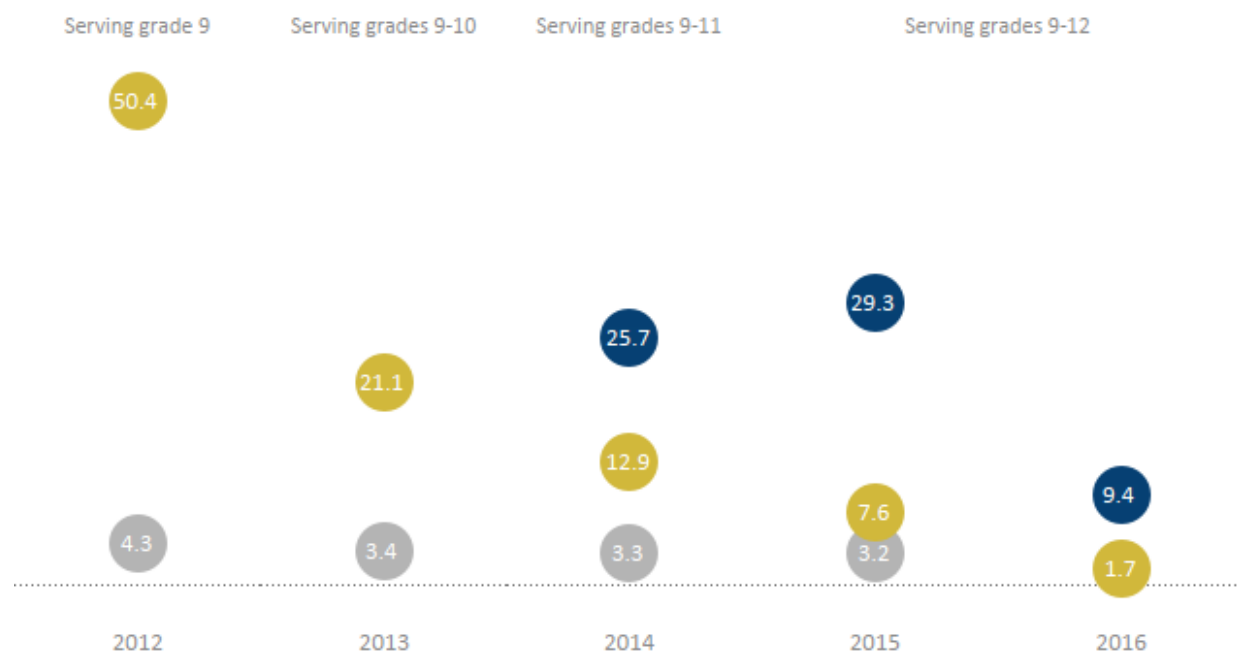
Student Demographics: Special Populations



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

APPENDIX A: BROOME STREET SCHOOL OVERVIEW

Suspensions: Broome Street Academy 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
9	0	3	5	1

School Characteristics

School Year	Chartered Enrollment	Actual Enrollment ¹⁸	Actual as a Percentage of Chartered Enrollment	Proposed Grades	Actual Grades
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¹⁸ Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: BROOME STREET SCHOOL OVERVIEW

2011-12	110	125	113%	9	9
2012-13	193	195	101%	9-10	9-10
2013-14	263	247	94%	9-11	9-11
2014-15	325	322	99%	9-12	9-12
2015-16	325	330	101%	9-12	9-12

Key Design Elements

Element	Evident?
A school culture grounded in the principles of youth development;	+
The recruitment, nurturing and retention of quality staff;	+
A focus on assessment as a critical analytical tool; and,	+
Three pathways to post-secondary success for students not ready for college.	+

School Leaders

School Year(s)	Name(s) and Title(s)
2011-2012 to 2012-13	Jeremy Kaplan, Principal
2013-14 to Present	Barbara McKeon, Head of School

Caregiver Satisfaction: Survey Results

Response Rate: 30%

Rigorous Instruction: 78%
Effective School Leadership: 77%
Supportive Environment: 73%

APPENDIX A: BROOME STREET SCHOOL OVERVIEW

School Visit History

School Year	Visit Type	Date
2011-12	First Year Visit	April 2-3, 2012
2013-14	Evaluation Visit	May 6, 2014
2015-16	Initial Renewal Visit	October 14-15, 2015

Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
October 14-15, 2015	Sinnjinn Bucknell	Performance and Systems Analyst
	Natasha Howard, PhD	Managing Director of Program
	Nelson Smith	External Consultant

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Appendix B

School Performance Summaries

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY Broome Street Academy Charter High School



	2012-13		MET	2013-14		MET	2014-15		MET
English Language Arts									
ABSOLUTE MEASURES	2009 Cohort N	%		2010 Cohort N	%		2011 Cohort N	%	
1. Each year, 65 percent of students will score at least 75 on the Regents English exam	7	14.0%	NO	21	9%	NO	54	35%	NO
2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYS 8th grade ELA exam will score at least 75 on the Regents English exam.	Low Performing Entrants N	%		Low Performing Entrants N	%		Low Performing Entrants N	%	
	2	0%	NO	18	6%	NO	41	27%	NO
3. Each year, the Accountability Performance Level (APL)* on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	APL	AMO		APL	AMO		APL	AMO	
	99	163	NO	70	166	NO	122	170	NO
COMPARATIVE MEASURE	Comparison: Peer Schools			Comparison: Peer Schools			Comparison: Peer Schools		
4. Each year, the APL of students in the high school Accountability Cohort will exceed the APL of students from the peer schools identified by NYCDOE Peer Index.	School	Peer School Avg		School	Peer School Avg		School	Peer School Avg	
	99	124	NO	70.0	118	NO	122.0	121.0	YES
GROWTH MEASURES	2011 Cohort N	Average Score Year 2		2012 Cohort N	Average Score Year 2		2013 Cohort N	Average Score Year 2	
5. Each year, students in their second year who have taken the NWEA exam for two years will reduce by one half the average of their first year and an NCE of 50.	33	214.0	NO	43	215	NO	39	217.7	NO
Mathematics									
ABSOLUTE MEASURES	2009 Cohort N	%		2010 Cohort N	%		2011 Cohort N	%	
1. Each year, 65 percent of students will score at least 80 on a Regents math exam.	7	0.0%	NO	21	5	NO	54	7%	NO
2. Each year, 65 percent of students who scored at Level 1 or 2 on their NYS 8th grade ELA exam will score at least 80 on the Regents math exam..	Low Performing Entrants N	%		Low Performing Entrants N	%		Low Performing Entrants N	%	
	3	0	NO	19	0	NO	39	5%	NO
3. Each year, the Accountability Performance Level (APL)* on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	APL	AMO		APL	AMO		APL	AMO	
	100	142	NO	84	148	NO	98	154	NO
COMPARATIVE MEASURE	Comparison: Peer Schools			Comparison: Peer Schools			Comparison: Peer Schools		
4. Each year, the APL of students in the high school Accountability Cohort will exceed the APL of students from the peer schools identified by NYCDOE Peer Index.	School	Peer School Avg		School	Peer School Avg		School	Peer School Avg	
	100	144	NO	84	136	NO	98	129	NO
Growth Measure	2011 Cohort N	Average Score Year 2		2012 Cohort N	Average Score Year 2		2013 Cohort N	Average Score Year 2	
5. Each year, students in their second year who have taken the NWEA exam for two years will reduce by one half the average of their first year and an NCE of 50.	29	212.0	NO	44	221.6	NO	38	221	NO

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.
() Data source for this metric is the 2012-13 accountability report.

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY Broome Street Academy Charter High School



	2012-13			MET	2013-14			MET	2014-15			MET		
High School Graduation														
ABSOLUTE MEASURES	Cohort	N	%promoted		Cohort	N	%promoted		Cohort	N	%promoted			
1. Each year, 75 percent of students in the first and second year high school Total Graduation Cohort will earn at least 10 credits.	2011				2012	95	81.0	NO	2013	77	80.6			
	2012				2013	70	73.0	NO	2014	92	78.3			
	All				All	165	88.1	NO	All	169	78.3%	YES		
2. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at proficient on at least three different Regents exams required for graduation.	2011 Cohort N		% passing ≥ 3 Regents		2012 Cohort N		% passing ≥ 3 Regents		2013 Cohort N		% passing ≥ 3 Regents			
	67		28.4	NO	95		40.0%	NO	78		38.0%	NO		
3a. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year.	2009 Cohort N		%		2010 Cohort N		%		2011 Cohort N		%			
	19		0.0		31		9.7	NO	78		37.2	NO		
3b. Each year, 85 percent of students will graduate after the completion of their fifth year.	Cohort N		% Graduating		2008 Cohort N		% Graduating		2010 Cohort N		% Graduating			
					19		10.5	NO	30		20	NO		
3c. Each year, 95 percent of students will graduate after the completion of their sixth year.	Cohort N		% Graduating		Cohort N		% Graduating		2009 Cohort N		% Graduating			
									19		10.5	NO		
COMPARATIVE MEASURE	Comparison: Peer Schools				Comparison: Peer Schools				Comparison: Peer Schools					
4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	School		Peer School Avg		School		Peer School Avg		School		Peer School Avg			
	0		49.4	NO	9.7		46.5	NO	37.2		47.4	NO		
College Preparation														
COMPARATIVE MEASURES	N	School	State		N	School	State		N	School	State			
1. Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.	Reading		42.5		Reading	74	33.4	41.1	NO	Reading	64	34.6	46.9	NO
	Math		44.0		Math	74	35.3	42.8	NO	Math	64	34.3	48.6	NO
2. Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Reading		496.0		Reading	1	NR	488	NO	Reading	28	396	489	NO
	Math		514.0		Math	1	NR	502	NO	Math	28	373	502	NO
SCHOOL DESIGNED MEASURES														
3. College Preparation Each year, 75 percent of graduates will have completed art portfolios deemed proficient by a panel of external experts using BSA's portfolio					N				N					
					NR				32			90.6	YES	
4. Each year, 75 percent of graduates will meet standards (score a four) on the career readiness portfolio, as measured by a career-readiness rubric based on a personal resume, sample cover letter,					N				N					
					NR				32			100.0	YES	
5. Each Year, 75 percent of graduates will have successfully completed the entry requirements of a college or a technical career program.					N				N					
					5			60.0	32			93.8	YES	
6. College Attainment and Achievement Each year, 6 and 18 months after graduation, BSA graduates will be enrolled in two-year, four-year college programs, vocational certification programs or public service programs at a higher					N				N					
					5			60.0	32			93.8	YES	

Percentages of public school students are based on data submitted by schools and databases compiled by the Institute.

() Data source for this metric is the 2012-13 accountability report.

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Appendix C

District Comments

APPENDIX C: DISTRICT COMMENTS

The Institute has received no district or public comments.

Appendix D

School Fiscal Dashboard

APPENDIX D: SCHOOL FISCAL DASHBOARD



Broome Street Academy Charter High School

SCHOOL INFORMATION					
BALANCE SHEET	Opened 2011-12				
Assets	2010-11	2011-12	2012-13	2013-14	2014-15
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	499,564	1,026,751	919,383	1,729,658
Grants and Contracts Receivable	-	206,371	235,833	86,940	35,968
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	25,683	51,247	25,638	75,816
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	731,618	1,313,831	1,031,961	1,841,442
Property, Building and Equipment, net	-	388,219	709,378	839,658	558,061
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	1,119,837	2,023,209	1,871,619	2,399,503
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	184,926	21,007	104,247	173,674
Accrued Payroll and Benefits	-	-	267,923	318,739	341,320
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	96,000	128,035	101,641	111,848
Total Current Liabilities - GRAPH 1	-	280,926	416,965	524,627	626,842
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	280,926	416,965	524,627	626,842
Net Assets					
Unrestricted	-	818,977	1,258,078	1,274,884	1,772,661
Temporarily restricted	-	19,934	348,166	72,108	-
Total Net Assets	-	838,911	1,606,244	1,346,992	1,772,661
Total Liabilities and Net Assets	-	1,119,837	2,023,209	1,871,619	2,399,503
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	2,312,715	2,576,528	3,370,356	4,424,828
Students with Disabilities	-	-	898,238	948,609	1,125,223
Grants and Contracts					
State and local	-	399,588	100,000	52,667	-
Federal - Title and IDEA	-	-	121,834	111,141	228,494
Federal - Other	-	-	368,095	100,000	129,776
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	2,712,303	4,064,695	4,582,773	5,908,321
Expenses					
Regular Education	-	1,231,927	2,509,805	3,204,285	3,732,466
SPED	-	600,158	807,732	1,094,728	1,238,964
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	1,832,085	3,317,537	4,299,013	4,971,430
Management and General	-	543,531	595,393	799,207	707,221
Fundraising	-	66,384	167,015	163,697	158,031
Total Expenses - GRAPHS 2, 3 & 4	-	2,442,000	4,079,945	5,261,917	5,836,682
Surplus / (Deficit) From School Operations	-	270,303	(15,250)	(679,144)	71,639
Support and Other Revenue					
Contributions	-	330,865	782,356	418,024	245,914
Fundraising	-	33,926	-	-	107,636
Miscellaneous Income	-	121	227	1,868	480
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	364,912	782,583	419,892	354,030
Total Unrestricted Revenue	-	3,215,959	4,519,046	5,278,723	6,334,459
Total Temporarily Restricted Revenue	-	(138,744)	328,232	(276,058)	(72,108)
Total Revenue - GRAPHS 2 & 3	-	3,077,215	4,847,278	5,002,665	6,262,351
Change in Net Assets	-	635,215	767,333	(259,252)	425,669
Net Assets - Beginning of Year - GRAPH 2	-	203,696	838,911	1,606,244	1,346,992
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	838,911	1,606,244	1,346,992	1,772,661

APPENDIX D: SCHOOL FISCAL DASHBOARD



Broome Street Academy Charter High School

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service	-	456,121	603,119	1,015,596	717,780
Administrative Staff Personnel	-	774,762	1,521,913	1,819,032	2,423,784
Instructional Personnel	-	109,309	202,610	241,339	292,072
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	1,340,192	2,327,642	3,075,966	3,433,636
Total Salaries and Staff	-	224,722	426,679	689,235	806,319
Fringe Benefits & Payroll Taxes	-	5,461	7,596	-	-
Retirement	-	-	374,111	362,219	375,133
Management Company Fees	-	101,329	230,236	412,509	422,194
Building and Land Rent / Lease	-	26,352	11,257	27,825	14,237
Staff Development	-	254,768	57,375	29,330	30,180
Professional Fees, Consultant & Purchased Services	-	26,416	26,558	12,623	16,700
Marketing / Recruitment	-	130,854	286,102	156,988	137,834
Student Supplies, Materials & Services	-	59,635	178,070	379,016	445,015
Depreciation	-	272,271	154,320	116,206	155,434
Other	-	2,442,000	4,079,945	5,261,917	5,836,682
Total Expenses	-	2,442,000	4,079,945	5,261,917	5,836,682

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	110	193	263	325
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	-	125	195	247	322
Chartered Grades	-	9	9-10	9-11	9-12
Revised Grades	-	-	-	-	-

Primary School District: N/A

Per Pupil Funding (Weighted Avg of All Districts)

	2010-11	2011-12	2012-13	2013-14	2014-15
Increase over prior year	0.0%	100.0%	0.0%	0.0%	1.8%

PER STUDENT BREAKDOWN

Revenue

	2010-11	2011-12	2012-13	2013-14	2014-15	Average - 5 Yrs. OR Charter Term
Operating	-	21,698	20,845	18,554	18,349	19,861
Other Revenue and Support	-	2,919	4,013	1,700	1,099	2,433
TOTAL - GRAPH 3	-	24,618	24,858	20,254	19,448	22,294

Expenses

	2010-11	2011-12	2012-13	2013-14	2014-15	Average - 5 Yrs. OR Charter Term
Program Services	-	14,657	17,013	17,405	15,439	16,128
Management and General, Fundraising	-	4,879	3,910	3,898	2,687	3,844
TOTAL - GRAPH 3	-	19,536	20,923	21,303	18,126	19,972
% of Program Services	0.0%	75.0%	81.3%	81.7%	85.2%	80.8%
% of Management and Other	0.0%	25.0%	18.7%	18.3%	14.8%	19.2%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	26.0%	18.8%	-4.9%	7.3%	11.6%

Student to Faculty Ratio

	2010-11	2011-12	2012-13	2013-14	2014-15
	-	11.4	11.5	7.5	7.3

Faculty to Admin Ratio

	2010-11	2011-12	2012-13	2013-14	2014-15
	-	1.8	1.5	2.2	11.0

Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	2.5	3.0	1.5	2.6	2.4
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

	2010-11	2011-12	2012-13	2013-14	2014-15	Average - 5 Yrs. OR Charter Term
Net Working Capital	0	450,692	896,866	507,334	1,214,600	767,373
As % of Unrestricted Revenue	0.0%	14.0%	19.8%	9.6%	19.2%	15.7%
Working Capital (Current) Ratio Score	0.0	2.6	3.2	2.0	2.9	2.7
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	MEDIUM	LOW	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Good	Excellent	Good	Good	Good

Quick (Acid Test) Ratio

Score	0.0	2.5	3.0	1.9	2.8	2.6
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	LOW	LOW	MEDIUM	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Excellent	Excellent	Good	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	0.0	0.3	0.2	0.3	0.3	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

Score	0.0	2.5	3.0	2.1	3.6	2.8
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	MEDIUM	LOW	MEDIUM	LOW	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Good	Excellent	Good	Excellent	Good

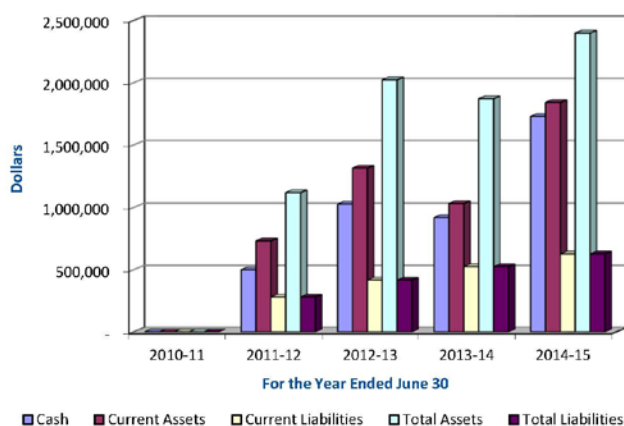
APPENDIX D: SCHOOL FISCAL DASHBOARD



Broome Street Academy Charter High School

GRAPH 1

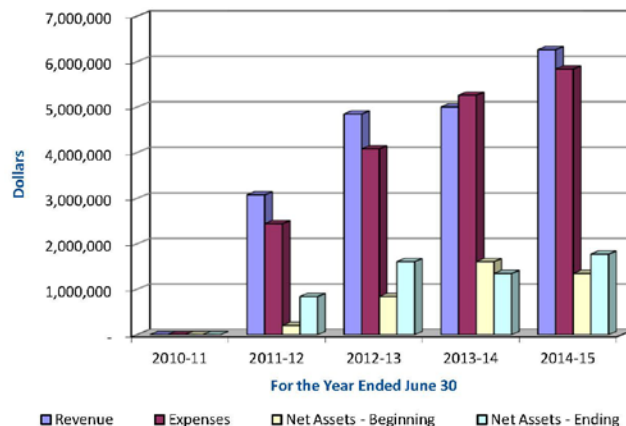
Cash, Assets and Liabilities



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

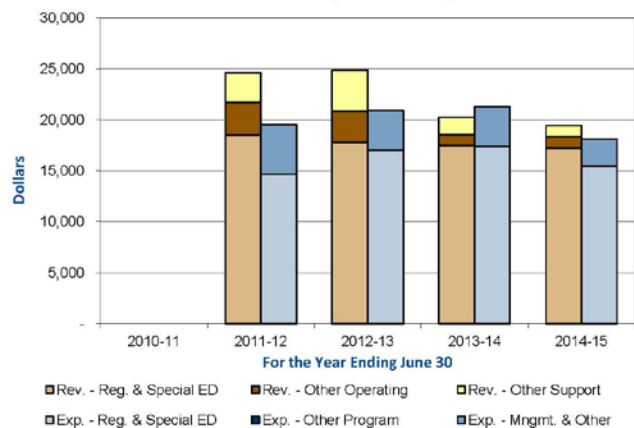
Revenue, Expenses and Net Assets



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

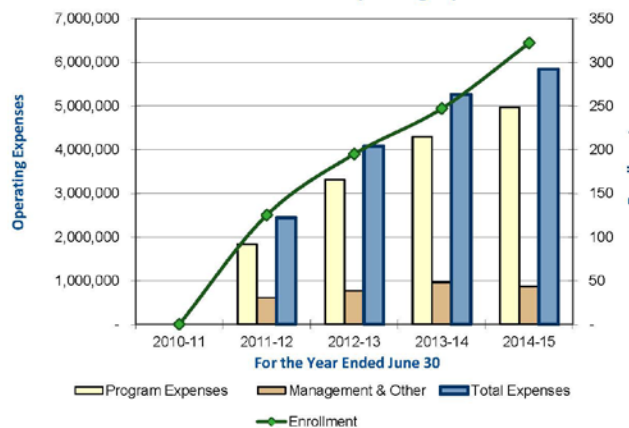
Revenue & Expenses Per Pupil



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

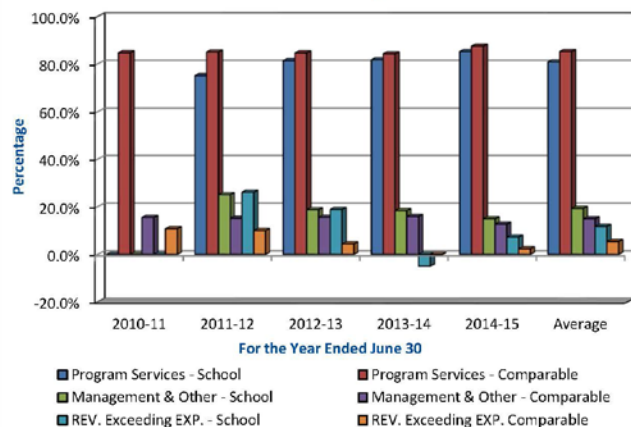


Broome Street Academy Charter High School

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

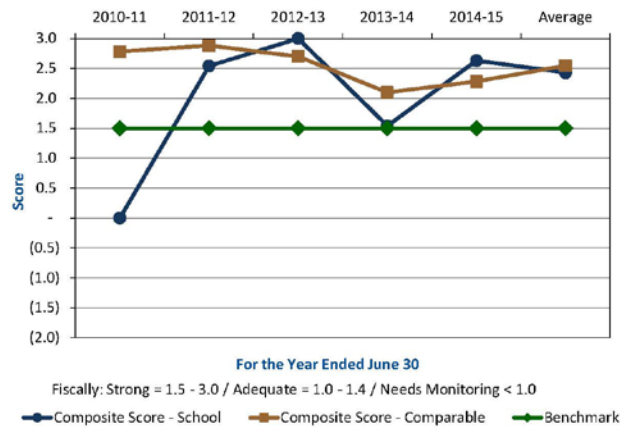
* Average = Average - 5 Yrs. OR Charter Term

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.

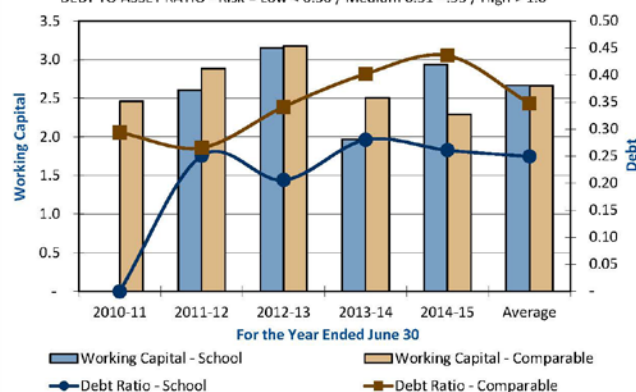
GRAPH 6 Composite Score



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.

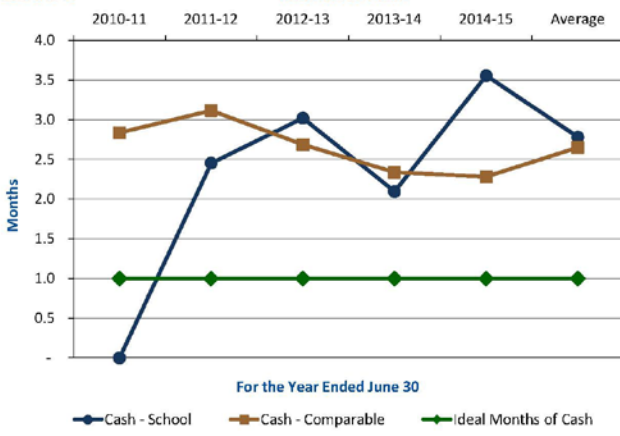
GRAPH 7 Working Capital & Debt to Asset Ratios

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



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

GRAPH 8 Months of Cash



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