



Renewal Recommendation Report **Brooklyn East Collegiate Charter School**

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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 a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”) (revised September 4, 2013 and available at: <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf>).

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: <http://www.newyorkcharters.org/operate/existing-schools/renewal/>.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

BROOKLYN EAST COLLEGIATE CHARTER SCHOOL

BACKGROUND

Now in its 5th year of operation, Brooklyn East Collegiate Charter School (“Brooklyn East Collegiate”) serves 335 students in grades 5-9 and provides a high quality, college preparatory educational experience for students in Brooklyn, New York. The school’s mission is clear:

The mission of Brooklyn East Collegiate Charter School is to prepare each student for college.

The school is governed by a board of trustees that contracts with Uncommon Schools, Inc. (“Uncommon”), a not-for-profit charter management organization that operates a network of 42 charter schools across New York, Massachusetts and New Jersey. Uncommon provides Brooklyn East Collegiate with operational, instructional and performance management support pursuant to a contract. The SUNY Trustees authorize 14 Uncommon schools across in New York City, Rochester and Troy.

The school provides instruction for grades 5-8 in a co-located facility at 80 Underhill Avenue in the Prospect Heights neighborhood of Brooklyn, NY located within New York City Community School District (“CSD”) 13. Also housed in the New York City Department of Education (“NYCDOE”) building is P.S. 9 Teunis G. Bergen, an elementary school serving students in pre-Kindergarten through 5th grade.

Brooklyn East Collegiate operates a joint high school program, Uncommon Prep Charter High School, with Ocean Hill Collegiate Charter School and Leadership Prep Charter School of Bedford Stuyvesant, both Uncommon managed schools also authorized by the SUNY Trustees. The high school serves students in the South Shore Educational Campus, a co-located NYCDOE facility at 6565 Flatlands Avenue in CSD 18. Also housed in the facility are five district schools: Brooklyn Generation School; Brooklyn Theatre Arts High School; Victory Collegiate High School; Brooklyn Bridge Academy; and, Academy for Conservation and the Environment.

The Brooklyn East Collegiate charter school education corporation¹ board (the “board”) has signaled that it may merge with other charters schools managed by Uncommon, into one education corporation operating multiple schools. If approved by SUNY, and, as applicable, another authorizer, that merger would not be effective, at the earliest, until July 1, 2015. Pursuant to the SUNY Replication Policies,² each school within an education corporation still needs to be renewed pursuant to the SUNY Renewal Policies.

¹ Legally, charter schools in New York are not-for-profit education corporations. Throughout this report, the Institute uses both “education corporation” and “charter school” to indicate the same legal entity.

² *Policies of the Board of Trustees of the State University of New York for the Replication of Charter Schools*, Policy 7, available at: <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Replication-Policy.pdf>.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

In its first charter term, Brooklyn East Collegiate has established a record of meeting its Accountability Plan goals. With a full complement of data, as the school has served students in grades assessed on state exams since its inception, the school has posted strong results each year, outperforming its district of location by a significant margin in both English language arts (“ELA”) and mathematics. With the exception of the 2012-13 school year, the school has exceeded its predicted percentage of students scoring proficient on state exams by a meaningful degree in ELA and a large degree in mathematics. Brooklyn East Collegiate’s mathematics performance is exceptionally strong, and increases as students reach the upper levels of the school’s current grade span.

The school’s program, as analyzed using the SUNY Renewal Benchmarks,³ is strong and effective. The school has strong instructional leaders who prioritize supporting teachers in delivering high quality instruction and developing rigorous curricular materials to enable students to meet the challenges of state assessments, as well as high school and college.

The education corporation board performs its duties in focusing the school on academic achievement, targeting resources to support instructional leaders and classroom teachers. The board has maintained strong membership throughout the charter term. School leaders provide regular, detailed reports outlining academic, operational and fiscal performance data that allows the board to exercise proper oversight over the educational program. For these reasons, the Institute recommends that the SUNY Trustees grant Brooklyn East Collegiate an Initial Full-Term renewal of five years.

NOTEWORTHY

Brooklyn East Collegiate’s instructional leadership team takes a creative and thoughtful approach to supporting the teaching team. The principal focuses on new and inexperienced teachers while the two deans target mathematics instruction and struggling teachers respectively. The school’s system of support decreases the typical teaching load for first year teachers and gradually increases responsibility to build systematically teachers’ capacity to deliver high quality instruction. Almost half of the Brooklyn East Collegiate’s teaching staff was new in the previous school year and unanimously reported benefitting from leaders’ robust cycles of classroom observations and actionable feedback.

³ *State University of New York Charter Renewal Benchmarks* (version 5.0, the “SUNY Renewal Benchmarks”), available at <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf>.

RENEWAL RECOMMENDATION

RECOMMENDATION:

FULL-TERM RENEWAL

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Brooklyn East Collegiate Charter School and renew its charter for a period of five years with authority to provide instruction to students in 5th through 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 497 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,⁴ 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.⁵

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

⁵ SUNY Renewal Policies at p. 12.

RENEWAL RECOMMENDATION

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.⁶

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") program. SUNY⁷ 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 in July 2013.

Given the date the school was originally chartered, it does not have statutory targets. However, in accordance with the Act, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its future enrollment and retention targets during the next charter term prior to recommending the renewal application for approval. The Institute found the plans to meet or exceed the targets, and the plans to educate students with disabilities, ELLs and FRPL students, satisfactory. The Institute also found the school to be making good faith efforts to attract and retain such students in accordance with the Act noting that the school's percentage of ELLs reflects its CSD's low percentage of ELLs.

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. As of the date of this report, the Institute has received no district comments in response.

⁶ See New York Education Law § 2852(2).

⁷ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

RENEWAL RECOMMENDATION

REPORT FORMAT

The Institute makes the foregoing renewal recommendation based on the 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 SUNY Renewal Benchmarks, 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 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?

The report's Appendix provides a 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 and additional evidence on student achievement contained in the School Performance Summaries.

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN ACADEMIC SUCCESS?

Having established a record of meeting its key Accountability Plan goals and continuing to implement an effective educational program, Brooklyn East Collegiate is an academic success. Strong instructional leadership sets high expectations for teacher and student performance. In contrast to the general strength of its educational program, Brooklyn East Collegiate provides a number of services to ELL students ranging from one to one tutoring to small group specialized instruction.

At the beginning of the charter term or Accountability Period⁸ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. 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”⁹ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”¹⁰ 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 well did the school do in catching students up – and then keeping them up to grade level proficiency?

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

Because of testing changes made by the state, the Institute has since 2009 consistently de-emphasized the two absolute measures under each goal in schools’ Accountability Plans. The Institute continues to focus primarily on the two comparative measures and the growth measure while also considering any additional evidence the school presents using additional measures identified in its Accountability Plan. Institute identifies the required measures (absolute

⁸ 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.

⁹ Education Law § 2850(2)(f).

¹⁰ Education Law § 2854(1)(d).

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proficiency, absolute Annual Measurable Objective attainment,¹¹ comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in the Appendix at the end of the report.

The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

Academic Attainment. Throughout the charter term, Brooklyn East Collegiate has met its key academic Accountability Plan goals in ELA and mathematics as measured by the school’s comparative performance and its growth in performance compared to the subset of similarly performing students statewide. Brooklyn East Collegiate is also meeting its science and NCLB goals.

The Institute analyzes key comparative and growth measures under the school’s ELA and mathematics goals to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Brooklyn East Collegiate 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 not dependent on any changes in New York’s assessment system. As such, the measure, and the school’s performance on the measure, is not relative to the test, but relative to how strong Brooklyn East Collegiate performs in improving student learning compared to other schools’ performance in improving student learning.

The growth measure provides an opportunity to see how Brooklyn East Collegiate performs in catching students up to performing academically at grade level or at or above “proficiency.” It also provides a look at how well a school does at keeping students proficient, or on grade level, every year. For a student who is proficient, keeping up to grade level means the student should make one year’s progress in one year’s time. For a student below grade level, in order to reach proficiency, the school must help the student grow *more* than one grade level every year in order to catch up.

The Institute uses the state’s mean growth percentiles as a measure of a school’s comparative year-to-year growth in student performance on the state’s ELA and mathematics exams. The measure compares a school’s growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on last year’s assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school’s ability to help students make one year’s worth of growth in one year’s time the

¹¹ While the state has recalibrated the absolute Annual Measurable Objective, the Institute will only report on the 2013-14 results, not on those for 2012-13. During 2012-13, the state revised its methodology for calculating a school’s Performance Index and the Institute did not. The Institute continues to use the same methodology in place when Brooklyn East Collegiate adopted its Accountability Plan to calculate a Performance Level Index and does not expect its results to match those of the state’s Performance Index.

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expected percentile performance is 50. To signal a school is catching students who were previously below grade level up to grade level proficiency, the school must post a percentile performance that exceeds 50. A percentile performance below 50 indicates that students are losing ground, not catching up or keeping up with grade level proficiencies.

According to these comparative and growth measures, Brooklyn East Collegiate met its ELA goal throughout the charter term. The school's ELA performance exceeded the district's ELA performance by at least 11 percentage points throughout the charter term. Further, the school outperformed 53 percent of schools throughout New York State in ELA during 2013-14 posting a significant improvement over 2012-13 when it outperformed only 35 percent of schools statewide. The school's comparative performance in ELA exceeded its standard effect size of 0.3 during every year in the charter term with the exception of 2012-13 when it came close to meeting the measure. Notwithstanding, the school exceeded the state's growth score of 50 during both 2012-13 and 2013-14 (the only two years for which data are available).

Brooklyn East Collegiate's mathematics performance is particularly strong. During 2011-12, 90 percent of the school's 5th grade and 6th grade cohorts were proficient on the state's mathematics assessment, outscoring the district by more than 44 percentage points. During that same year, the school performed higher than expected to a large degree relative to demographically similar schools throughout the state and posted an effect size of 1.15. The school posted strong results in both 2012-13 and 2013-14 notwithstanding the state's transition to a new assessments system. Although Brooklyn East Collegiate's mathematics performance declined slightly in 2013-14, the school continued to outperform the local district, perform higher than expected compared to demographically similar schools statewide, and exceed the state's median score for mathematics growth.

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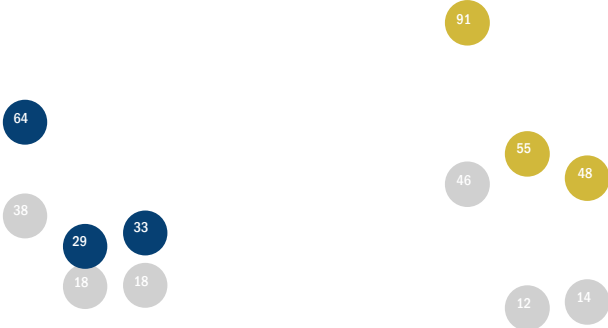
BROOKLYN EAST COLLEGIATE CHARTER SCHOOL

DESCRIPTION	ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL	MATHEMATICS ACCOUNTABILITY PLAN GOAL
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Comparative Measure:

District Comparison.

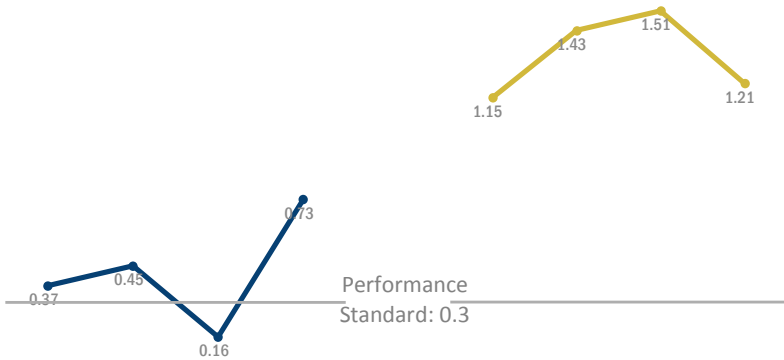
Each year, the percent of students enrolled at the school in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in the **local school district**.



Comparative Measure:

Effect Size.

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



Comparative Growth Measure:

Mean Growth Percentile.

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



RENEWAL BENCHMARK CONCLUSIONS

Instructional Leadership. Despite transition in key positions this year, Brooklyn East Collegiate maintains strong instructional leadership. Leaders continue to display a commitment to developing the pedagogical skills of all teachers through systematic coaching and professional development activities.

- The school's instructional leadership team consists of the principal, director of curriculum and instruction and instructional leaders in writing, reading and science, and maintains an environment of high expectations for both teachers and students with an emphasis on the school's collective growth mindset. Instructional leaders set clear expectations for teacher performance through frequent observations and feedback cycles. Uncommon sets goals for interim measures and targets for the school to attain. At the time of the renewal visit, not all members of the school community were able to accurately identify the goals and the overall program. The school reports continued attention to making sure everyone is able to clearly articulate, and deliver on these goals.
- Brooklyn East Collegiate's instructional leaders observe each teacher at least once per week and provide feedback both in the moment and during debriefing meetings. The school's principal focuses primarily on supervising and coaching the instructional leaders and inexperienced teachers. Weaker teachers receive more frequent observations and more extensive feedback; in some instances, instructional leaders have taught classes for new teachers and gradually released responsibility back to them as they demonstrate improvement. All teachers, regardless of experience level, have weekly one-on-one meetings with their assigned instructional leader to discuss their most recently observed lesson, review video footage together and collaborate to determine actionable next steps to improve their instruction. Instructional leaders follow up in subsequent observations to monitor the implementation of such action steps. Subject area instructional leaders are responsible for coaching the teachers in their departments but also teach full class loads, which occasionally limits their availability for observing and supporting teachers during key time slots. The Institute notes, however, that the overall subject lead supports work well to build content specific instructional strength.
- Although instructional leaders continue to provide weekly opportunities for teachers to work together to plan curriculum and instruction, collaboration is often teacher-initiated and takes place outside of regular school hours.
- The Uncommon network provides three weeks of pre-service professional development workshops for teachers in August. School leaders provide weekly professional development activities throughout the school year, choosing topics and differentiating workshops by subject area or grade level as needed based on classroom observations, performance data, teacher surveys and network feedback. Leaders also hold teachers accountable for interrelating professional development activities with classroom practice; for example, leaders presented workshops on aggressive student monitoring techniques after observing frequent incidents of students opting out of participation in classroom lessons then gauged effective implementation of those techniques through subsequent observations.
- Instructional leaders conduct mid-year teacher evaluations using a comprehensive, network-wide set of criteria that teachers report accurately identifies their strengths and

RENEWAL BENCHMARK CONCLUSIONS

weaknesses. Instructional leaders evaluate teachers across a rubric containing numerous domains and hold teachers accountable for pedagogical growth and professionalism.

Curriculum and Assessment. The Uncommon network provides the school with curriculum materials that support teachers in their instructional planning. Brooklyn East Collegiate has an assessment system that aligns to its curriculum and improves instructional effectiveness and student learning. The school uses assessment data to identify topics for professional development and to drive instruction.

- The Uncommon network supplies Brooklyn East Collegiate with a scope and sequence, and materials that align with New York State standards and provide a fixed underlying structure across all grades. Teachers adapt the lesson plans to include purposeful and focused activities that they design to strengthen particular weaknesses in students' skills after analyzing performance data.
- The network provides lesson packets that support teachers' delivery of instruction. With limited oversight from instructional leaders, most teachers adapt the lesson materials to meet the needs of their individual students, but leaders' expectations for this process are unclear. Packets display an inconsistent level of rigor across subject areas, and some contain grammatical and punctuation errors. From these curriculum materials, teachers know what to teach and when to teach it.
- Brooklyn East Collegiate regularly administers valid and reliable assessments to monitor student academic progress including a commercial assessment administered four times per year to monitor reading growth. The school also administers interim assessments ("IAs") in both ELA and mathematics. For the first time this year, the network outsourced the development of the IAs to an external consultant. Teachers and school leaders had opportunities to provide input to guide the development of the IAs and report that they are generally satisfied with the rigor and curricular alignment of the assessments; however, the assessments ability to predict student performance on state exams remains to be seen.
- The school analyzes assessment data and uses it to drive instruction by identifying standards and content that requires re-teaching or spiraled review during the first part of each lesson. Leaders and teachers participate in data meetings immediately after each IA to develop plans for re-teaching or review to prepare students for the upcoming instructional cycle. They follow up on the effectiveness of these strategies using classroom observations and by analyzing subsequent assessment data.
- Brooklyn East Collegiate also participates in collaborative scoring with other Uncommon schools on the day following IA administration. Teachers engage in norming activities before scoring a subset of assessment items on every paper across the network; teachers report that the process is fair and provides them with guidance around appropriate levels of rigor for specific content areas. The network collects assessment data from all of its schools and uses it to adjust grade level scope and sequences to increase the effectiveness of its academic program.
- In renewal visit interviews, teachers did not articulate an absolute benchmark for student achievement on interim assessments to which instructional leaders hold them accountable. Instead, instructional leaders are satisfied that teachers are performing to

RENEWAL BENCHMARK CONCLUSIONS

the level expected when teachers demonstrate growth in student achievement on the IAs. Teachers did not articulate how exactly how much growth is required for instructional leaders to deem their performance satisfactory. Leaders sometimes use assessment results to develop professional development and coaching strategies; however, they rely much more heavily on classroom observation to inform these strategies.

Pedagogy. High quality and purposeful instruction is evident throughout Brooklyn East Collegiate. As shown in the chart below, during the renewal visit, Institute team members conducted eight classroom observations following a defined protocol used in all school renewal visits.

CLASSROOM OBSERVATION METHODOLOGY: NUMBER OF OBSERVATIONS

		GRADE				Total
		5	6	7	8	
CONTENT AREA	ELA		1		1	2
	Math		1	1	1	3
	Writing	1				1
	Science				1	1
	Soc Stu				1	1
	Specials					
	Total	1	2	1	4	8

- Teachers delivered purposeful lessons with clear objectives that align to the school's curriculum (8 of 8 classrooms observed). Daily work packets served as the framework for adherence to clearly defined objectives and build on previously taught concepts. Teachers continued to annotate their lessons with the script they used to deliver content in clear, age appropriate language.
- All teachers consistently utilized a variety of checks for understanding (8 of 8 classrooms observed) including circulating to monitor written work, using hand signals to survey classes for answers to multiple choice items and cold calling; however, few teachers made ad hoc adjustments to instruction to address areas where students struggled. In one notable exception, a teacher interrupted students' independent math practice to model an alternate way of solving the problems after observing deficiencies while monitoring written work.
- Most teachers included opportunities in their lessons to challenge students to develop higher order thinking skills (6 of 8 classrooms observed). Teachers regularly required students to defend their answers and elaborate on responses. For example, during a history class focused on disenfranchisement, the teacher queried students with, "What worries you more? Disenfranchisement done legally or illegally?" Teachers also

RENEWAL BENCHMARK CONCLUSIONS

encouraged students to interact with peers to examine challenging content and build on peer responses during class discussions. For example, in one class, after multiple students struggled to answer a question, a peer provided assistance starting with “What I think she’s trying to say...” and proceeded to give the right answer.

- All teachers established classroom environments with a focus on academic achievement (8 of 8 classrooms observed). Teachers maximized learning time by using appropriate pacing during lessons, often utilizing timers, and providing clear directions for what students must complete during class periods. Students were generally on-task during class activities and most teachers effectively redirected students who are not meeting behavioral expectations.

At-Risk Students. Brooklyn East Collegiate has systems and procedures in place to identify and support students with disabilities and students who are struggling academically. The school continues to focus on ensuring remedial services and individualized interventions meet all students’ needs. While the school did not have a formal program specifically to serve ELLs in building language acquisition skills in place at the time of the renewal visit, Brooklyn East Collegiate does provide a number of intervention support strategies.

- The school continues to use clear procedures for identifying students at-risk for academic failure, students with disabilities and ELLs. The instructional team identifies students as struggling if they fall within the bottom quartile on a school benchmark assessment, consistently exhibit academic difficulty in classes or score in the below grade level range on interim assessments. The student support team also refers students who do not demonstrate adequate progress towards grade level proficiency for special education evaluation. The school identifies ELLs through the administration of a home language information survey and the New York State Identification Test for English Language Learners (“NYSITELL”).
- Brooklyn East Collegiate enrolls students with a wide spectrum of educational needs including students at-risk for academic failure. Three full-time special education teachers provide push-in academic support to accommodate the school’s high number of struggling students; group sizes of up to eight students limit the extent to which teachers can individualize learning goals and instructional methods. Specialists encourage students to attend daily after-school tutoring, when due to scheduling and other constraints, students require more support than can be accommodated during the school day.
- Brooklyn East Collegiate’s 35 students with disabilities receive push-in and pull-out small group instruction in ELA and mathematics, as mandated by their Individualized Education Programs (“IEPs”). Teachers regularly track the progress of students with disabilities through classroom and interim assessments; however, there is no additional progress monitoring for at-risk students or formal process to gauge the effectiveness of interventions on student performance. The special education coordinator gathers data from special education and classroom teachers to track students’ annual progress towards meeting their IEP goals.

RENEWAL BENCHMARK CONCLUSIONS

- At the time of the renewal visit, Brooklyn East Collegiate did not have a formal program to support identified ELL students. The school does not employ certified teachers in English to Speakers of Other Languages (“ESOL”) or provide tailored professional development to teachers to support the five ELL students enrolled at the time of the renewal visit. Instead, a special education teacher provides intervention if students demonstrate difficulty in reading. As a result, the Institute required the school to submit an educationally sound, legally compliant plan for serving ELL students with implementation to begin in the 2015-16 school year. The school has submitted such a plan, including proper instructors, and the Institute finds it to be an acceptable design for serving ELL students in the next charter term.
- While classroom teachers are generally aware of their struggling students’ performance levels and needs, some teachers cannot articulate students’ with disabilities specific IEP goals or talk knowledgeably about the available academic interventions at the school. The school’s special education coordinator facilitates grade level student support team meetings twice monthly to collaborate with classroom teachers, monitor students’ academic growth and revise individual academic and/or behavioral support plans as necessary. Special education teachers also attend weekly subject area and data analysis meetings to discuss student progress and recommend specific strategies.
- During extensive pre-service training and periodically throughout the school year, teachers receive limited professional development on differentiation and recommended intervention strategies.

		2011-12	2012-13	2013-14
Enrollment (N) Receiving Mandated Academic Services		(22)	(28)	(28)
RESULTS	Tested on State Exams (N)	(18)	(24)	(37)
	Percent Proficient on ELA Exam	11.1	0	8.1
	Percent Proficient Statewide	15.5	5.0	5.2

		2011-12	2012-13	2013-14
ELL Enrollment (N)		(1)	(3)	(5)
RESULTS	Tested on NYSESLAT ¹² Exam (N)	(N/A)	(2)	(5)
	Percent ‘Proficient’ or Making Progress ¹³ on NYSESLAT	N/A	(5 ¹⁴)	(5)

¹² New York State English as a Second Language Achievement Test, a standardized state exam.

¹³ Defined as moving up at least one level of proficiency. Student scores fall into four categories/proficiency levels: Beginning; Intermediate; Advanced; and, Proficient.

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Brooklyn East Collegiate is an effective and viable organization. The education corporation board carries out its oversight responsibilities with an unrelenting focus on student achievement. 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 with the exception of its program for ELL students.

ORGANIZATIONAL STRUCTURE

Board Oversight. Throughout the course of the charter term, the education corporation has maintained dogged attention to data in order to hold itself, school leaders and the management organization accountable for results. In so doing, it has worked effectively to achieve the school's mission and provide oversight of the total educational program.

- Board members utilize a variety of skills and expertise in their governance of the school. The board believes it is well represented in critical skill areas including management, business, legal and financial expertise. The same individuals who serve on the Brooklyn East Collegiate board, including a representative from Uncommon, also serve on the boards of the other SUNY authorized Collegiate charter schools managed by Uncommon (Brooklyn East Collegiate Charter School, Bedford Stuyvesant Collegiate Charter School, Brownsville Collegiate Charter School and Kings Collegiate Charter School).
- While the board fulfills its responsibilities primarily as a whole, per an agreement, a joint high school committee oversees the co-located high school's operations along with representatives from Ocean Hill Collegiate Charter School and Leadership Prep Bedford Stuyvesant Charter School (both also authorized by SUNY).
- The board steadfastly holds Uncommon accountable for student achievement and the school's day-to-day operations. At each meeting, the board reviews an extensive performance dashboard that includes data on student achievement, attendance and attrition, discipline, finances and staff performance.
- In addition to ongoing assessment of Brooklyn East Collegiate's performance, the board completes a thorough annual evaluation of Uncommon, which begins with the network's self-evaluation of its services to the school. Brooklyn East Collegiate's principal and director of operations both complete the same assessment of Uncommon prior to discussion at a board meeting. The board has delegated responsibility for annual evaluations of the principal and director of operations to Uncommon.
- The board also conducts a comprehensive self-evaluation of its effectiveness in ensuring the school's future as an academically successful, financially healthy and legally compliant organization. This process includes assessment of the effectiveness of board and committee meetings, and board members review their individual contributions to the

¹⁴ In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students.

RENEWAL BENCHMARK CONCLUSIONS

school's success. Following its self-evaluation, the board holds an annual retreat during which it engages in long-term, strategic planning.

Organizational Capacity. With clearly delineated instructional and operations responsibilities as well as strategic support from the Uncommon network, Brooklyn East Collegiate effectively delivers its educational program.

- Implementing the Uncommon network's dual leadership model, Brooklyn East Collegiate has established an administrative structure with staff, operational systems, policies and procedures necessary to carry out the academic program.
- With the director of operations overseeing the day-to-day operations of the school, instructional leaders focus on improving teaching and learning to accelerate student achievement outcomes. Staff members understand the responsibilities of their respective roles and know where to turn for support.
- The school has developed a learning environment with a persistent focus on academic achievement. Brooklyn East Collegiate's strong school culture centers on its five core values: perseverance, respect, integrity, discipline and enthusiasm (PRIDE). The school reinforces students for demonstrating these values with merits, which students trade for a variety of rewards such as field trips and movie tickets. Importantly, the school links these tangible merit rewards to abstract skills useful in postsecondary success such as demonstrating professionalism and leadership. The school has implemented a clear student discipline policy during the charter term.
- Brooklyn East Collegiate has been successful in retaining quality staff: four of seven founding teachers remain at the school. Teacher retention is partially attributable to the school's career ladder. The school and network provide a variety of opportunities for teachers to take on leadership roles. These opportunities include school-level department lead and network-wide curriculum specialist position; Uncommon's two fellowship programs provide clear career ladders to school leadership.
- Brooklyn East Collegiate has consistently maintained full enrollment with significantly more students seeking entry than available seats each year. The school reports a waitlist of almost 1,300 prospective students at the time of the renewal visit.¹⁵
- The Uncommon network manages most efforts to recruit students with disabilities, ELLs and economically disadvantaged students. Given the relatively low numbers of ELLs in the CSD of location, the school understands that it needs to make greater efforts to recruit ELLs. Nonetheless, the planned recruitment efforts suggest that Brooklyn East Collegiate will be successful in meeting the at-risk student enrollment and retention targets set by the SUNY Trustees.

¹⁵ Source: Self report from the school's visit data collection form, dated May 8, 2014.

RENEWAL BENCHMARK CONCLUSIONS

FAITHFULNESS TO CHARTER & PARENT SATISFACTION

As part of their initial applications and their Applications for Charter Renewal, schools identify the Key Design Elements that reflect their mission and distinguish the schools. The table below reflects the intended Key Design Elements and indicates for each if the school is implementing the element as included in the school's charter.

Key Design Elements	Evident?
The belief that creativity flourishes within a structured academic environment;	+
Uncommonly high academic and behavioral expectations combined with extensive individual supports; and,	+
The belief that, without great teachers, nothing else matters.	+

Parent Satisfaction. Parents/guardians and students are satisfied with the school. The Institute compiled data from NYCDOE's 2013-2014 NYC School Survey. NYCDOE distributes the survey to families each year to compile data about school culture, instruction, and systems for improvement. Results from the 2013-2014 survey indicate parents/guardians and students are satisfied with the school. The survey response rate is sufficiently high enough that it is useful in framing the results as representative of the school community.

2013-14
Response Rate: 64%
Instructional Core: 98%
Systems for Improvement: 97%
School Culture: 96%

Persistence in Enrollment. The Institute derived the following statistical information from its database. No comparative data from the local school district or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information is presented for information purposes but does not allow for comparative analysis.

	2011-12	2012-13	2013-14
Percent of Eligible Students Returning From Previous Year	81.8	88.6	89.3

RENEWAL BENCHMARK CONCLUSIONS

COMPLIANCE

Governance. In material respects, the Brooklyn East Collegiate board has implemented and abided by adequate and appropriate systems, processes, policies and procedures to ensure the effective governance and oversight of the school. Many of these structures are in place at other charter schools managed by Uncommon. The board demonstrates a thorough understanding of its role in holding Uncommon and the school leadership accountable for both academic results and fiscal soundness. As many trustees serve on four other charter school education corporation boards, the board has more governance experience than indicated by the five years of the initial charter term.

- The board of trustees has generally avoided creating conflicts of interest where possible, and where conflicts exist, such as with trustees affiliated with Uncommon, the board has managed those conflicts in a clear and transparent manner through recusal.
- The board has materially complied with the terms of its by-laws.
- The board successfully sought and implemented a charter amendment to co-locate a high school program for its students with two other SUNY authorized charter schools managed by Uncommon. The board reviews and updates the agreement between the three schools as needed and monitors the performance of the high school as a whole.
- The board approved changes to its policies and procedures as needed and appropriate. For example, the board recently approved changes to personnel policies and student discipline policies.
- The board engages in long range strategic planning including a proposed merger with other schools managed by Uncommon, which would allow for certain economies of scale.

Legal Requirements. The education corporation generally and substantially complies with applicable state and federal laws, rules and regulations and the provisions of its charter. The education corporation has been in general and substantial compliance with the terms of its charter, applicable law, rules and regulations with an exception in the area of federal compliance for ELL instruction.

- **Complaints.** The Institute has received no formal complaints regarding the school and only one, nuanced informal complaint, which involved, among other things, the promotional criteria for a student with an IEP. Not all charter schools, like Brooklyn East Collegiate, provide summer instruction. In addition, most charter schools, like Brooklyn East Collegiate have defined criteria for promotion and do not engage in what is known as “social promotion.” When a student with an IEP has promotional criteria in an IEP, the school must follow same, but if for example the school does not provide certain services to accommodate the criteria, such as summer school, the district must provide same pursuant to the Act. Understandably, some parents have trouble navigating the complaint

RENEWAL BENCHMARK CONCLUSIONS

process with respect to special education issues, especially when their complaint centers on actions by the school district. Ultimately, this informal complaint did not require intervention by the Institute.

The Institute noted exceptions to the school's compliance in the following areas.

- **ELL Program.** Brooklyn East Collegiate did not have a legally compliant ELL program in place at the time of the renewal visit in violation of Title VI of the Civil Rights Act of 1964. To be in compliance with federal law a charter school must have properly trained staff to implement the ELL program and performance evaluation of the ELL staff by qualified evaluators. Also, the U.S. Department of Education views special education staff assisting ELLs as possibly discriminatory. Therefore, while the school had some components of an effective program in place, it did not have properly trained ESOL staff in place. As previously noted, the Institute required the school to submit an educationally sound, fully legally compliant ELL program including trained ESOL staff with implementation to begin in the 2015-16 school year. The Institute will monitor the school's implementation the ELL program in any future charter term.
- **Open Meetings Law.** In some cases, the board goes into executive session for a proper reason as set forth in the board minutes, but does not record votes properly to go into and out of executive session. In other cases, while the education corporation properly moves its board meetings into executive session, it does not properly record such votes and does not list one of the permissible reasons for going into executive session. At the end of executive session, the board sometimes also does not record a motion and votes to go into public session, and typically closes the meeting at that time without returning to public session. These actions constitute technical violations of the New York Open Meetings Law.
- **By-laws.** Certain committee provisions of the education corporation's by-laws need to be updated in order to be in compliance with the New York Not-For-Profit Corporation Law. As with all other compliance related adjustments identified here, the school is working with the Institute to update prior to the commencement of a new charter term.

RENEWAL BENCHMARK CONCLUSIONS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected through the renewal review, Brooklyn East Collegiate is fiscally sound. Although, the education corporation has relied upon contributions from Uncommon's fundraising activities to successfully manage cash flow and maintain adequate financial resources in the first few years of operations to ensure stable operations, the education corporation engages in realistic budgeting practices and conducts routine monitoring of revenues and expenses, making appropriate adjustments when necessary.

Uncommon supports Brooklyn East Collegiate in the areas of fiscal operations by locating adequate facilities and coordinating the financing of major repairs, fundraising, preparing financial reports and budgets, recording and tracking income and expenses related to grants and contract, recording accounts payable invoices and cash receipts, preparing vendor checks, providing payroll services, reconciling bank accounts, safeguarding the school's assets and managing all year-end financial and compliance reporting. The Uncommon management fee structure is set up to decrease over the charter term (10% down to 9.5% down to 9% in the first charter term) and continues to decrease with more economies of scale in the future. While the Uncommon financial model intends that all fully enrolled schools are financially sustainable, operating their programs solely on public funding, the education corporation has received approximately \$875k in contributions during its first four years of operation. The five year projected budget includes approximately \$1.275M in contributions as Brooklyn East Collegiate continues to grow by adding high school.

Budgeting and Long-Range Planning. Working in partnership with Uncommon, Brooklyn East Collegiate employs clear budgetary objectives and budget preparation procedures. Over a three month long process, Uncommon's finance team coordinates the development of yearly and long-term budgets with input from the school leadership staff and the board finance committee. The annual budget is presented to the full board for consideration and approval.

- The education corporation develops realistic budgets and monitors them continually.
- Uncommon works closely with the school's director of operations in preparing extensive financial reports and reviews these reports with the network's director of finance on a bi-monthly basis.
- Prior to board meetings, the school leader and board finance committee review the financial reports.
- Board minutes indicate that year-to-date financial reports are presented at regular meetings, although from reviewing the board minutes, there is no indication that the board approves the reports, which is a best practice.
- The projected five-year renewal budget reflects anticipated cost savings derived from economies of scale as enrollment increases, and as the costs for the co-located Uncommon Prep Charter High School, beginning in academic year 2014-15, are allocated by contract amongst fellow schools: Leadership Prep Bedford Stuyvesant and Ocean Hill Collegiate Charter Schools.

RENEWAL BENCHMARK CONCLUSIONS

- The education corporation prepares a 10-year long-term budget which is updated on an annual basis.

Internal Controls. Brooklyn East Collegiate has a history of sound fiscal policies, procedures and practices and maintains appropriate internal controls.

- An Uncommon operations manual guides all internal controls and procedures at Brooklyn East Collegiate. The manual contains fiscal policies and procedures and undergoes annual reviews, with substantive updates requiring board approval.
- Uncommon provides the school's director of operations, the office manager and the special projects coordinator with professional development activities throughout the school year.
- Brooklyn East Collegiate's most recent audit reports no findings or deficiencies, and over the past four years the audits have included no findings of material weaknesses. However, the audit reports for the school's first three years included significant deficiencies. Such findings included an issue with internal controls over financial reporting where federal Title I revenues and receivables were overstated due to the inadvertent use of budgeted rather than actual amounts; the expensing of an asset that should have been capitalized in accordance with the school's capitalization policy; booking of prepaid expenses for items not received as the fiscal year-end; and, misstating fixed assets as a result of capitalizing and depreciating an asset not put into service as of year-end.
- While the most recent audit report did not contain any advisory comments, over the charter period there have been various auditor recommendation including: consistent adherence to Uncommon's substantial internal controls such as ensuring that written/signed approvals are secured from both the chief financial officer and the school's director of operations for intercompany transfers, dual signatures are obtained on checks greater than \$5k with board approval for checks greater than \$20k, and management review of bank reconciliations to assure that bank reconciliations contain no invalid items.
- SUNY authorized charter agreements have changed to include a required \$75,000 Dissolution Reserve Fund for the purpose of covering legal and administrative costs associated with the closure/dissolution of a school to be funded, at a minimum, by reserving \$25,000 per year during the first three years of the charter term. The funds need to be identified in the financial statements and audit report notes to the financial statements. The school will have to reserve these funds unless it merges and other dissolution requirements apply.

Financial Reporting. Brooklyn East Collegiate has complied with financial reporting requirements by providing SUNY, NYSED and the NYCDOE with required financial reports that were on time, complete and followed generally accepted accounting principles ("GAAP").

- The education corporation presents its annual financial statements in accordance with GAAP and the independent audits of those statements have received unqualified opinions.

RENEWAL BENCHMARK CONCLUSIONS

- The education corporation has generally filed key reports timely and accurately including: audit reports, budgets, cash-flow statements, unaudited reports of revenue, expenses and enrollments.

Financial Condition. Brooklyn East Collegiate maintains adequate financial resources to ensure stable operations.

- The education corporation has posted a fiscally strong composite score on the SUNY Fiscal Dashboard.¹⁶
- As of June 30, 2014, Brooklyn East Collegiate had total net assets in excess of \$825k.
- Each year, the Brooklyn East Collegiate unrestricted net assets have increased and equal or exceed approximately 2.6 to 8.0 percent of the following year's operating budget.
- The education corporation has no long-term debt.
- Brooklyn East Collegiate maintains adequate cash flow and on average two months of cash reserves to cover current bills and those coming due shortly. The recommended cash reserve would be a minimum of one month reserve therefore the dashboard reflects a medium risk in this category.
- As Uncommon Prep Charter High School (in which Brooklyn East Collegiate participates by contract) grows to full-enrollment, the school will rely on philanthropy, which Uncommon will solicit. Uncommon philanthropic partners remain committed to the organization's core mission.

The SUNY Fiscal Dashboard, provided in the Appendix, presents color-coded tables and charts indicating that Brooklyn East Collegiate has consistently demonstrated fiscal soundness over the course of its charter term.¹⁷

¹⁶ The composite score assists in measuring the financial health of an education corporation using a blended score that measures the school's performance on key financial indicators. The blended score offsets financial strengths against areas where there may be financial weaknesses.

¹⁷ 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.

RENEWAL BENCHMARK CONCLUSIONS

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

To the extent that Brooklyn East Collegiate has met its academic Accountability Plan goals, has in place an effective educational program that supports achieving those goals, operates as an effective and viable organization and the education corporation is fiscally sound, 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.

MISSION FOR THE NEXT CHARTER TERM

The mission of Brooklyn East Collegiate Charter School is to prepare each student for college.

Plans for the Educational Program. Brooklyn East Collegiate plans to continue to implement the same core elements that have led enabled the school to meet its key Accountability Plan goals during the current charter term; these core elements are likely to enable the school to continue to meet its goals in the future. Brooklyn East Collegiate will continue to grow its co-located high school program, Uncommon Prep Charter High School, with Ocean Hill Collegiate Charter School and Leadership Prep Bedford Stuyvesant Charter School, both also authorized by the SUNY Trustees, through the 12th grade.

	Current Charter Term	End of Next Charter Term
Enrollment	335	497
Grade Span	5-9	5-12
Teaching Staff	24	49
Days of Instruction	185	185

Plans for Board Oversight and Governance. Board members express an interest in continuing to serve Brooklyn East Collegiate in the next charter term and may add additional members in the future. However, a proposed merger with other charter schools managed by Uncommon could result in some trustees losing their seats through resignation or corporate dissolution.

RENEWAL BENCHMARK CONCLUSIONS

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

Brooklyn East Collegiate plans to continue to provide middle grades instruction in its current facility at 80 Underhill Ave. The high school program will also remain in its current co-located facility in the South Shore Educational Campus.

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

APPENDIX: SCHOOL OVERVIEW

Mission Statement

The mission of Brooklyn East Collegiate Charter School is to prepare each for college.

Board of Trustees

Board Member Name ¹⁸	Position
Linton Mann, III	Chair
John Greenstein	Treasurer
Ekwutozia Nwabuzor	Secretary
Julie Kennedy	Trustee
Stuart Linde	Trustee
St. Claire Gerald	Trustee
Ian Sacks	Trustee
Eileen Shy	Trustee
Bob Howitt	Trustee

School Characteristics

School Year	Proposed Enrollment	Actual Enrollment ¹⁹	Proposed Grades	Actual Grades
2010-11	78	79	5	5
2011-12	148	141	5-6	5-6
2012-13	208	207	5-7	5-7
2013-14	263	278	5-8	5-8
2014-15	333	335	5-9	5-9

¹⁸ Source: The Institute's Board records at the time of the Renewal review.

¹⁹ Source: The Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX: SCHOOL OVERVIEW

Student Demographics

	2011-12		2012-13		2013-14 ²⁰
	% of School Enrollment	% of NYC CSD 13 Enrollment	% of School Enrollment	% of NYC CSD 13 Enrollment	% of School Enrollment
Race/Ethnicity					
American Indian or Alaska Native	1	1	0	1	0
Black or African American	90	57	90	54	91
Hispanic	9	15	9	15	8
Asian, Native Hawaiian, or Pacific Islander	0	18	0	18	0
White	0	9	0	10	0
Multiracial	0	0	0	1	0
Special Populations					
Students with Disabilities	16	--	13	11	10
English Language Learners	1	5	1	4	2
Free/Reduced Lunch					
Eligible for Free Lunch	64	66	66	53	68
Eligible for Reduced-Price Lunch	11	8	18	5	15
Economically Disadvantaged	80	--	82	73	80

²⁰ The Institute derived the 2013-14 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2013 student enrollment report to NYSED (2013-14 BEDS Report). District data are not yet available. Because NYSED releases data up to a full year after the conclusion of any one school year, the data presented in this table may differ from current information reported by the school and included in this report.

APPENDIX: SCHOOL OVERVIEW

School Leaders

School Year(s)	Name(s) and Title(s)
2010-11 to 2012-2013	Eric Green, Principal
2013-14 to Present	Bill Cooke, Principal (Grades 5-8)
2014-15 to Present	Christine Algozo, Principal (Grade 9)

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2010-11	First Year Visit	Institute	April 26, 2011
2012-13	Evaluation Visit	Institute	February 11, 2013
2013-14	Initial Renewal Visit	Institute	June 11, 2014

Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
June 11, 2014	Natasha Howard, PhD	Managing Director of Program
	Jeff Wasbes	Executive Deputy Director for Accountability
	Heather Wendling	Senior Analyst

APPENDIX: FISCAL DASHBOARD



Brooklyn East Collegiate Charter School

SCHOOL INFORMATION

FINANCIAL POSITION

Assets

Current Assets

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

Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net

Other Assets

Total Assets - **GRAPH 1**

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - **GRAPH 1**

L-T Debt and Notes Payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

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

Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

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

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - **GRAPHS 2 & 3**

Change in Net Assets

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

Prior Year Adjustment(s)

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

Opened 2010-11

	2009-10	2010-11	2011-12	2012-13	2013-14
Cash and Cash Equivalents - GRAPH 1	-	305,123	355,774	529,881	776,898
Grants and Contracts Receivable	-	164,838	216,982	64,283	87,653
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	33,119	10,095	66,075	63,869
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	503,080	582,851	660,239	928,420
Property, Building and Equipment, net	-	37,241	186,649	197,114	225,460
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	540,321	769,500	857,353	1,153,880

Accounts Payable and Accrued Expenses	-	212,222	133,892	181,909	324,355
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	100,000	25,520	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	312,222	159,412	181,909	324,355
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	312,222	159,412	181,909	324,355

Unrestricted	-	123,099	350,088	415,444	569,525
Temporarily restricted	-	105,000	260,000	260,000	260,000
Total Net Assets	-	228,099	610,088	675,444	829,525
Total Liabilities and Net Assets	-	540,321	769,500	857,353	1,153,880

Resident Student Enrollment	-	1,077,764	1,885,664	2,827,468	3,789,900
Students with Disabilities	-	88,836	141,823	192,901	333,249
Grants and Contracts	-	241,813	-	-	-
State and local	-	69,721	59,150	146,257	163,795
Federal - Title and IDEA	-	41,901	500,819	167,514	44,885
Federal - Other	-	-	49	-	-
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	1,520,034	2,587,505	3,334,140	4,331,829

Regular Education	-	1,524,698	2,139,958	2,807,795	3,743,671
SPED	-	-	-	161,819	-
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	1,524,698	2,139,958	2,969,614	3,743,671
Management and General	-	247,480	350,788	398,477	479,349
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	1,772,178	2,490,746	3,368,091	4,223,020
Surplus / (Deficit) From School Operations	-	(252,144)	96,759	(33,951)	108,809

Contributions	-	480,243	285,230	85,000	27,000
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	14,307	18,272
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	480,243	285,230	99,307	45,272

Total Unrestricted Revenue	-	2,000,277	2,872,735	3,433,447	4,377,101
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	2,000,277	2,872,735	3,433,447	4,377,101

Change in Net Assets	-	228,099	381,989	65,356	154,081
Net Assets - Beginning of Year - GRAPH 2	-	-	228,099	610,088	675,444
Net Assets - End of Year - GRAPH 2	-	228,099	610,088	675,444	829,525

APPENDIX: FISCAL DASHBOARD



Brooklyn East Collegiate Charter School

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2009-10	2010-11	2011-12	2012-13	2013-14
Personnel Service					
Administrative Staff Personnel	-	1,029,831	137,112	129,691	153,674
Instructional Personnel	-	-	1,253,353	1,876,470	2,254,608
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	1,029,831	1,390,465	2,006,161	2,408,282
Fringe Benefits & Payroll Taxes	-	151,263	224,004	307,959	379,731
Retirement	-	-	-	-	-
Management Company Fees	-	132,696	208,664	316,663	407,260
Building and Land Rent / Lease	-	94,198	3,962	-	24,891
Staff Development	-	69,604	67,997	96,419	140,729
Professional Fees, Consultant & Purchased Services	-	23,898	15,046	15,931	19,299
Marketing / Recruitment	-	-	-	-	-
Student Supplies, Materials & Services	-	111,256	140,041	222,037	354,160
Depreciation	-	17,233	62,598	90,161	88,155
Other	-	142,199	377,969	312,760	400,513
Total Expenses	-	1,772,178	2,490,746	3,368,091	4,223,020

SCHOOL ANALYSIS

ENROLLMENT

	2009-10	2010-11	2011-12	2012-13	2013-14
Chartered Enroll	-	78	148	208	263
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	-	79	140	206	278
Chartered Grades	P-Year	5	5-6	5-7	5-8
Revised Grades	-	-	-	-	-

Primary School District: New York City

Per Pupil Funding (Weighted Avg of All Districts)

	2009-10	2010-11	2011-12	2012-13	2013-14
Increase over prior year	0.0%	8.7%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	-	19,241	18,482	16,185	15,577	17,371
Other Revenue and Support	-	6,079	2,037	482	163	2,190
TOTAL - GRAPH 3	-	25,320	20,520	16,667	15,739	19,562

Expenses

Program Services	-	19,300	15,285	14,416	13,462	15,616
Management and General, Fundraising	-	3,133	2,506	1,934	1,724	2,324
TOTAL - GRAPH 3	-	22,433	17,791	16,350	15,185	17,940
% of Program Services	0.0%	86.0%	85.9%	88.2%	88.6%	87.2%
% of Management and Other	0.0%	14.0%	14.1%	11.8%	11.4%	12.8%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	12.9%	15.3%	1.9%	3.6%	9.0%

Student to Faculty Ratio

-	13.2	7.8	9.3	9.3
---	------	-----	-----	-----

Faculty to Admin Ratio

-	0.9	9.0	11.1	15.0
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Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	2.1	2.5	2.2	2.3	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

Net Working Capital	0	190,858	423,439	478,330	604,065	424,173
As % of Unrestricted Revenue	0.0%	9.5%	14.7%	13.9%	13.8%	13.0%
Working Capital (Current) Ratio Score	0.0	1.6	3.7	3.6	2.9	2.9
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	MEDIUM	LOW	LOW	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Good	Excellent	Excellent	Good	Good

Quick (Acid Test) Ratio

Score	0.0	1.5	3.6	3.3	2.7	2.8
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	MEDIUM	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	0.0	0.6	0.2	0.2	0.3	0.3
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	MEDIUM	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Good	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

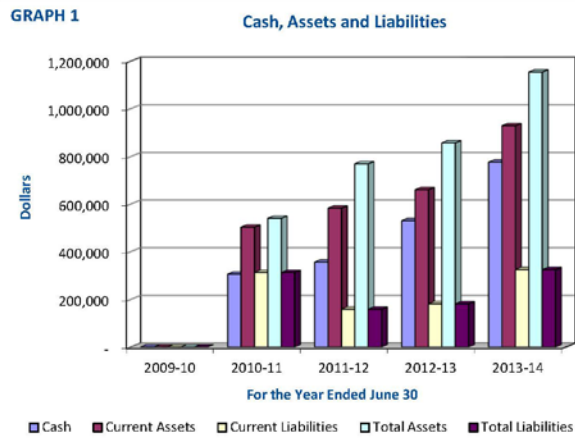
Score	0.0	2.1	1.7	1.9	2.2	2.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Good	Good	Good	Good	Good

Average -
5 Yrs.
OR Charter
Term

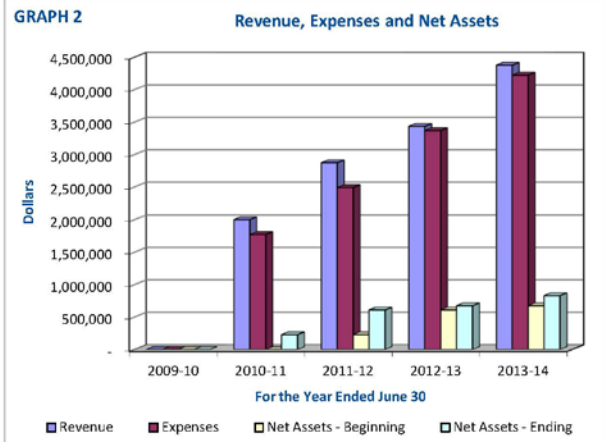
APPENDIX: FISCAL DASHBOARD



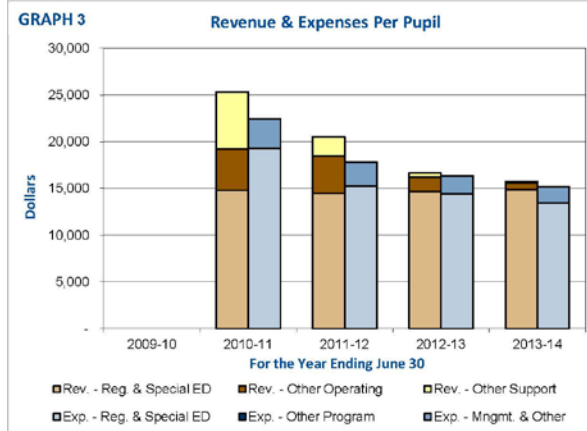
Brooklyn East Collegiate Charter School



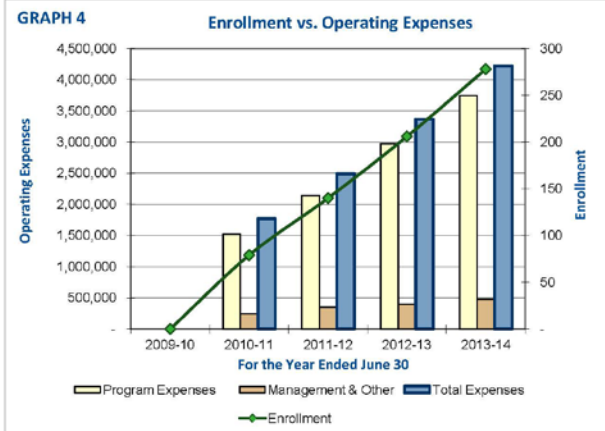
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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.



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.



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.

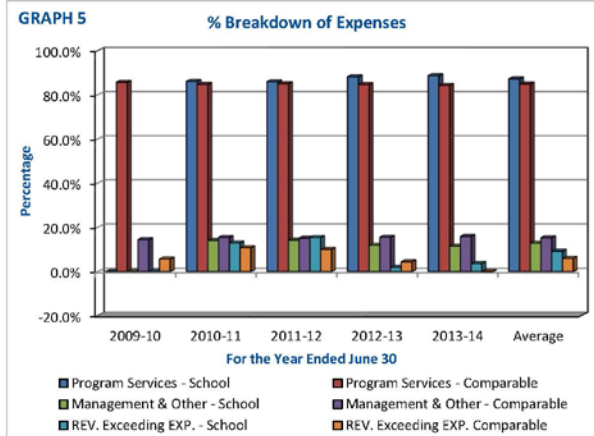
APPENDIX: FISCAL DASHBOARD



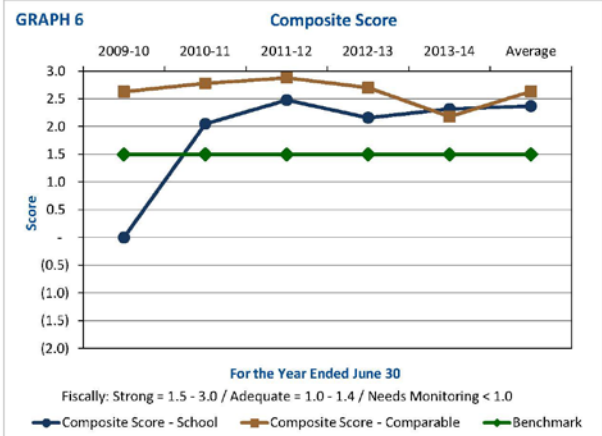
Brooklyn East Collegiate Charter School

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

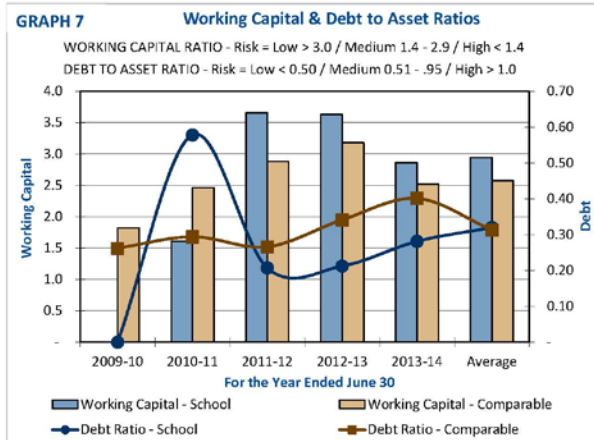
* Average = Average - 5 Yrs. OR Charter Term



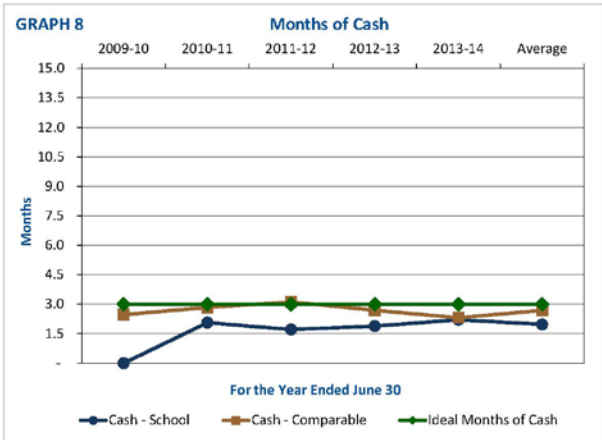
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: English Language Arts Brooklyn East Collegiate Charter School



	2011-12 Grades Served: 5-6			MET	2012-13 Grades Served: 5-7			MET	2013-14 Grades Served: 5-8			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	(0)	(0)		3	(0)	(0)		3	(0)	(0)			
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)			
	5	41.8 (79)	16.7 (12)		5	12.6 (87)	14.3 (7)		5	19.2 (78)	0.0 (7)			
	6	69.5 (59)	74.1 (54)		6	15.4 (65)	15.8 (57)		6	24.7 (85)	22.5 (71)			
	7	(0)	(0)		7	44.4 (54)	45.3 (53)		7	26.6 (64)	30.2 (53)			
	8	(0)	(0)		8	(0)	(0)		8	53.8 (52)	54.9 (51)			
	All	53.6 (138)	63.6 (66)	NO	All	21.8 (206)	29.1 (117)	NA	All	29.0 (279)	33.0 (182)	NA		
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		Grades	PI	AMO			
	5-6	150	135	YES	5-7	94			5-8	107	89	NA		
<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: Brooklyn District 13				Comparison: Brooklyn District 13				Comparison: Brooklyn District 13					
	Grades	School	District		Grades	School	District		Grades	School	District			
	6	63.6	37.7	YES	6-7	29.1	17.9	YES	6-8	33.0	18.4	YES		
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size		
	63.6	53.6	46.7	0.45	YES	80.9	21.8	19.0	0.16	NO	82.8	29.0	18.6	0.73
<u>GROWTH MEASURE</u> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State			
	4				4	0.0			4	0.0				
	5				5	49.8			5	61.6				
	6				6	53.2			6	56.3				
	7				7	70.1			7	64.4				
	8				8	0.0			8	51.1				
	All		50.0		All	56.9	50.0	YES	All	58.5	50.0	YES		

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Mathematics

Brooklyn East Collegiate Charter School



	2011-12 Grades Served: 5-6			MET	2012-13 Grades Served: 5-7			MET	2013-14 Grades Served: 5-8			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)				
		3	(0)			(0)	3			(0)	(0)		3	(0)	(0)
<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.	4	(0)	(0)	YES	4	(0)	(0)	NA	4	(0)	(0)	NA			
	5	78.5 (79)	66.7 (12)		5	31.0 (87)	28.6 (7)		5	39.7 (78)	0.0 (7)				
	6	96.6 (59)	96.3 (54)		6	47.7 (65)	47.4 (57)		6	30.6 (85)	26.8 (71)				
	7	(0)	(0)		7	66.7 (54)	66.0 (53)		7	53.1 (64)	60.4 (53)				
	8	(0)	(0)		8	(0)	(0)		8	71.2 (52)	70.6 (51)				
	All	86.2 (138)	90.9 (66)		All	45.6 (206)	54.7 (117)		All	45.9 (279)	47.8 (182)				
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	YES	Grades	PLI	AMO		Grades	PI	AMO	NA			
	5-6	186	148		5-7	128			5-8	127	86				
<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: Brooklyn District 13			YES	Comparison: Brooklyn District 13			YES	Comparison: Brooklyn District 13			YES			
	Grades	School	District		Grades	School	District		Grades	School	District				
	6	90.9	46.2		6-7	54.7	12.0		6-8	47.8	13.5				
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES
	63.6	86.2	57.8	1.43		80.9	45.6	19.1	1.51		82.8	45.9	22.4	1.21	
<u>GROWTH MEASURE</u> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State	YES	Grades	School	State	YES			
	4				4	0.0			4	0.0					
	5				5	70.0			5	61.7					
	6				6	70.5			6	46.3					
	7				7	76.2			7	61.0					
	8				8	0.0			8	41.8					
	All				All	72.0	50.0		All	52.7	50.0				