

The background of the entire page is a solid blue color. Overlaid on this is a grid of lighter blue squares. The grid is not uniform; it is denser in the upper left and middle left areas, and becomes sparser towards the bottom right, creating a sense of depth and movement.

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
BROOKLYN PROSPECT CHARTER
SCHOOL - 13.2*

Report Date: December 7, 2022

Review Date: September 14, 2022

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Charter Schools Institute
The State University of New York

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CHARTER BACKGROUND

BROOKLYN PROSPECT CHARTER SCHOOL - 13.2

80 Willoughby Street, Brooklyn, New York | Grades: K-5 | NYC Community School District 13



MISSION

Brooklyn Prospect Charter Schools is a Kindergarten – 12th grade college preparatory community where excellent teachers prepare a diverse student body to have a positive impact on society and a lifelong passion for learning.

CURRENT CHARTER

Serves: Kindergarten – 5th

Chartered Enrollment:
454

Charter Expires on:
July 31, 2023

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment:
798

Charter Expiration:
July 31, 2026

KEY DESIGN ELEMENTS

Commitment to diversity;



World class academics; and,



Excellent teaching.



CHARTER BACKGROUND

EDUCATION CORPORATION BACKGROUND

The charter schools committee of the State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Brooklyn Prospect Charter School - CSD 13.2 (“Brooklyn Prospect 13.2”) on June 4,



2014. Originally chartered as International Charter School of New York (“International Charter School”), the charter opened in fall 2015 initially serving 155 students in Kindergarten and 1st grade. The SUNY Trustees granted International Charter School a short term renewal in April 2020. In February 2021, the SUNY Trustees authorized the merger between Brooklyn Prospect Charter School (“Brooklyn Prospect Schools” or the “education corporation”) and International Charter School of New York effective July 1, 2021. Brooklyn Prospect Schools renamed International Charter School as Brooklyn Prospect 13.2. Brooklyn Prospect Schools is authorized to operate four charter schools including Brooklyn Prospect Charter School - CSD 13 (“Brooklyn Prospect 13”), Brooklyn Prospect 13.2, Brooklyn Prospect Charter School - CSD

15 (“Brooklyn Prospect 15”), and Brooklyn Prospect Charter School - CSD 15.2 (“Brooklyn Prospect 15.2”). Brooklyn Prospect Schools contracts with the charter management organization Prospect Schools, Inc. (“Prospect Schools” or the “network”), a New York not-for-profit corporation, which provides support for academics, recruitment, human resources, operations, finance, development, and professional development.

The charter is currently authorized to serve 454 students in Kindergarten – 5th grade during the 2022-23 school year. If renewed, the charter will grow to serve Kindergarten – 8th grade over the charter term with a projected total enrollment of 798 students for the 2025-26 school year.

NOTEWORTHY

Based on its commitment to offering students an International Baccalaureate (“IB”) experience eventually resulting in the opportunity to receive an IB diploma in the high school grades, Brooklyn Prospect 13.2 evolved its curricular program over the charter term to align with principles of IB programming. At the elementary level, this includes implementing Expeditionary Learning (“EL”) for English language arts (“ELA”), which provides students an experiential approach to learning. The network designs specific lessons and units that align with IB expectations to support Brooklyn Prospect 13.2’s instructional approach.

RESPONSE TO INTERRUPTED INSTRUCTION CAUSED BY COVID-19

Brooklyn Prospect 13.2 has four key elements in place to mitigate the effects of the COVID-19 pandemic’s extended interruption to instruction. The network supports the charter with a deep review of its curricular program. The network re-sequenced the ELA and mathematics curricular units to ensure the charter exposes students to foundational standards and allows time for reteaching concepts and skills that need more attention. In addition, the network supports each charter in the education corporation with Universal Design for Learning (“UDL”) practices,

CHARTER BACKGROUND

which emphasizes an inclusive model and small group instruction for all students. Brooklyn Prospect 13.2 also employs small group instruction in intervention blocks where teachers guide practice to close gaps identified during assessment data analysis. Brooklyn Prospect 13.2, in addition to all charters in Brooklyn Prospect Schools, added a head of instruction position to its instructional leadership team. The head of instruction ensures curricular materials and plans align with instructional practices while coaching and developing teachers. Finally, the network supports each charter with effective scheduling practices to ensure the core content areas receive additional time in the daily schedule.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Renewal through July 31, 2026. *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Brooklyn Prospect 13.2 through July 31, 2026 to align each related education corporation’s charter expiration date and renewal schedule going forward. If renewed, the charter will be granted the authority to provide instruction to students in such configuration as set forth in the charter’s Application for Renewal. The Institute makes this recommendation as Brooklyn Prospect 13.2 meets the requirements set forth in the Policies for Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).¹*

The table below presents information on the Institute’s plan² to align the charter expiration dates of the charters under the education corporation. By the 2025-26 school year, the charter expiration dates for all charter schools in Brooklyn Prospect Schools will align. At that time, the Institute will conduct a full renewal review of all charters in the education corporation:

CHARTER	2022-23	2023-24	2024-25	2025-26	2026-27
Brooklyn Prospect 13				Charter Expiration	
Brooklyn Prospect 13.2	Charter Expiration			Alignment Year	
Brooklyn Prospect 15		Charter Expiration		Alignment Year	
Brooklyn Prospect 15.2		Charter Expiration		Alignment Year	

1. SUNY Renewal Policies (p. 12) are available on the [Institute’s website](#).

2. The above plan does not guarantee a specific renewal outcome for the education corporation or any of its charter schools.

RENEWAL RECOMMENDATION



To earn a ***Subsequent Full-Term Renewal***, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the charter has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the "Act"):

- 1: the charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the charter in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure, and its purpose, approving the charter to operate for another three years is likely to improve student learning and achievement and materially further the purposes of the Act.³

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Brooklyn Prospect 13.2 is an academic success having met or come close to meeting its key Accountability Plan goals. The charter implements the same program elements found in all Brooklyn Prospect Schools charters. For more information on the educational program, please see Appendix B: Benchmark Summary. The information below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charter.

FINDINGS & INFORMATION

Is the charter an academic success?

Brooklyn Prospect 13.2 is an academic success. Based on the renewal visit, document reviews, and consistent communication since the merger, leaders at the charter implement a program that aligns with a replication of the effective academic program found at other charters in Brooklyn Prospect Schools. The network worked closely with Brooklyn Prospect 13.2 since the merger to provide training to leaders and teachers in the curricular programs, instructional leadership systems, and other effective systems for delivering high quality instruction found in all charters operating under Brooklyn Prospect Schools. Brooklyn Prospect 13.2 demonstrates success in the following ways:

- Under Brooklyn Prospect Schools and the network's leadership, Brooklyn Prospect 13.2 increased its overall proficiency rates in both ELA and mathematics in 2021-22. Notably, the charter increased its ELA performance by 13 percentage points; and,
- Outperformed its district by 12 and 19 percentage points in ELA and mathematics, respectively, in 2021-22.

Is the charter an effective, viable organization?

Brooklyn Prospect 13.2 is an effective, viable organization supported by Prospect Schools. The network supports the education corporation board by providing clear academic and financial accountability structures. In addition to operational services, Prospect Schools provides the charter with robust academic supports including leadership coaching that enable the program to run smoothly.

Is the charter fiscally sound?

Brooklyn Prospect Schools is fiscally sound, as is Brooklyn Prospect 13.2, based on the evidence collected through the renewal review. The education corporation has met its fiscal benchmarks and presents a reasonable fiscal plan for the next charter term.

If the SUNY Trustees renew the education corporation's authority to operate the charter, are its plans for the charter reasonable, feasible, and achievable?

Brooklyn Prospect Schools' plans to develop a middle school program at Brooklyn Prospect 13.2. The charter will continue to implement the effective academic program found at all charters operating under Brooklyn Prospect Schools. The plans for Brooklyn Prospect 13.2's future charter term are reasonable, feasible, and achievable.

EXECUTIVE SUMMARY

Based on the Institute's review of the charter's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the education corporation; a review of academic, organizational, governance, and financial documentation; and a renewal review of the charter's academic program, the Institute finds that the charter meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Brooklyn Prospect 13.2 a Full-Term Subsequent Renewal through July 31, 2026 to align with all Brooklyn Prospect Schools' charters.



DP

DATA PRESENTATION

PAGES: 9-16

AP

ACADEMIC
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COMPLIANCE
PERFORMANCE

CS

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SD

STUDENT
DEMOGRAPHICS

ACADEMIC PERFORMANCE

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 13.2

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.

100

Target: 75

50

0

Test Year	Comp Grades	District %	Charter %
2018	3	56	40
2019	3-4	59	49
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-5	50	62

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

2

Target: 0.3

1

0

-1

Test Year	Test Grades	Effect Size
2018	3	-0.30
2019	3-4	-0.38
2020	N/A	N/A
2021	N/A	N/A
2022	3-5	0.81

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

60

Target: 50

40

Test Year	Charter Mean Growth
2018	N/A
2019	46.7
2020	N/A
2021	N/A
2022	N/A

MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.

100

Target: 75

50

0

Test Year	Comp Grades	District %	Charter %
2018	3	54	71
2019	3-4	51	57
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-5	45	64

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

2

Target: 0.3

1

0

-1

Test Year	Test Grades	Effect Size
2018	3	0.52
2019	3-4	0.12
2020	N/A	N/A
2021	N/A	N/A
2022	3-5	0.80

Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

60

Target: 50

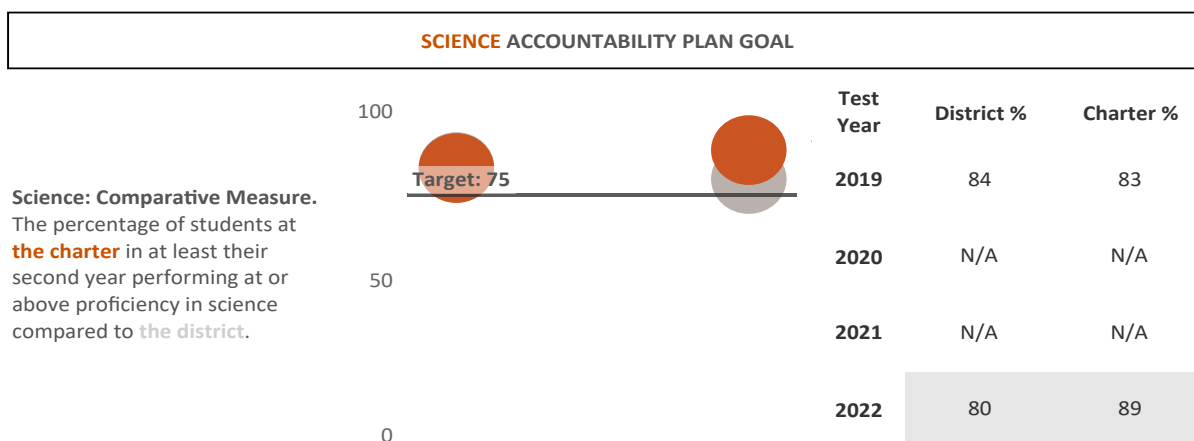
40

Test Year	Charter Mean Growth
2018	N/A
2019	35.9
2020	N/A
2021	N/A
2022	N/A

* Brooklyn Prospect 13.2's Accountability Period spans 2019-20 through 2021-22. Data from 2017-18 and 2018-19 were posted in the previous Accountability Period by International Charter School.

ACADEMIC PERFORMANCE

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 13.2



SPECIAL POPULATIONS PERFORMANCE*			
	2018	2019	2022
Students with Disabilities Enrollment	36	55	65
Tested on State Exam	4	20	30
Charter Percent Proficient on ELA Exam	50.0	25.0	36.7
District Percent Proficient	24.6	24.4	21.1
ELL Enrollment	8	10	13
Tested on NYSESLAT Exam	8	10	13
Charter Percent 'Commanding' or Making Progress	12.5	40.0	30.8

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. 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 and indicates this with an "s".

ACADEMIC PERFORMANCE



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

Brooklyn Prospect 13.2 met its key Accountability Plan goals in ELA and mathematics over its three year subsequent Accountability Period spanning from 2019-20 through 2021-22. In 2021-22, one year after Brooklyn Prospect Schools effectively began operating the charter, Brooklyn Prospect 13.2 increased its absolute proficiency rates from 2018-19 by 13 percentage points in ELA and seven percentage points in mathematics. The charter also met its science and Every Student Succeeds Act (“ESSA”) goal over the term.

Brooklyn Prospect 13.2 met its ELA and mathematics goals during its second charter term. In 2021-22, the charter’s students enrolled in at least their second year posted proficiency rates of 62% and 64% in ELA and mathematics, respectively. After having underperformed the district in the prior charter term, the charter outperformed the district by 12 percentage points in ELA and 19 percentage points in mathematics in the first year of its current term with credible state exam results. The charter also posted strong comparative achievement for at-risk students. In 2021-22, the charter’s economically disadvantaged students, students with disabilities, and ELLs outperformed their district peers in both ELA and mathematics.

Given the absence of reliable and credible performance data from the state’s ELA and mathematics assessments for 3rd – 8th grade students in 2019-20 and 2020-21, the Institute worked with charters and testing experts to develop a set of performance measures for use with internal and nationally normed assessments. The Institute continues to analyze each charter’s internal assessments to evaluate the charter’s academic attainment in lieu of reliable state exam data in 2020-21 and to contextualize the baseline state exam data from 2021-22. During the 2020-21 and 2021-22 school years, the charter demonstrated academic success against key academic Accountability Plan goals using the nationally normed i-Ready and STAR assessments. From 2020-21 to 2021-22, the charter increased its percent of students scoring at the proficiency equivalent in mathematics from 43% to 64%. In ELA, 65% of charter’s tested students scored at or above the proficiency equivalent each year coming close to the target of 75%.

COMPLIANCE REPORTING



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

The education corporation substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

BROOKLYN PROSPECT CHARTER SCHOOL 13.2

Annual Reports

The charter submitted its annual reports to the Institute and the New York State Education Department (“NYSED”) on time but has not posted the most recent annual report on the charter’s website in accordance with the charter and the New York Charter Schools Act of 1998 (the “Act”). The Institute will ensure compliance prior to the start of the next charter term.

FOIL

The charter has an appropriate Freedom of Information Law (“FOIL”) policy but the charter’s website fails to provide a FOIL subject matter list with link to the New York Committee on Open Government. The Institute will follow up with the school to update the policy prior to the next charter term.

Teacher Certification

The Act allows charters to hire up to 15 uncertified faculty members contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

At the time of the renewal visit, Brooklyn Prospect 13.2 employed six uncertified teachers. Four of the six uncertified teachers meet the appropriate qualifications under the Act. Brooklyn Prospect Schools partners with the New York City Charter Center to track each individual teacher’s path to certification. From the date of hire, Brooklyn Prospect Schools allows two years for uncertified teachers to complete a certification process. After such time, the education corporation may withhold promotions, salary increases, or may not renew a teacher’s contract until the process is complete.

COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey data and data regarding persistence in enrollment.

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	INCLUSIVE LEADERSHIP	PARENT INVOLVEMENT	STRONG RELATIONSHIPS
1%	87%	85%	89%	88%

Parent Survey Data

The Institute compiled data from the New York City Department of Education (“NYCDOE”) annual family survey from the 2021-22 school year for Brooklyn Prospect 13.2. In 2021-22, only 1% of families who received the NYCDOE survey responded. Of the families who responded, 87% expressed satisfaction with the charter school. The Institute recognizes that given the low response rate, the results are not representative of the community.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The NYCDOE held its required hearing on Brooklyn Prospect 13.2’s renewal application on November 22, 2022 by videoconference. A network leader spoke of the history of the charter and its plan to grow with families through middle school and, eventually, high school. The charter principal indicated the need for the charter to develop a middle school program in order to fulfill its promises to students and families. The parent-teacher organization president and other parents described how the school represents a wide range of multicultural households. The families expressed hope for the approval of the middle school so students may continue to access a school that represents the community. A representative of Community Education Council 13 complimented Brooklyn Prospect Schools’ willingness to listen and its work with diversity and contributions to the community. No one spoke in opposition of the application.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 84% of Brooklyn Prospect 13.2 students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

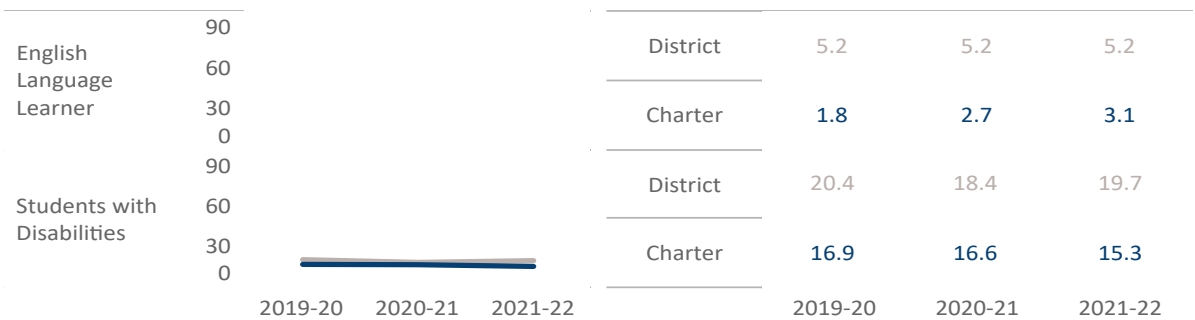
The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or NYSED is available to the Institute to provide either district or statewide context.

STUDENT DEMOGRAPHICS

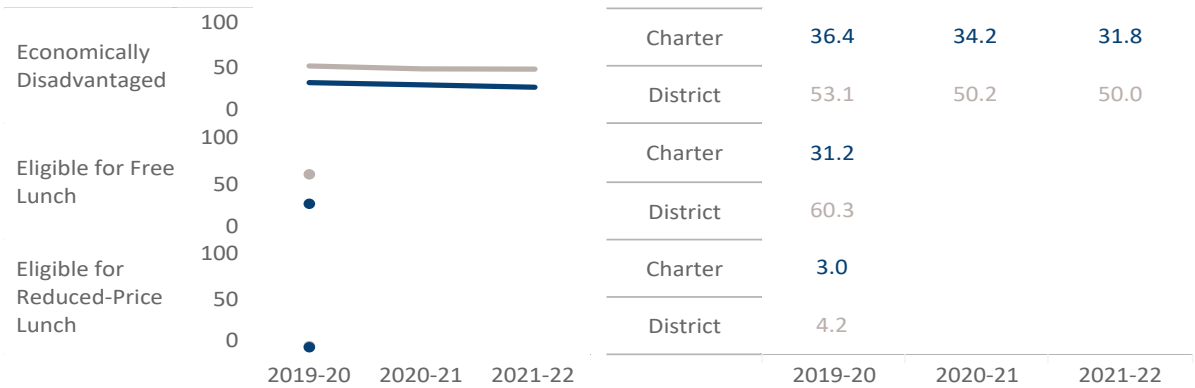
Brooklyn Prospect Charter School - CSD 13.2

Brooklyn CSD 13

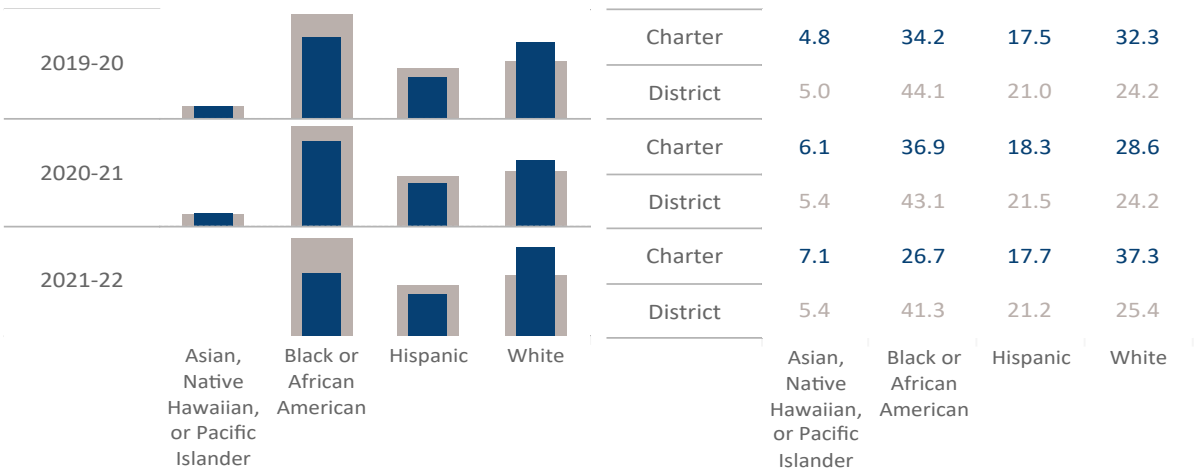
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



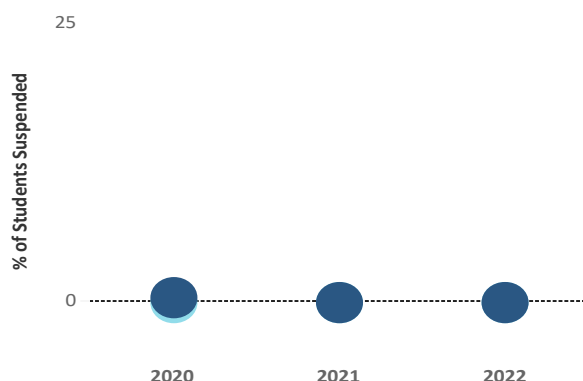
Student Demographics: Race/Ethnicity



* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

Brooklyn Prospect Charter School - CSD 13.2



Brooklyn CSD 13

ISS Rate OSS Rate

2020	0.0	0.4
2021	0.0	0.0
2022	0.0	0.0

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return

Expulsions: The number of students expelled from the charter each year

		2020	2021	2022
2019-20	79.3			
2020-21	90.9	0	0	0
2021-22	84.5			

Brooklyn Prospect Charter School - CSD 13.2's Enrollment and Retention Status: 2021-22

			Target	Charter
enrollment	economically disadvantaged		73.3	31.2
	English language learners		5.8	4.0
	students with disabilities		15.5	14.7
retention	economically disadvantaged		91.6	82.9
	English language learners		89.5	60.0
	students with disabilities		92.3	88.7

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

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 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. The Institute examines each charter's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

Brooklyn Prospect 13.2 makes good faith efforts to meet its enrollment and retention targets while meeting its mission to enroll a diverse student body. The charter, with support from the network, conducts the following recruitment efforts:

- Holding admissions information sessions including a presentation on the charter's robust special education program and Integrated Co-Teaching ("ICT") model;
- Meeting with prospective families to discuss accommodations and individual student needs;
- Offering enrollment application in multiple languages;
- Providing translation during admissions information sessions, parent teacher conferences, and parent association meetings;
- Conducting outreach in immigrant communities;
- Translating advertising materials and communications into languages other than English;
- Setting aside 50% of seats for students eligible for FRPL via a lottery preference; and,
- Evaluating the efficacy of the school's recruitment, enrollment, and retention efforts with a particular focus on at-risk student subgroups.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Brooklyn Prospect Schools is fiscally sound as is its charter, Brooklyn Prospect 13.2, based on the Institute's analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Brooklyn Prospect 13.2 and the education corporation have demonstrated fiscal soundness over the majority of the charter term.⁴ The fiscal dashboard for Brooklyn Prospect 13.2 and the multi-school education corporation can be found at the end of this section. The discussion that follows relates mainly to the Brooklyn Prospect Schools because a charter is not a legally distinct fiscal entity.



Brooklyn Prospect 13.2 originally opened as an independent charter school in 2015-16 under the name of International Charter School, authorized by the SUNY Trustees. Effective July 1, 2021, International Charter School merged to join the existing Brooklyn Prospect Schools and renamed Brooklyn Prospect 13.2 bringing approximately \$4.3 million additional net assets to the existing education corporation. In addition to analyzing the fiscal soundness of the individual charter school, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the charter and finds it too has adequate financial resources to ensure stable operations.

Prospect Schools contracts with the education corporation to support each related charter in developing curricular materials and assessment systems, professional recruitment and development, financial management, and technology under the terms of a management contract that includes a 14% management fee over the next charter term. The financial model intends to ensure that a fully enrolled charter is financially sustainable, operating the academic program solely through public funding. Operating multiple charters allows the education corporation to realize operational efficiencies and build capacity by sharing programs and resources across the education program, fiscal management, operational support, human resources, technology, and public relations.

4. 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 ANALYSIS



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

The education corporation operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures for the charter.	+
Board members, charter management, and staff members contribute to the budget process for the charter, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the education corporation board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	+

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains, and the charter implements, appropriate internal controls and procedures. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and appropriate internal controls at the charter.	+
The most recent education corporation audit report, which covers fiscal operations for the charter, was free of any significant deficiencies or material weaknesses in internal controls.	+

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.

FISCAL ANALYSIS

The education corporation reviews and updates its Financial Policies and Procedures Manual ("FPPM"), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis.

**OCTOBER
2018**

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about the charter, have been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

FISCAL ANALYSIS

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources for the charter to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of the charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of the charter, in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for the charter.	+
If the education corporation includes philanthropy in its budget for the charter, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for the charter.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants related to the charter.	N/A

During the last charter term, the charter reported operating surpluses. Prior to the merger, International Charter School was fiscally strong with \$4.3 million in net assets and 5.2 months of cash on hand to pay liabilities due shortly. Following the merger of International Charter School into Brooklyn Prospect Schools, the education corporation benefits from a combined balance sheet, which is a combination of individual charter assets and liabilities. In order to track the operations of any individual charter within an education corporation, the Institute monitors each individual charter's revenues and expenses and reports operating surpluses or deficits. Now, as a combined entity, the net assets have grown to approximately \$13.8 million. Brooklyn Prospect Schools has funded and maintained the required \$200,000 in a separate dissolution account as per the charter agreement for four charters under the education corporation. The Institute is reviewing the 2022 annual audits and anticipates Brooklyn Prospect Schools' continued strong fiscal health.

FISCAL ANALYSIS

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 13.2

CHARTER INFORMATION

BALANCE SHEET

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
Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

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
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
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 Temporally 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 2015-16

2016 17	2017 18	2018 19	2019 20	2020 21
370,827	652,179	1,372,221	2,790,117	4,060,931
152,274	169,763	41,879	143,192	72,728
7,329	5,195	-	111,311	-
246,478	693,199	720,799	51,895	254,233
-	-	-	-	-
776,908	1,520,336	2,134,899	3,096,515	4,387,892
61,952	121,212	697,325	399,010	151,054
50,000	75,000	75,000	674,695	257,195
888,860	1,716,548	2,907,224	4,170,220	4,796,141

82,670	75,440	378,135	59,441	67,193
135,638	240,708	320,368	397,166	379,311
-	-	2,024	5,652	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	14,043
218,308	316,148	700,527	462,259	460,547
-	-	-	95,031	998
-	-	-	855,827	-
218,308	316,148	700,527	1,413,117	461,545

670,552	1,400,400	2,131,697	2,757,103	4,334,596
-	-	75,000	-	-
670,552	1,400,400	2,206,697	2,757,103	4,334,596
888,860	1,716,548	2,907,224	4,170,220	4,796,141

3,262,649	4,140,602	5,237,290	6,739,901	6,785,916
1,006,949	427,364	554,326	713,366	671,134

-	125,077	30,779	-	35,086
-	93,297	82,062	107,789	168,349
-	14,282	20,765	23,074	-
-	-	154,178	119,086	-
-	1,120,618	1,569,580	2,019,702	2,010,206
-	-	-	-	-
4,269,598	5,921,240	7,648,979	9,722,918	9,670,691

2,403,755	3,173,949	3,975,930	5,084,193	5,858,461
741,410	1,238,326	1,900,220	2,607,687	2,007,201
-	-	-	-	-
3,145,165	4,412,275	5,876,150	7,691,880	7,865,662
522,208	763,734	935,719	1,436,170	1,370,708
44,716	48,652	57,891	63,872	79,153
3,712,089	5,224,661	6,869,760	9,191,922	9,315,523
557,509	696,579	779,219	530,996	355,168

22,825	18,205	16,487	112,393	-
-	-	-	-	365,985
1,134	15,064	10,591	(92,983)	856,340
-	-	-	-	-
23,959	33,269	27,078	19,410	1,222,325

4,520,813	5,954,509	7,676,057	9,742,328	10,893,016
(227,256)	-	-	-	-
4,293,557	5,954,509	7,676,057	9,742,328	10,893,016

581,468	729,848	806,297	550,406	1,577,493
89,084	670,552	1,400,400	2,206,697	2,757,103
-	-	-	-	-
670,552	1,400,400	2,206,697	2,757,103	4,334,596

FISCAL ANALYSIS

BROOKLYN PROSPECT CHARTER SCHOOL - CSD 13.2

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other
Total Expenses

2016 17	2017 18	2018 19	2019 20	2020 21
369,486	642,060	758,080	1,210,233	1,399,652
1,193,640	1,734,871	2,291,877	2,717,132	2,811,976
236,581	168,153	32,208	40,648	23,565
-	-	-	-	-
1,799,706	2,545,083	3,082,165	3,968,013	4,235,193
327,272	547,477	695,425	1,014,307	1,553,283
-	-	-	-	-
-	-	-	-	-
633,333	1,121,367	2,017,633	2,573,710	2,288,928
10,434	58,514	18,728	47,542	34,941
226,199	237,417	256,302	376,041	453,105
10,365	28,027	43,428	55,727	3,985
228,707	240,404	249,739	321,012	148,233
23,820	50,878	197,940	547,754	278,207
452,255	395,495	308,400	287,816	319,668
3,712,090	5,224,662	6,869,760	9,191,922	9,315,543

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

2016 17	2017 18	2018 19	2019 20	2020 21
249	349	449	549	455
249	349	449	431	455
215	285	341	417	420
K-2	K-3	K-4	K-5	K-5
-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

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

2016 17	2017 18	2018 19	2019 20	2020 21
-	14,027	14,527	15,307	16,150
0.0%	100.0%	3.4%	5.1%	5.2%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

2016 17	2017 18	2018 19	2019 20	2020 21
19,866	20,774	22,401	23,319	23,025
111	117	79	47	2,910
19,977	20,891	22,481	23,366	25,936

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

2016 17	2017 18	2018 19	2019 20	2020 21
14,634	15,480	17,209	18,448	18,728
2,638	2,850	2,910	3,598	3,452
17,272	18,330	20,119	22,046	22,180
84.7%	84.5%	85.5%	83.7%	84.4%
15.3%	15.5%	14.5%	16.3%	15.6%
15.7%	14.0%	11.7%	6.0%	16.9%
14.8%	18.9%	26.4%	26.5%	23.7%

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

Student to Faculty Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
9.8	8.9	9.0	9.5	9.3

Faculty to Admin Ratio

2016 17	2017 18	2018 19	2019 20	2020 21
4.4	4.6	4.2	3.1	3.0

Financial Responsibility Composite Scores - **GRAPH 6**

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

2016 17	2017 18	2018 19	2019 20	2020 21
2.5	2.8	2.7	3.0	3.0
Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - **GRAPH 7**

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

2016 17	2017 18	2018 19	2019 20	2020 21
558,600	1,204,188	1,434,372	2,634,256	3,927,345
12.4%	20.2%	18.7%	27.0%	36.1%
3.6	4.8	3.0	6.7	9.5
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

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

2016 17	2017 18	2018 19	2019 20	2020 21
2.4	2.6	2.0	6.6	9.0
MEDIUM	LOW	MEDIUM	LOW	LOW
Good	Excellent	Good	Excellent	Excellent

Debt to Asset Ratio - **GRAPH 7**

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

2016 17	2017 18	2018 19	2019 20	2020 21
0.2	0.2	0.2	0.3	0.1
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

Months of Cash - **GRAPH 8**

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

2016 17	2017 18	2018 19	2019 20	2020 21
1.2	1.5	2.4	3.6	5.2
MEDIUM	MEDIUM	MEDIUM	LOW	LOW
Good	Good	Good	Excellent	Excellent

FISCAL ANALYSIS

BROOKLYN PROSPECT CHARTER SCHOOL (COMBINED)

CHARTER INFORMATION

BALANCE SHEET

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	
Deferred Rent/Lease Liability	
All other L-T debt and notes payable, net current maturities	
Total Liabilities - GRAPH 1	

Net Assets

Without Donor Restrictions	
With Donor Restrictions	
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	
NYC DoE Rental Assistance	
Food Service/Child Nutrition Program	
Total Operating Revenue	

Expenses

Regular Education	
SPED	
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 Temporally 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	

MERGED	MERGED	MERGED	MERGED	MERGED
2016 17	2017 18	2018 19	2019 20	2020 21
122,322	341,028	1,038,270	4,336,045	5,700,046
1,227,714	1,076,761	513,481	1,058,353	1,557,267
-	-	-	-	182,366
253,526	140,407	140,954	142,736	18,218
-	-	308,377	165,940	-
1,603,562	1,558,196	2,001,082	5,703,074	7,457,897
4,804,446	4,697,165	4,887,391	4,472,430	4,423,172
1,351,919	1,243,194	1,668,275	1,686,083	2,866,474
7,759,927	7,498,555	8,556,748	11,861,587	14,747,543

370,817	234,315	664,830	253,925	157,044
-	-	-	-	-
125,062	24,373	-	30,291	-
-	-	-	-	-
-	-	-	-	341,696
2,639,636	2,986	421,012	1,254,321	487,128
3,135,515	261,674	1,085,842	1,538,537	985,868
-	2,833,587	2,295,600	651,980	2,660,990
-	-	-	3,573,939	1,412,911
3,135,515	3,095,261	3,381,442	5,764,456	5,059,769

4,624,412	4,403,294	5,024,031	6,097,131	9,687,774
-	-	151,275	-	-
4,624,412	4,403,294	5,175,306	6,097,131	9,687,774
7,759,927	7,498,555	8,556,748	11,861,587	14,747,543

15,453,830	18,532,586	22,737,775	23,847,710	26,226,768
2,406,478	2,545,339	3,207,236	3,657,033	4,150,330

820,710	772,940	1,011,441	1,041,897	887,657
456,846	575,029	151,986	231,490	1,220,111
447,710	25,801	300,059	473,921	-
-	-	-	-	-
1,105,833	1,437,900	3,079,826	4,308,645	5,250,992
81,499	99,202	-	-	-
20,772,906	23,988,797	30,488,323	33,560,696	37,735,858

14,515,161	16,587,660	20,126,401	24,415,561	26,146,790
3,700,784	4,192,521	5,030,718	6,224,234	6,579,540
-	-	-	-	-
18,215,945	20,780,181	25,157,119	30,639,795	32,726,330
3,553,946	4,758,961	5,776,464	5,190,780	6,176,753
436,805	517,326	356,028	115,571	95,053
22,206,696	26,056,468	31,289,611	35,946,146	38,998,136
(1,433,790)	(2,067,671)	(801,288)	(2,385,450)	(1,262,278)

1,073,400	1,003,803	358,406	233,709	302,238
27,556	37,524	-	-	-
766,167	805,226	1,214,894	3,073,566	4,550,683
-	-	-	-	-
1,867,123	1,846,553	1,573,300	3,307,275	4,852,921

22,640,029	25,835,350	32,061,623	36,867,971	42,588,779
-	-	-	-	-
22,640,029	25,835,350	32,061,623	36,867,971	42,588,779

433,333	(221,118)	772,012	921,825	3,590,643
4,191,079	4,624,412	4,403,294	5,175,306	6,097,131
-	-	-	-	-
4,624,412	4,403,294	5,175,306	6,097,131	9,687,774

FISCAL ANALYSIS

BROOKLYN PROSPECT CHARTER SCHOOL (COMBINED)

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

Total Expenses

2016 17	2017 18	2018 19	2019 20	2020 21
3,427,479	4,019,400	2,186,810	2,100,754	2,331,891
8,753,600	9,878,998	12,030,535	13,912,741	14,417,557
1,260,219	1,947,171	1,978,443	1,843,203	1,625,398
-	-	-	-	-
13,441,298	15,845,569	16,195,788	17,856,698	18,374,846
2,372,056	3,470,228	3,610,198	4,095,605	3,982,739
385,320	-	-	-	-
-	-	3,418,397	3,890,931	4,295,198
2,080,343	2,858,106	4,520,863	6,543,215	7,932,500
152,601	179,325	174,098	158,689	82,584
644,740	824,176	540,088	866,049	1,386,735
49,380	66,207	717	8,796	-
790,635	960,346	1,215,421	968,194	554,990
687,009	719,917	759,959	786,046	798,985
1,603,316	1,132,594	854,082	771,923	1,589,559
22,206,698	26,056,468	31,289,611	35,946,146	38,998,136

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

2016 17	2017 18	2018 19	2019 20	2020 21
1,374	1,624	1,774	1,729	1,800
1,274	1,524	1,824	1,856	1,990
1,284	1,531	1,785	1,874	2,053
-	-	-	-	-
-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)

Increase over prior year

-	-	-	-	-
0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

16,176	15,673	17,084	17,904	18,383
1,454	1,206	882	1,764	2,364
17,630	16,879	17,965	19,669	20,747

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3

14,185	13,577	14,097	16,346	15,942
3,108	3,447	3,436	2,831	3,055
17,293	17,024	17,533	19,177	18,998

% of Program Services
% of Management and Other

82.0%	79.8%	80.4%	85.2%	83.9%
18.0%	20.2%	19.6%	14.8%	16.1%

% of Revenue Exceeding Expenses - GRAPH 5

% of Revenue Expended on Facilities

2.0%	-0.8%	2.5%	2.6%	9.2%
10.0%	11.9%	14.8%	19.5%	21.0%

Student to Faculty Ratio

10.1	10.4	10.1	9.6	10.5
------	------	------	-----	------

Faculty to Admin Ratio

2.4	2.7	6.3	7.3	7.5
-----	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

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

1.6	1.7	2.0	2.3	2.8
Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

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

(1,531,953)	1,296,522	915,240	4,164,537	6,472,029
-6.8%	5.0%	2.9%	11.3%	15.2%
0.5	6.0	1.8	3.7	7.6
HIGH	LOW	MEDIUM	LOW	LOW
Poor	Excellent	Good	Excellent	Excellent

Quick (Acid Test) Ratio

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

0.4	5.4	1.7	3.6	7.5
HIGH	LOW	MEDIUM	LOW	LOW
Poor	Excellent	Good	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

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

0.4	0.4	0.4	0.5	0.3
LOW	LOW	LOW	MEDIUM	LOW
Excellent	Excellent	Excellent	Good	Excellent

Months of Cash - GRAPH 8

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

0.1	0.2	0.4	1.4	1.8
HIGH	HIGH	HIGH	MEDIUM	MEDIUM
Poor	Poor	Poor	Good	Good

FUTURE PLANS

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

Brooklyn Prospect 13.2 is an academic success and is supported by an effective, viable organization. Both the charter and education corporation are fiscally sound and present sound financial plans. As such, the plans for Brooklyn Prospect Schools to operate Brooklyn Prospect 13.2 for the next charter term are reasonable, feasible, and achievable.

BROOKLYN PROSPECT CHARTER SCHOOL 13.2

Plans for the Charter'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. Brooklyn Prospect 13.2 plans to continue to implement the same core elements of its educational program that enabled the charter to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the charter to meet or come close to meeting its academic goals in the next charter term. Brooklyn Prospect 13.2 is requesting to grow to serve 6th – 8th grade during the next charter term, if renewed. The Institute reviewed Brooklyn Prospect Schools' plans for growth into the middle school grades and finds that it plans to replicate the Brooklyn Prospect Schools' effective middle school programming at Brooklyn Prospect 13.2. The plans also include a pathway for 8th grade students to matriculate to Brooklyn Prospect 15's high school program.

Plans for Board Oversight & Governance. The Brooklyn Prospect Schools' board members express interest in continuing to serve on the board. The board may add more members to support its governance and oversight.

Fiscal & Facility Plans. The education corporation has met its fiscal benchmarks and presents a reasonable fiscal plan for the charter over the next charter term.

Brooklyn Prospect 13.2 currently has plans to use the existing lower elementary space to incubate the growth of the middle school grades. The lower elementary plans to move to a new leased space beginning in fall 2023.

	CURRENT	END OF NEXT CHARTER TERM
<i>Enrollment</i>	454	798
<i>Grade Span</i>	K-5	K-8
<i>Teaching Staff</i>	40	72
<i>Days of Instruction</i>	180	180

Brooklyn Prospect 13.2

Ax

APPENDICES

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BROOKLYN PROSPECT CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR	TRUSTEES
Gravelle Pierre	Maya Petrocelli
	Sam Koch
	Angela Bucci Kurzawa
	Juliet Cullen-Cheung
	Sara Keenan
	Michelle Ramírez
	Joanne Garce-Rodriguez

PROSPECT SCHOOLS, INC. BOARD OF DIRECTORS

CHAIR	TRUSTEES
Ahmed Haque	Stephen Bailey
TREASURER	
Kate Eberle Walker	
SECRETARY	
Penny Marzulli	

CHARTER LEADERS

PRINCIPAL
<i>Emily Carroll-Chocolaad (2020 to Present)</i>
<i>Emily Carroll-Chocolaad, K-1 Principal (2019-20)</i>
<i>Kate Carroll-Outten, 2-5 Principal (2019-20)</i>
<i>Ellen Borenstein (2015-16 to 2018-19)</i>
NETWORK CEO
<i>Tresha Ward (2021-22 to Present)</i>
<i>Daniel Rubenstein (2009-10 to 2020-21)</i>

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	449	341	76%	K-4
2019-20	431	417	97%	K-5
2020-21	455	420	92%	K-5
2021-22	375	412	110%	K-5
2022-23	454	404	89%	K-5

APPENDIX A: CHARTER SCHOOL OVERVIEW

TIMELINE OF CHARTER SCHOOL RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2008-09	Brooklyn Prospect 15 - First Year	April 13, 2010
2010-12	Brooklyn Prospect 15 - Evaluation Visit	October 6, 2011
2013-14	Brooklyn Prospect 15 - Initial Renewal	October 2 - 3, 2013
2015-16	International Charter School - First Year	June 14, 2016
2016-17	Brooklyn Prospect 13 - First Year	May 11, 2017
2017-18	International Charter School - Evaluation	May 15-16, 2018
2018-19	Brooklyn Prospect 15 - Subsequent Renewal	November 13 - 14, 2018
2019-20	International Charter School - Initial Renewal	November 5-6, 2019
2020-21	Brooklyn Prospect 13 - Initial Renewal	December 7 - 10, 2020
2022-23	Brooklyn Prospect 13.2 - Subsequent Renewal	September 14, 2022

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
September 14, 2022	Andrew Kile	Managing Director of School Evaluation

BENCHMARK SUMMARY

For strong performing SUNY authorized charter schools that implement a common school design across multiple charters, the Institute provides an analysis and description of the charters' academic design structure using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on assessment, curriculum, pedagogy, leadership, at-risk programs, organizational capacity, and board oversight. The following program description analyzes and reports on the charter design that produced the high quality outcomes captured in the body of this renewal report.

ASSESSMENT

Brooklyn Prospect Schools has an assessment system that improves instructional effectiveness and student learning. There are four pillars of the charters' assessment strategy: end-of-year summative criterion referenced assessments; interim assessments; benchmark assessments; and, classroom-based formative assessments. This multi-pronged assessment strategy enables charters to triangulate needs collected during the year using a variety of formats. Prospect Schools provides the charters with the i-Ready Diagnostic assessment for English language arts ("ELA") and mathematics and the Strategic Teaching and Evaluation of Progress ("STEP") for reading. Instructional leaders and teachers grade assessments together using common rubrics in order to promote scoring and analyzing that is valid and reliable. Teachers review student data in grade level and content team meetings in collaboration with instructional leaders who provide feedback. Charters engage in five data cycles, through which charters regroup students according to skills mastery and needs. Teachers regularly examine student data to analyze learning gaps and discuss with students how to close those learning gaps. Weekly data meetings allow teachers to regularly review student work such as exit tickets. The network imports data into Illuminate, a data visualization platform, to track student progress, identify areas of need, and inform interventions.

CURRICULUM

Brooklyn Prospect Schools' curriculum supports teachers with instructional planning. The network designed its curriculum based on the tenets of the International Baccalaureate ("IB") program so that the curriculum meets New York's Common Core State Standards and promotes creative inquiry and problem solving, innovative critical thinking, personal reflection, and collaborative student learning. The network develops Kindergarten – 5th grade unit and lesson plans based on Expeditionary Learning for ELA and Achievement First Navigator curriculum for mathematics. In 6th – 8th grade, teachers use Facing History and Ourselves for humanities curriculum and Illustrative Mathematics for mathematics. All middle school level students follow a world languages course of study in Mandarin or Spanish. To facilitate International Charter School of New York's ("International Charter School's")* merger with Brooklyn Prospect Schools, the network trained educators on its protocols used to unpack modules and unit plans.

**International Charter School is the former name of Brooklyn Prospect Charter School-CSD 13.2 prior to the merger with Brooklyn Charter Schools.*

PEDAGOGY

Brooklyn Prospect Schools has structures in place to enable high quality instruction. The charters employ a two teacher model in all classes, in which there are either two lead teachers or one lead teacher and one resident teacher. All teachers provide data driven and differentiated instruction. The charters also feature intervention blocks for data informed small group instruction. Elementary level classes are self-contained in Kindergarten – 2nd grade and departmentalized in 3rd – 5th grade. The middle school program embeds literacy study and skills practice across all subject areas. Teachers deliver purposeful lessons with clear objectives and the charters’ culture and discipline structures support teachers to manage their classrooms to create a consistent focus on academic achievement. Students regularly participate in a variety of enrichment classes such as physical education, performance arts, fine arts, and dance. In 2022-23, teachers ensure students benefit from rigorous and engaged learning, in part through continuing the small group instruction initiative.

INSTRUCTIONAL LEADERSHIP

Brooklyn Prospect Schools has strong instructional leadership. A principal leads each campus in the education corporation and reports directly to the network’s chief academic officer. Elementary programs employ three additional instructional leaders including a head of instruction, who focuses on coaching and pedagogy; a head of academics, who oversees curriculum, assessment, and intervention services; and, a head of student support services, who focuses on meeting the needs of students with disabilities and English language learners (“ELLs”).

Middle school programs incorporate a department head structure for each core subject along with a student services department and grade level leaders. Each instructional leader provides coaching to a group of teachers through individual meetings with teachers based on regular classroom observations. Charters utilize a network-created rubric to conduct two formal teacher evaluations annually. The network provides its teachers with robust professional development including a goal setting program through which teachers collaborate to set professional goals that are tied to student performance and ongoing coaching cycles that incorporate data driven instruction and Universal Design by Learning (“UDL”) approaches. UDL approaches include a focus on school culture that encourage all students, including the most vulnerable student populations, to feel safe and connected to peers and teachers. In the summer of 2022, charters provided two weeks of professional development to all instructional staff members and additional training to teacher leaders.

To facilitate International Charter School’s successful merger with Brooklyn Prospect Schools, the network’s instructional leaders, along with grade level teams, conduct weekly classroom observations and weekly data meetings to identify the highest leverage teaching practices that would impact students of traditionally marginalized demographic groups.

AT RISK PROGRAM

Brooklyn Prospect Schools meets the educational needs of students struggling academically, students with disabilities, and ELLs. The network employs a director of student support and an ELL Coordinator to support the learning needs of at-risk students. Child Study Teams (“CST”), a multidisciplinary group of educators, staff members and social workers, meet bi-monthly to ensure students receive the support and services critical for

academic and personal growth. Charters also provide support for struggling students through a three tiered Response to Intervention (“RTI”) system. With the use of a variety of assessment data and curricular programs, charters create intervention groups to support students with reading skills to improve accuracy, fluency, and comprehension.

When a student is struggling academically and not making progress, charters develop a plan with the student and family to provide the student with additional structure and support. For students with disabilities, the network provides an Integrated Co-Teaching (“ICT”) model in all grades, as well as a 12:1+1 setting at middle school campuses. The school also offers Special Education Teacher Support Services (“SETSS”) in which a learning specialist provides specialized support up to three hours per week and as much as 50% of each school day. Members of the student support services (“SSS”) team monitor student assessment performance and update shared documents so that instructional leaders and teachers are aware of at-risk student progress over time. Special education teachers work with general education teachers to adjust learning environments and modify and adapt instructional techniques and methods to meet the individual needs of students with disabilities. The charters also implement an extra period of literacy support for all ELLs and students in need of reading intervention support. Elementary and middle school programs have an ELL liaison to oversee the progress of ELLs.

ORGANIZATIONAL CAPACITY

Brooklyn Prospect Schools effectively supports the delivery of the educational program. At each charter program, the director of school operations manages business and administrative leadership and supervises an operations team that includes an operations coordinator and registrar. All programs feature a director of school culture to shape and guide each charter program’s culture and discipline systems. The network utilizes Responsive Classroom, an approach to teaching and behavior management that integrates academic and social emotional skill development. The network has a set of beliefs and values that inform the discipline policy. The network prioritizes building diverse and inclusive communities by serving students and families from an array of racial, cultural, linguistic, and socioeconomic backgrounds. Through good faith efforts to attract and retain a diverse student body, the network maintains a students with disabilities population of approximately 20% while the admissions policy allows for a 50% set aside for families eligible for free and reduced lunch via a lottery preference. The network also prioritizes employing diverse staff members who reflect its students’ demographics.

The network regularly monitors and evaluates its programs and makes changes when deemed necessary. For example, drawing on lessons learned during the COVID-19 pandemic and recent social justice events like Black Lives Matter protests, the network prioritized particular areas such as emotional health to respond to trauma and to increase community building opportunities for staff members and students. The network has increased its anti-racism focus so that it can make immediate and sustainable progress toward becoming a diverse by design organization focused on equity, inclusion, and anti-racism. To further support International Charter School’s integration with Brooklyn Prospect Schools, the network assigned a leader liaison who, along with other network colleagues, works closely with the charter’s leaders on an array of matters including philosophical underpinnings of instructional approaches; rooting practices on research; curricular transitions; supporting students with disabilities and ELLs; staffing structures; and, family communications.

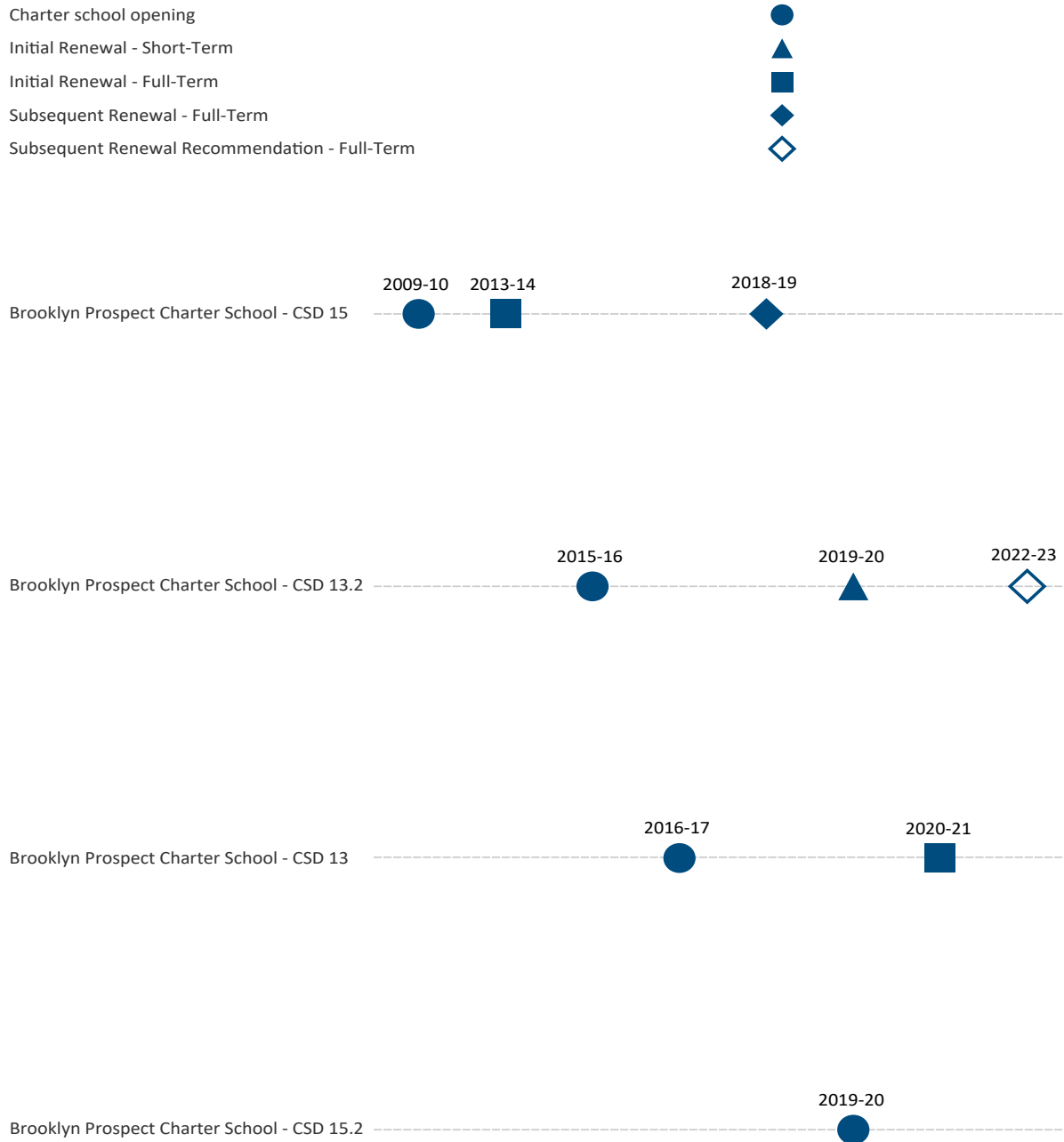
BOARD OVERSIGHT AND GOVERNANCE

Brooklyn Prospect Schools' board works effectively to achieve each charter's Accountability Plan goals. The board's eight members represent a wide variety of skill sets and expertise including education, legal, finance, business, and real estate. The network provides board members with access to all applicable board manuals and training regarding charter school law and regulations. The board has five committees that allow for a clear division of responsibilities and facilitate board operations. Committees include academic oversight; finance and audit; diversity, equity and inclusion ("DEI"); facilities; and, governance. Through reports from the network's chief academic officer and the academic oversight committee, the board tracks each charter's progress toward meeting goals in its Accountability Plan including regularly auditing the performance of charters against academic accountability benchmarks. The governance committee engages new board members, acts to fill board vacancies, evaluates the board's overall capacity, leads board self assessment, and provides feedback to the full board on areas for growth. Board members hold an annual retreat that allows for in-depth discussions and long term, strategic goal setting. The board makes adjustments to its operations as necessary. For example, as a result of COVID-19 related facility closures, the board met more frequently than in typical years to discuss the evolving situation and followed recommendations for recording and transcribing its video based public meetings. The board conducts regular evaluation of Prospect Schools, and the board requires the network to present regularly on the educational, operational, and financial performance of each charter as well as to provide comprehensive quarterly written reports.

The board employs a consensus-based approach to decision making through which board members put issues to vote when the board is ready to be at consensus. Regularly occurring committee meetings are key to this consensus-based approach. A clear strategic plan guides the work of the board and the management company.



EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



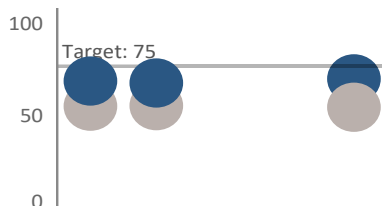
APPENDIX C: EDUCATION CORPORATION OVERVIEW

EDUCATION CORPORATION CHARTER CHARACTERISTICS

CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Brooklyn Prospect Charter School - CSD 13	Brooklyn CSD 13	No	700	K-8
Brooklyn Prospect Charter School - CSD 13.2	Brooklyn CSD 13	No	454	K-5
Brooklyn Prospect Charter School - CSD 15	Brooklyn CSD 15	No	N/A	N/A
Brooklyn Prospect Charter School - CSD 15.2	Brooklyn CSD 15	No	1,155	K-1, 6-12

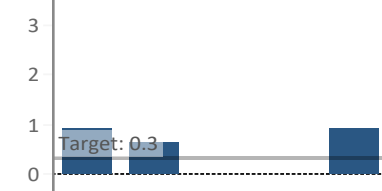
BROOKLYN PROSPECT CHARTER SCHOOL AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	Districts %	Ed.Corp. %
2018	55	68
2019	55	67
2020	N/A	N/A
2021	N/A	N/A
2022	54	69

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2018	0.93
2019	0.65
2020	N/A
2021	N/A
2022	0.93

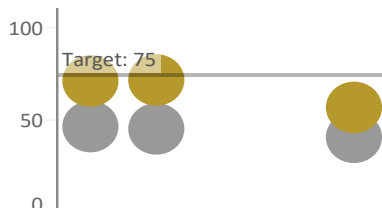
Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth Percentile
2018	52.0
2019	47.8
2020	N/A
2021	N/A
2022	N/A

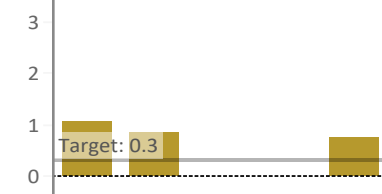
EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	Districts %	Ed.Corp. %
2018	47	72
2019	46	72
2020	N/A	N/A
2021	N/A	N/A
2022	42	58

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2018	1.07
2019	0.87
2020	N/A
2021	N/A
2022	0.75

Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.

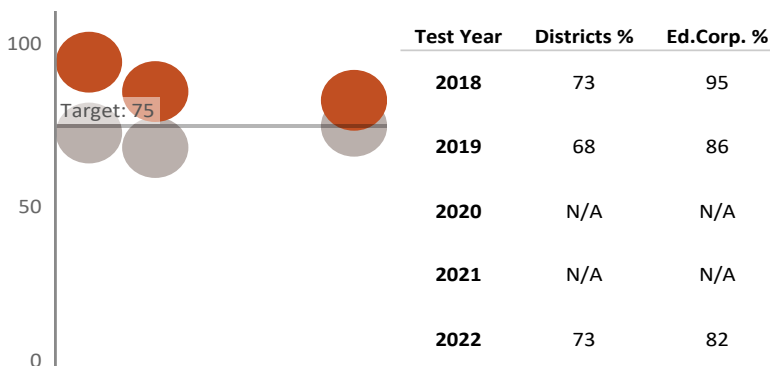


Test Year	Ed. Corp. Mean Growth Percentile
2018	60.9
2019	50.5
2020	N/A
2021	N/A
2022	N/A

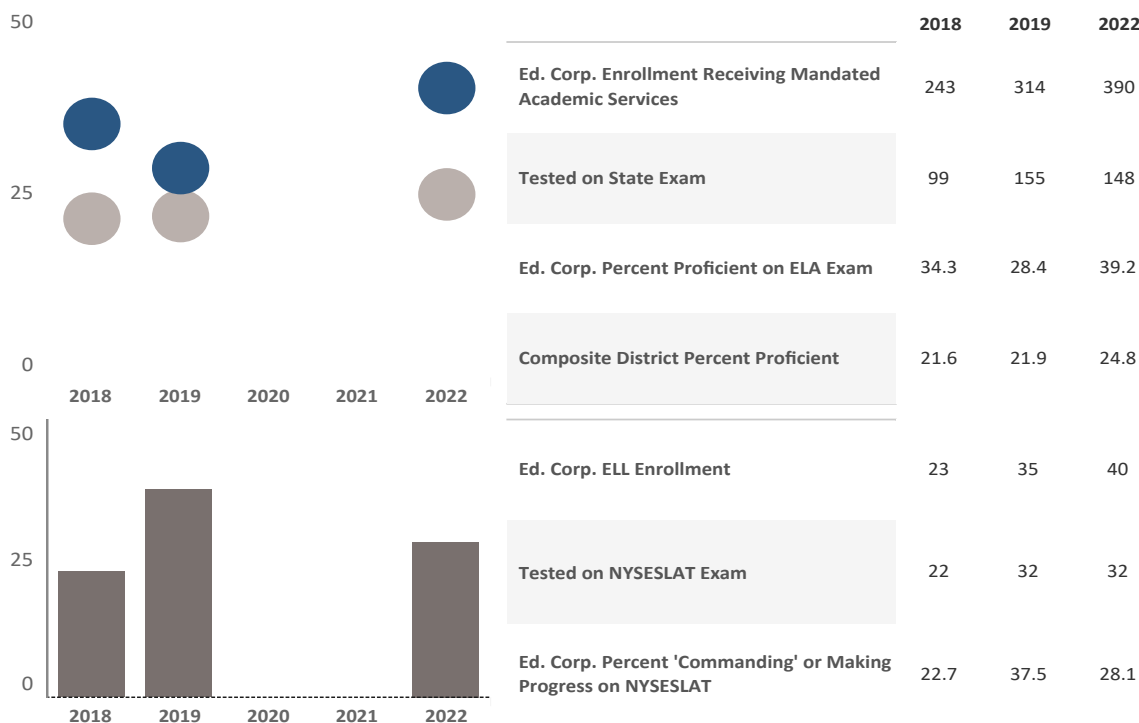
* The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City Community School Districts ("CSD's") in which a charter in the education corporation is located. The data reflected results for all charters in the education corporation that have produced New York State exam results.

BROOKLYN PROSPECT CHARTER SCHOOL AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS

Composite District Comparison. The chart shows the percentage of students enrolled in at least their second year at **the education corporation** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



AGGREGATE PERFORMANCE OF STUDENTS WITH DISABILITIES AND ELLS FOR EDUCATION CORPORATION*

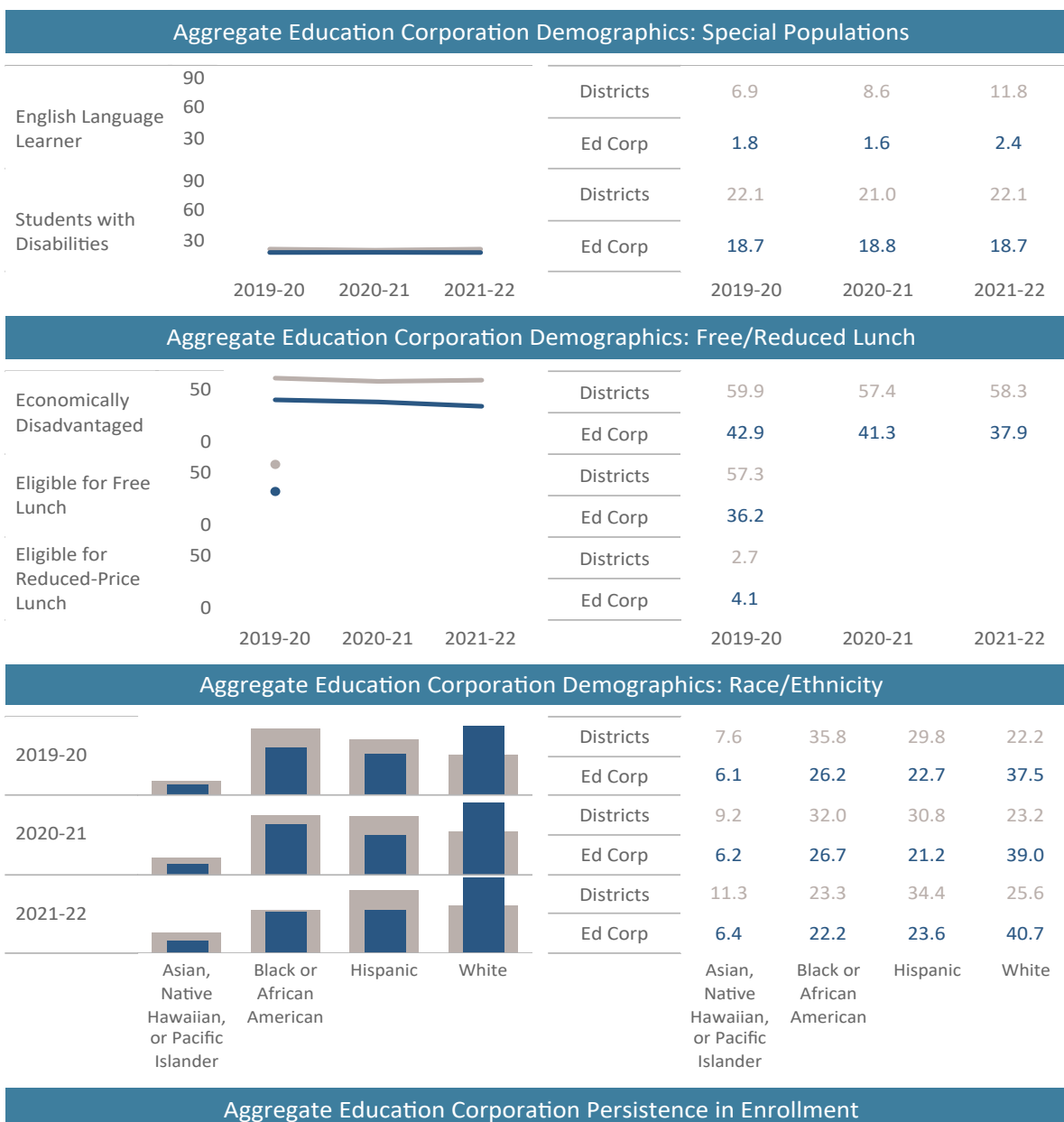


*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

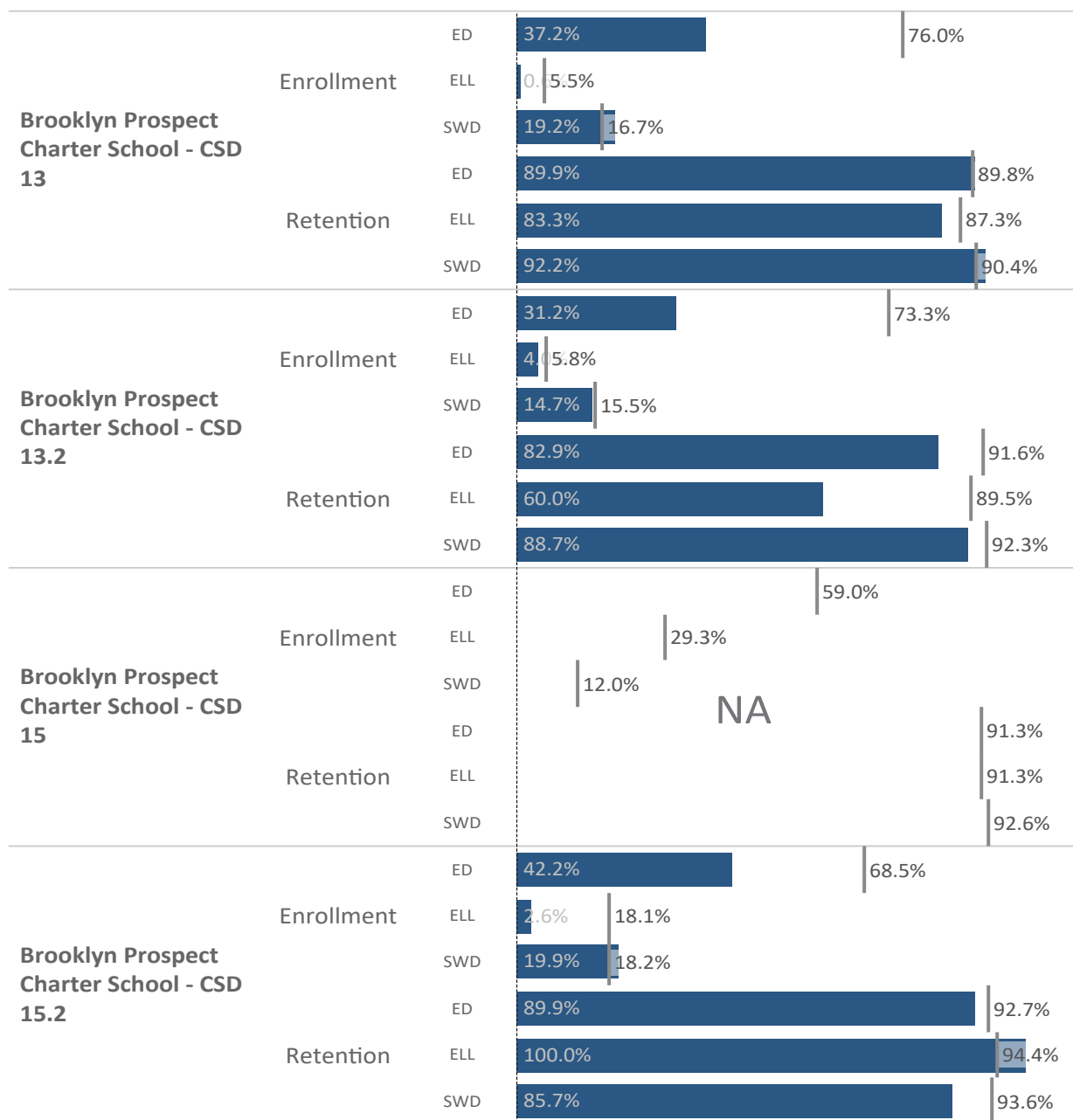
BROOKLYN PROSPECT CHARTER SCHOOL AGGREGATE HIGH SCHOOL PERFORMANCE FOR ALL CHARTERS



Brooklyn Prospect Charter School Aggregate Education Corporation Enrollment and Persistence

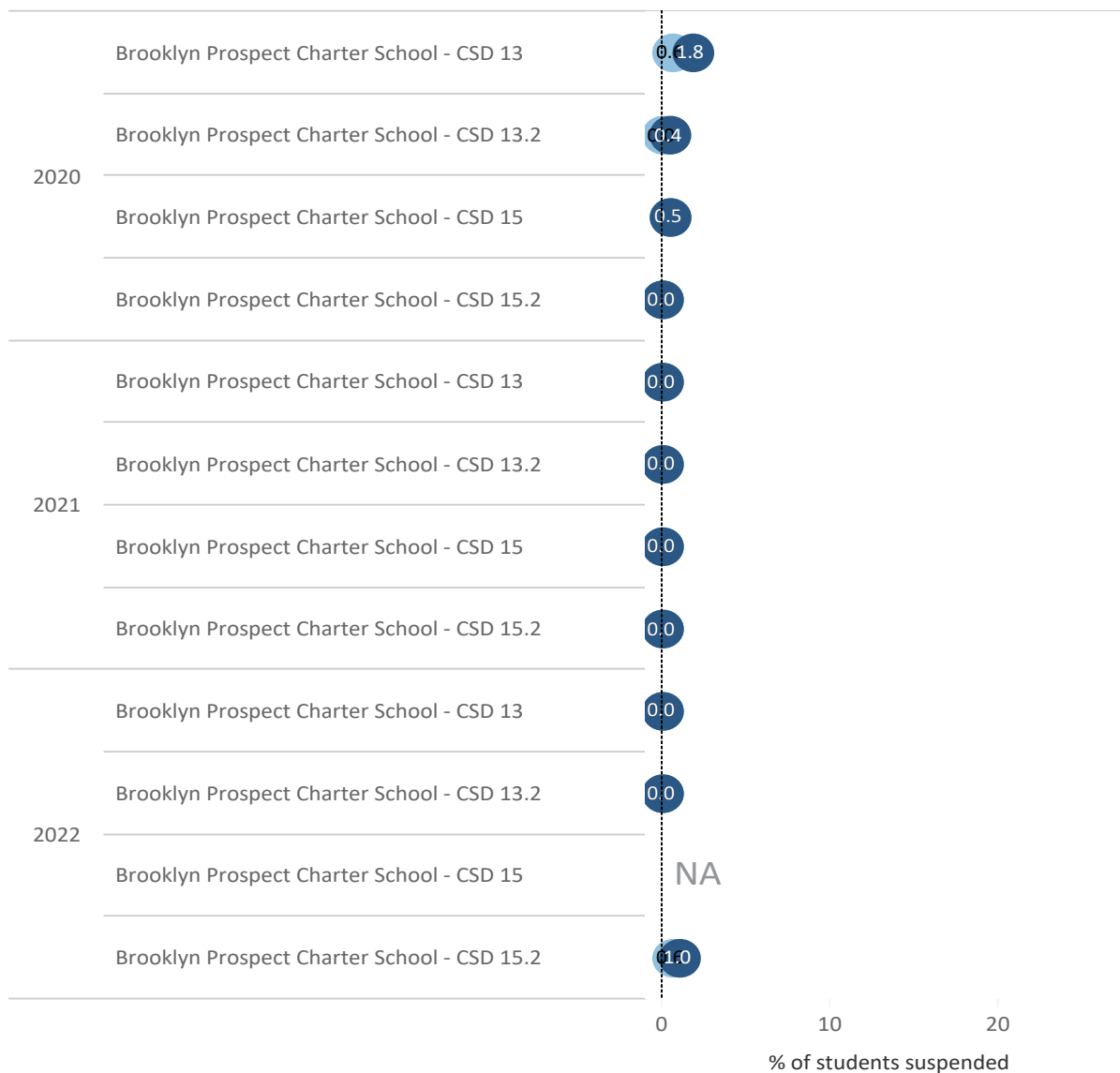


ENROLLMENT AND RETENTION TARGETS



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

Suspensions: The education corporation's out of school suspension rate and in school suspension rate.



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

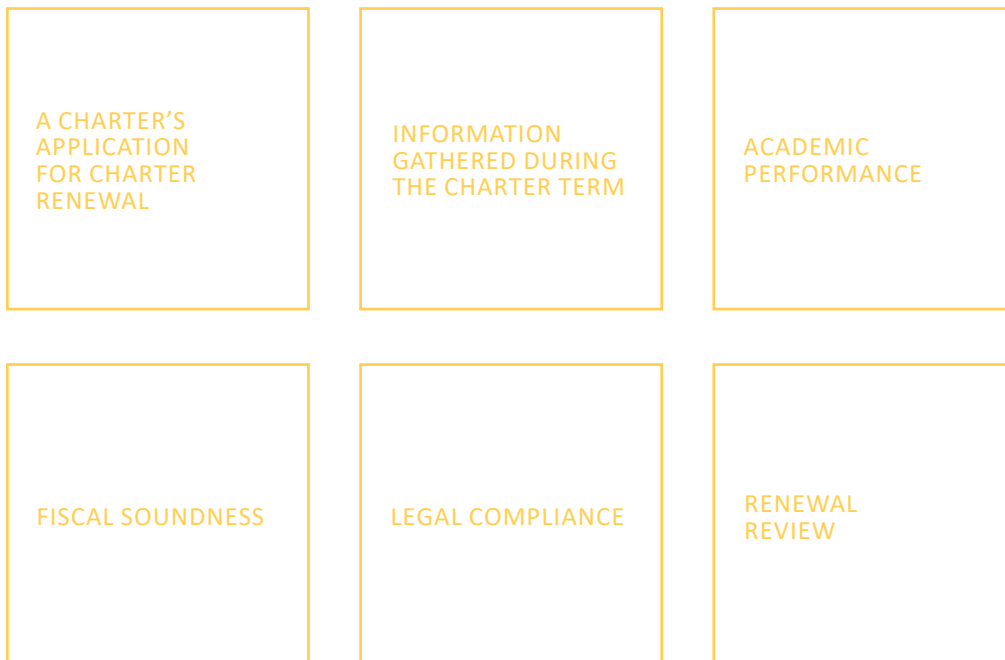
During the most recent school year, the education corporation expelled 0 students.

The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

REPORT FORMAT

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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



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

1. Revised September 4, 2013 and available on the [Institute's website](#).

This renewal recommendation report compiles evidence using the **State University of New York Charter Renewal Benchmarks** (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful charter 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 charter has made an adequate case for renewal.

RENEWAL QUESTIONS



IS THE CHARTER AN ACADEMIC SUCCESS?

IS THE CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS THE CHARTER FISCALLY SOUND?

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

This report contains appendices that provide additional statistical and organizationally related information including a statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the charter. If applicable, the appendices also include additional information about the education corporation, its schools and student achievement of those charters.



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](#).

2. Version 5.0, May 2012, available on the [Institute’s website](#).



IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,³ the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. 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 all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

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

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

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

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

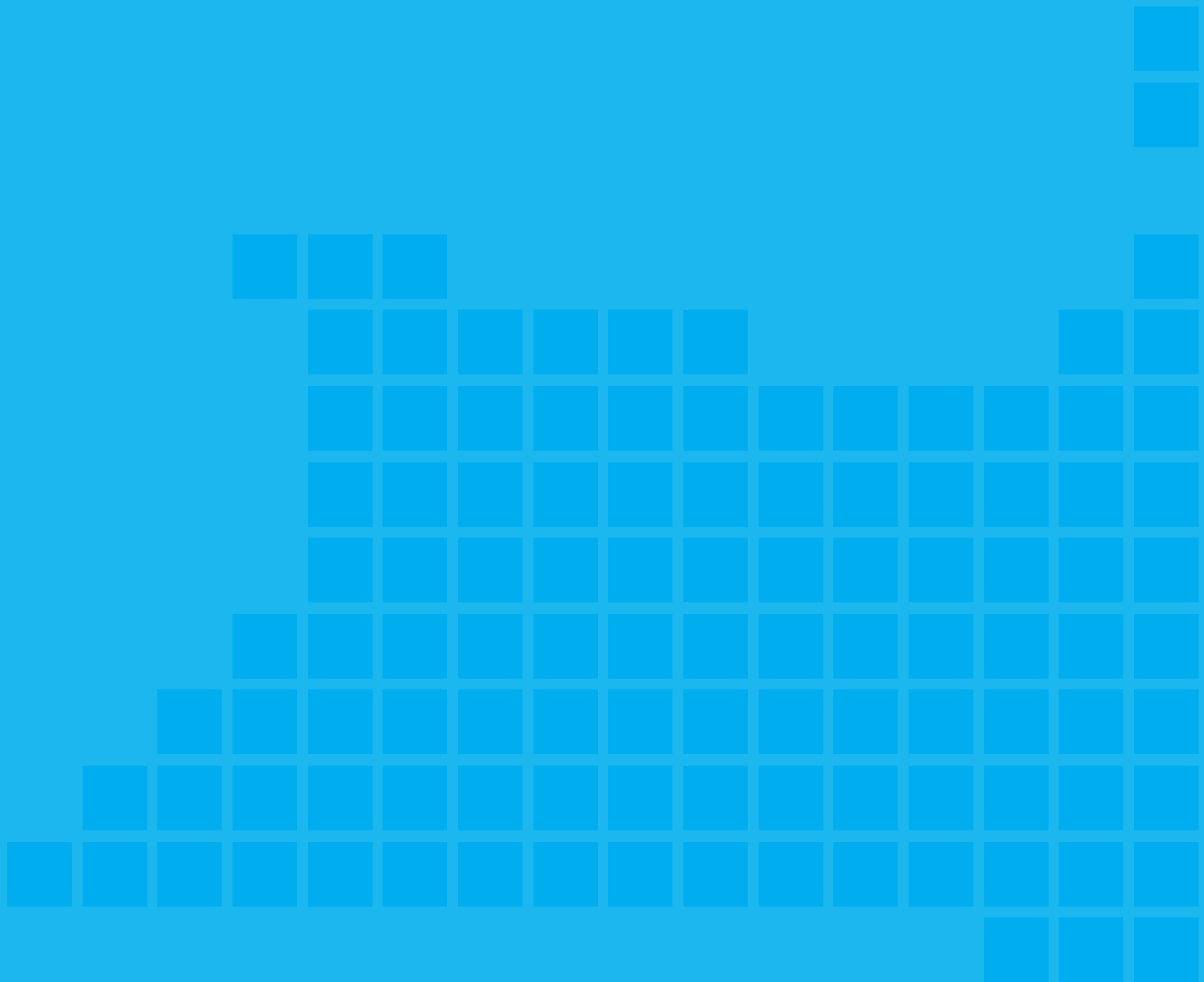
The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. 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 charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd- 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state's cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



Charter Schools Institute
The State University of New York