

**THE SUNY CHARTER SCHOOLS
INSTITUTE**

*RENEWAL RECOMMENDATION REPORT
BROOKLYN DREAMS CHARTER SCHOOL*

Report Date: March 7, 2023

Review Date: October 11 - 12, 2022

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The State University of New York

CONTENTS

1 CHARTER SCHOOL BACKGROUND

3 RENEWAL RECOMMENDATION

4 EXECUTIVE SUMMARY

6 DATA PRESENTATION

22 FISCAL ANALYSIS

28 FUTURE PLANS

29 APPENDICES

A: Charter School Overview

B: Report Information

CHARTER SCHOOL BACKGROUND

BROOKLYN DREAMS CHARTER SCHOOL

259 Parkville Avenue, Brooklyn | Grades: K-8 | NYC Community School District 22

The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Brooklyn Dreams Charter School (“Brooklyn Dreams”) on January 15, 2010. The charter opened in fall 2010, serving 196 students in Kindergarten – 3rd grade. Brooklyn Dreams partners with National Heritage Academies, Inc. (“NHA”, or the “network”), a Michigan educational charter management organization (“EMO”). NHA provides the school with back office services, such as human resources, purchasing, budget management, and financial oversight. NHA provides academic service support through leadership coaching, assessment and curriculum development, and professional development design. NHA partners with three SUNY authorized charter schools under separate education corporations with distinct boards.

“ MISSION

The mission of Brooklyn Dreams Charter School is to offer the families of Brooklyn a school with a culture that values integrity, academic excellence, and accountability, where all students are given the opportunity for success in high school, college, and beyond by offering an academically rigorous and challenging Kindergarten – 8th grade educational program.

CURRENT CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment:
712

Charter Expiration:
July 31, 2023

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8th

Chartered Enrollment:
712

Charter Expiration:
July 31, 2028

KEY DESIGN ELEMENTS

Academic excellence;



Character development; and



Accountability.



CHARTER SCHOOL BACKGROUND



NOTEWORTHY

Brooklyn Dreams created a parent university program to provide families with tools needed to support their children's education. At the beginning of each year, the charter's behavior and emotional support team conducts a parent needs assessment to identify topics to provide training for families during the year. The Brooklyn Dreams behavior and emotional support and instructional teams then cover these topics in monthly parent university sessions throughout the school year.

RESPONSE TO INTERRUPTED INSTRUCTION CAUSED BY COVID-19

In response to interrupted instruction due to COVID-19, Brooklyn Dreams implements a comprehensive intervention program to support students in making greater than average growth. In the 2021-22 school year, the charter began implementing the Heggerty intervention program to support the phonemic awareness of students in Kindergarten – 2nd grade who have limited experience with in-person literacy instruction. Brooklyn Dreams also allocated a portion of federal aid funds to launch a tutoring initiative and summer learning program during the 2021-22 and 2022-23 school years to increase students' proficiency rates. Teachers and instructional leaders engage in more frequent data dives to analyze the impact of interventions programs throughout the school year. As a result, principals and leaders are able to identify students in need of additional interventions earlier and modify supports more frequently throughout the school year based on student needs.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Full-Term Renewal. *The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the Application for Charter Renewal of Brooklyn Dreams Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 712 students. The Institute makes this recommendation based on Brooklyn Dreams Charter School meeting the criteria for charter renewal set forth in 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*



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 five years is likely to improve student learning and achievement and materially further the purposes of the Act.²

1. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During its five year charter term, Brooklyn Dreams is an academic success having come close to meeting its key Accountability Plan goals. 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 Dreams is an academic success. Over the current charter term, the school came close to meeting its Accountability Plan goals. The charter demonstrates success in the following ways:

- The charter consistently posted positive effect sizes during the charter term indicating that the charter performed higher than expected compared to demographically similar schools in English Language Arts ("ELA") and mathematics;
- Brooklyn Dreams demonstrates promising growth on its internal assessments including the nationally normed i-Ready assessment. Notably in 2021-22, the charter posted high growth results in ELA and mathematics including for students who posted low achievement in the fall of the 2021-22 school year; and,
- The school delivers high quality instruction for students, and leaders have effective observation and feedback systems in place to support teachers.

Is the charter an effective, viable organization?

Brooklyn Dreams is an effective organization. The charter's partnership with NHA allows instructional leaders to focus on supporting the academic program. The school, with the support of NHA, meets its compliance and regulatory requirements, all enrollment targets, and works to meet retention targets. The board provides effective oversight of the charter and guides decision making in alignment with the charter's mission and key design elements.

Is the charter fiscally sound?

Brooklyn Dreams is fiscally sound based on the evidence collected through renewal review. The education corporation operates under an EMO sweep contract and presents a reasonable and appropriate fiscal plan for the next charter term. An independent auditor found accounting reconciliations that were not fully completed and supported by back up documentation throughout the year due to under staffing in the EMO's finance department.

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 Dreams' plans for the future are reasonable, feasible, and achievable. The charter plans to implement the same core elements of its educational program that led to its success over the current charter term. Board members intend to remain with the board in the next charter term, if renewed.

EXECUTIVE SUMMARY

Brooklyn Dreams' educational program provides quality instruction that supports students' character development in alignment with the charter's mission. With the support of NHA, Brooklyn Dreams continues to strengthen the rigor of its academic program and comprehensive professional development for teachers.

Instructional leaders set academic priorities that demonstrate high expectations for student achievement. Principals and instructional leaders set benchmark goals for each academic year and regularly track progress toward those goals using internal benchmark assessments and nationally normed assessments. Instructional deans, with the support of network curriculum specialists, consistently provide teachers with robust individual observations, coaching, and feedback to improve student outcomes.

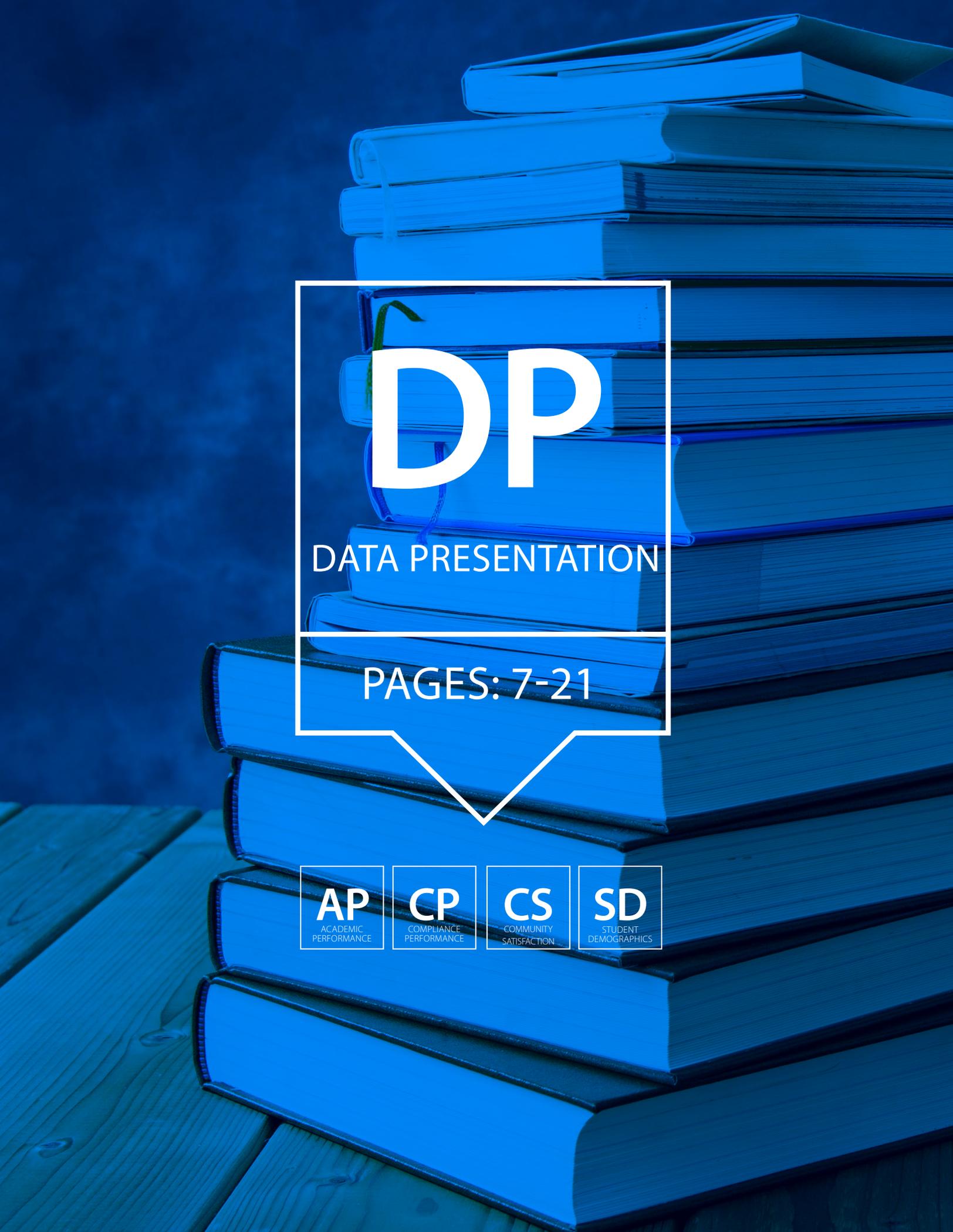
In the present charter term, Brooklyn Dreams expanded its at-risk services program to include a 12:1+1 classroom at the middle school program and additional English Language learners ("ELL") classrooms to address the shifting needs of the charter's student body. NHA identified Brooklyn Dreams' dean of special education, as well as systems and routines surrounding the charter's at-risk programming, as particularly strong and leverages these strengths as a model to support at-risk programs at other NHA-affiliated charter schools in New York City.

Brooklyn Dreams' partnership with NHA expands organizational capacity, providing fiscal, curriculum, and operational support. The charter's board of trustees provides oversight of the charter's academic program and the services provided by NHA and plans to strengthen its oversight of the management organization to ensure teachers and instructional leaders receive the resources required to maintain the quality educational program.

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 programs, the Institute finds that the charters meet the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant Brooklyn Dreams Charter School a Full Term Subsequent Renewal of five years.





DP

DATA PRESENTATION

PAGES: 7-21

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

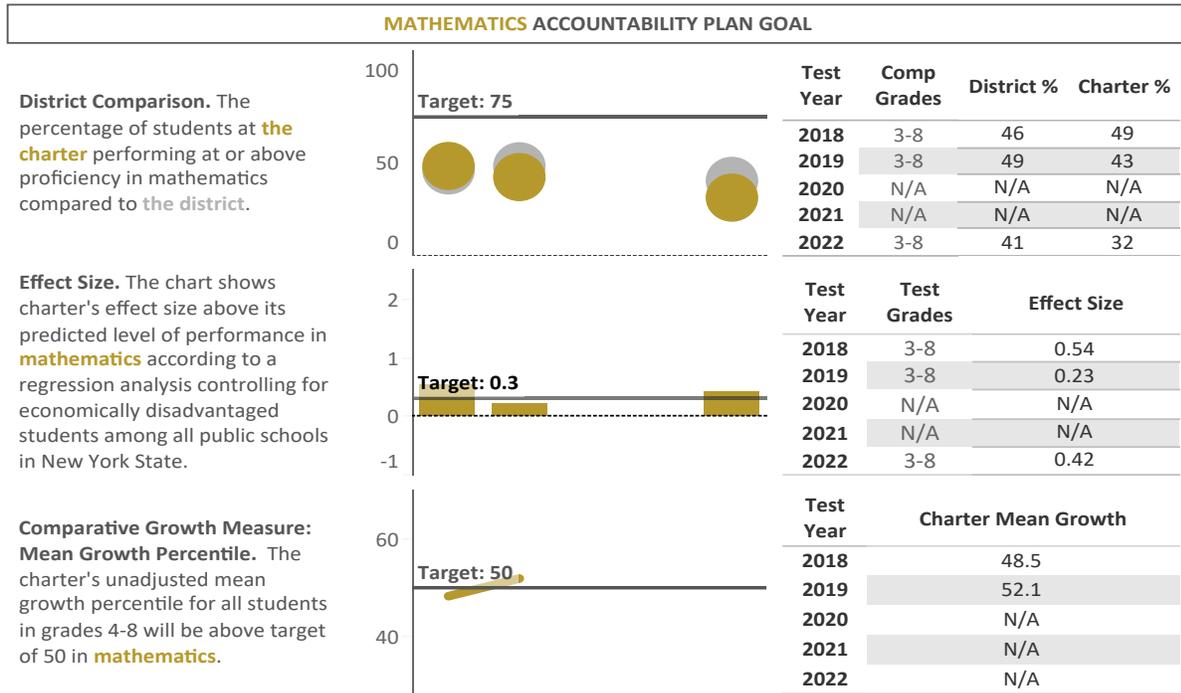
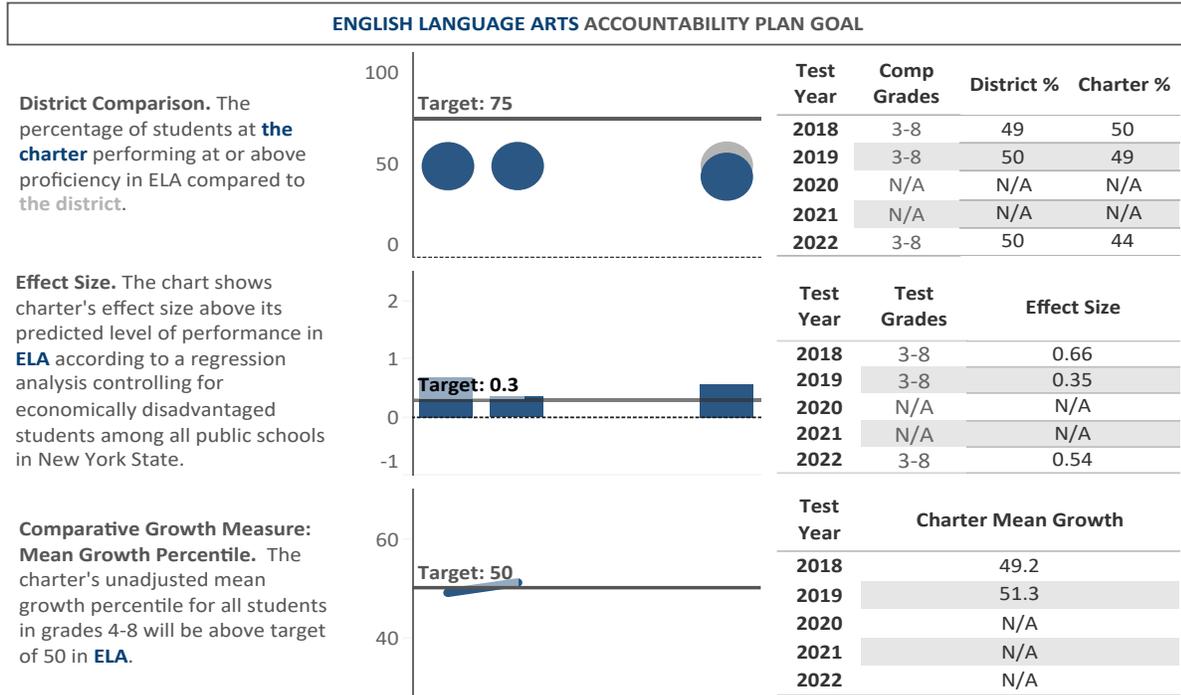
COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

ACADEMIC PERFORMANCE

BROOKLYN DREAMS CHARTER SCHOOL



ACADEMIC PERFORMANCE

BROOKLYN DREAMS CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL				
	100	Test Year	District %	Charter %
Science: Comparative Measure. The percentage of students at the charter in at least their second year performing at or above proficiency in science compared to the district .	Target: 75	2018	77	55
		2019	75	58
	50	2020	N/A	N/A
		2021	N/A	N/A
		2022	68	53
	0			

SPECIAL POPULATIONS PERFORMANCE*			
	2018	2019	2022
Students with Disabilities Enrollment	109	116	127
Tested on State Exam	70	68	87
Charter Percent Proficient on ELA Exam	18.6	14.7	21.8
District Percent Proficient	18.3	18.4	19.7
ELL Enrollment	71	72	125
Tested on NYSESLAT Exam	65	71	96
Charter Percent 'Commanding' or Making Progress	18.5	21.1	15.6

* 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 Dreams came close to meeting its key academic Accountability Plan goals in ELA and mathematics over the charter term. In science, Brooklyn Dreams posted results slightly lower than the district and lower than the absolute target in every year of the term. Instructional leaders recognize the urgency to improve science results and have implemented curricular and professional development changes to the science program. The charter met its Every Student Succeeds Act (“ESSA”) goal.

Brooklyn Dreams came close to meeting its ELA goal over the five year charter term. In 2017-18 and 2018-19, the charter performed higher than expected to a meaningful degree in comparison to schools throughout the state enrolling similar concentrations of economically disadvantaged students. During the same two years, Brooklyn Dreams' students enrolled in at least their second year posted proficiency rates in ELA approximately the same as the district. The charter also posted mean growth percentiles that came close to or narrowly exceeded the target of 50. In 2021-22, the first year with state exam results suitable for analysis subsequent to the cancellation of exams in 2019-20, Brooklyn Dreams posted a baseline proficiency rate of 44% in ELA, just lower than that of the district's 50%.

In mathematics in 2017-18, 49% the charter's students enrolled in at least their second year scored at or above proficiency exceeding the district by three percentage points. The charter also performed higher than expected to a meaningful degree compared to demographically similar schools throughout New York state. The following year, Brooklyn Dreams posted a proficiency rate that fell under the district but continued to perform slightly higher than expected compared to demographically similar schools statewide. Although the charter's overall proficiency rate declined, Brooklyn Dreams increased its mean growth percentile in mathematics and surpassed the target of 50 by two points. In 2021-22, Brooklyn Dreams posted a baseline proficiency rate of 32%, which was lower than the district.

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 assessment. In 2021-22, Brooklyn Dreams' median growth scores in both ELA and mathematics far surpassed the target for expected growth from baseline demonstrating the school's capacity to effectively grow the learning of its students at higher than expected rates.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

The charter's assessment system provides leaders and teachers with frequent data on student performance that supports teachers and leaders in modifying instruction based on student needs. The charter administers assessments multiple times throughout the year, inclusive of AimsWeb and i-Ready assessments, numeracy assessments, exit tickets, NHA-created interim assessments, and quizzes. The charter, as evidenced by student work samples, employs a valid and reliable process for scoring and analyzing assessments. NHA and the charter's instructional leaders provide data to teachers immediately following the completion of assessments. Instructional leaders share data reports at monthly meetings and, in turn, teachers use these reports to complete regular progress monitoring of the performance of both at-risk and on-track students. Teachers review assessment data to adjust small group instruction and identify students for targeted intervention.

At Brooklyn Dreams, NHA assessments, developed to mirror the rigor and scope of New York state assessments, did not reliably anticipate the actual state assessment outcomes at the end of the school year. While NHA works to ensure the design and administration of interim assessments aligns with state exams, Brooklyn Dreams and NHA could better leverage promising practices for using data to design effective learning interventions in place at other NHA programs where the interim assessments accurately predicted state assessment outcomes. For example, at Brooklyn Dreams, teachers use assessment data to adjust instruction and re-teach standards and skills as needed, but evidence regarding the positive impact of interventions is inconsistent. Brooklyn Dreams could strengthen the impact of its assessment system and data dive meetings with a professional development program that targets the efficacy of data-based teacher interventions on student learning.

Brooklyn Dreams informs parents of student progress and growth via reports shared in an online parent portal. Instructional leaders use assessment results as a factor to evaluate teacher effectiveness in teacher end-of-year performance ratings, and instructional leaders recognize the opportunity to use assessment results to evaluate teacher effectiveness throughout the year.

CURRICULUM

NHA provides Brooklyn Dreams with a standards aligned curricular framework with a fixed, underlying structure, and the charter uses it effectively to support teachers with instructional planning. The EMO provides Brooklyn Dreams with materials and lesson plans for all content areas, as well as scope and sequence documents that support teachers in knowing what to teach and when to teach it. For Kindergarten – 8th grade, Brooklyn Dreams uses NHA's internally developed ELA curriculum, which was updated in the last charter term to improve alignment with the New York State learning standards. The charter uses Bridges in Mathematics curriculum for elementary school and Illustrative Mathematics for 6th – 8th grade. In Regents mathematics classes, teachers also supplement the curriculum with Regents test items to ensure assessments expose students to the content and rigor of the Regents examinations. In the most recent charter term, Brooklyn

ACADEMIC PERFORMANCE

Dreams adopted new science curricula in response to low student proficiency on New York State science assessments. In both the elementary and middle school science programs, teachers use STEMScopes and InquirED lessons and materials for science. At the elementary level, teachers use InquirED for social studies, while middle school level uses McGraw Hill. Through its partnership with NHA, Brooklyn Dreams provides teachers with standards aligned curricula and lessons that support teachers in delivering engaging and rigorous lessons.

Instructional deans at Brooklyn Dreams partner with curriculum specialists at NHA, including ELA and mathematics specialists, to support teachers with implementing the various curricula with fidelity. NHA's curriculum specialists visit the charter monthly to support teachers in lesson planning and delivery, and to better support coaches with delivering feedback. Through these monthly visits and regular remote check in meetings, instructional deans and teachers review curricular materials and resources and select and modify lessons as needed to better support the needs of students. Together, Brooklyn Dreams' instructional deans and NHA gather necessary feedback to improve curricular materials and student outcomes. In the next charter term, if renewed, Brooklyn Dreams has the opportunity to work with NHA to implement a similar collaborative model between instructional deans and NHA curriculum specialists to review and revise science and social studies materials to support teachers with instructional planning. Furthermore, Brooklyn Dreams and NHA have the opportunity to strengthen systems to support teachers in implementing content with fidelity to maintain rigor and improve student learning.

PEDAGOGY

Most lessons at Brooklyn Dreams engender quality instruction. Teachers deliver purposeful lessons with clear objectives that align with the charter's curricula. Teachers reference student objectives, and students can articulate the "I can" statement associated with each lesson's learning outcome. Teachers reinforce lessons using anchor charts and vocabulary mapping exercises that support the learning objectives.

The Institute observed inconsistent implementation of techniques to manage pacing, check for understanding, and elicit higher order thinking, which detracted from attempts to increase rigor. While some teachers used cold calling and choral response to check for student understanding, teacher questioning strategies in most classrooms did not provide sufficient insight into what students did or did not understand in the moment. Teachers also did not effectively use checks for understanding to adjust instruction and address misconceptions. In some instances, ineffective checks for understanding resulted in a decrease in rigor in the overall lesson delivery. For example, despite nearly all students demonstrating mastery on a task, teachers would remain on a topic rather than progressing to the next, more rigorous task. Some teacher modifications to plans and lesson delivery also resulted in occasional lessons that were less rigorous than the NHA lesson.

Classroom management and routines at Brooklyn Dreams are consistent and support an environment of academic success. Students demonstrate an understanding of the charter's expectations for classroom conduct and this contributes to a culture of academic achievement. Brooklyn Dreams' teachers include opportunities in lessons to invite student voice and collaborative learning. Classrooms at Brooklyn Dreams are organized so

ACADEMIC PERFORMANCE

that students can sit in small groups, as determined by student assessment data, and teachers use the physical arrangement to encourage turn and talks and group work throughout lesson delivery. During observations conducted at the time of the visit, teachers used activities intended to support students in debate, analysis, and evaluative learning. In some cases, the activities either did not align with the rigorous, standards aligned learning outcomes or that teachers implemented the task with limited grasp of student understanding. Instructional leaders at Brooklyn Dreams will continue providing coaching and professional development support to teachers in mastery of pedagogical skills that support checking for understanding and rigorous learning.

INSTRUCTIONAL LEADERSHIP

Instructional leaders at Brooklyn Dreams focus on instruction and foster high expectations for student success. The leaders instill in teachers a belief that all students can succeed and celebrate diversity and individual student achievement.

The charter leadership team consists of a principal, three instructional deans, and a fourth dean overseeing the at-risk programs. The leadership team provides ample time and attention to supporting the entire teaching staff. With assistance and guidance from the principal and the NHA curriculum and instruction team, the instructional deans carry out the primary responsibility of coaching the teaching staff. The principal and network team regularly conduct coaching and accompany deans in classroom observations, which reinforce teachers' professional growth. The coaching consists of weekly or biweekly observations of classroom instruction followed by a one-on-one debrief meeting between coach and teacher wherein the team identifies next steps for improving instructional delivery. As evidenced by interviews and review of coaching roles and meeting agendas, coaching at Brooklyn Dreams is frequent, supportive, and helpful.

By role playing, modeling, providing opportunities to observe other teachers, videoing lessons, and establishing a network of peer support, the instructional deans concentrate on enabling teachers to meet a core set of instructional expectations: developing clear and measurable lesson objectives, differentiating instruction, improving questioning techniques, and supporting student-to-student interactions. In addition to these foundational classroom practices, instructional deans respond to individual teacher needs, address a variety of other instructional strategies, and provide training on the use of curriculum and assessment tools. Instructional coaches reinforce foundational skills and expectations at weekly grade level meetings and during common preparation periods, when teachers also collaborate on lesson planning, discuss student groupings, and review weekly student assessment data.

Before the start of each school year, NHA offers three days of professional development for new teachers and the school conducts a week of school specific professional development training for all teachers. Leaders facilitate regular professional development throughout the school year. Although the charter designates time for monthly schoolwide and weekly grade level professional development sessions, leaders did not yet delineate session topics to focus on improving teaching strategies for the remainder of the school year. NHA curriculum specialists and Brooklyn Dreams' instructional deans recognize the opportunity to identify trends in teacher performance, as it relates to checking for understanding and implementing rigorous instruction, and plan additional support.

ACADEMIC PERFORMANCE

While teachers have incorporated the school’s priority teaching strategies into their daily classroom practice, schoolwide professional development does not always develop teacher skills to deliver rigorous instruction. The instructional deans use results of teacher observations and recent student assessment data to determine if teachers need individual support for providing instruction to meet state curriculum standards. Document review and information gathered in interviews generated limited evidence that instructional leaders aggregate these data to generate an overarching schoolwide professional development program that improves overall teaching strategies by explicitly linking teaching practices to a keen understanding of the student learning process supporting a progressive mastery of teaching skills.

The instructional leaders regularly conduct teacher evaluations with clear criteria that identify teachers’ strengths and weaknesses. Instructional leaders hold teachers accountable for quality instruction and student achievement. Teachers’ end-of-year evaluations are based on quality of instruction, professional responsibility, and student achievement. Teachers are familiar with NHA’s coaching tool and the indicators of quality teaching practice used for evaluating teacher performance.

AT RISK PROGRAM

Brooklyn Dreams provides an extensive at-risk program that meets the educational needs of students with disabilities, students struggling academically, and ELLs. The charter leverages recently expanded cross functional teams working collaboratively to administer assessments and design supports for at-risk students. These teams effectively ensure the charter’s capacity and effectiveness to support the identification, instruction, and learning of students at risk of academic failure.

Brooklyn Dreams effectively serves ELLs. Based on the Home Language Questionnaire, ELL teachers administer the New York State Identification Test for English Language Learners (“NYSITELL”) to determine the ELL status of each incoming student. The charter has experienced an increase in ELL students, which necessitated the hiring of additional ELL teachers to serve the 16 different languages spoken by the charter’s students. ELL teachers receive coaching from the at-risk program dean and an ELL supervisor from the EMO. To target the language acquisition needs of ELLs, the charter has the opportunity to leverage common planning blocks to provide time for ELL teachers to plan with general education teachers.

The charter implements a tiered Response to Intervention (“RTI”) program that provides targeted support to students in ELA and mathematics. The charter partners with the New York City Department of Education (“NYCDOE”) to provide necessary related services. The dean of special education, integrated co-teaching (“ICT”) teachers, special education teacher support services (“SETSS”) providers, and social workers regularly meet to identify students for both academic and non-academic Tier I services, as well as monitor academic progress. Leaders and teachers regularly review assessment data and student work to monitor student progress and, if students do not demonstrate growth, recommend students for Tier 2 support with small group instruction. Students who continue to struggle then receive intensive Tier 3 support. Following time in this highest level of academic support, the charter may recommend a student for evaluation for eligibility for special education services and the development of an individualized education program (“IEP”).

ACADEMIC PERFORMANCE

Students without an IEP who may have special needs are referred to the charter's care team. The team facilitates a six week process of providing additional assessments and supports while working with the family as they work with NYCDOE during the IEP evaluation process. Once a student's IEP is in place, the charter provides various educational settings to support the needs of students with disabilities, including 12:1+1 programming for middle school students. ICT classrooms effectively foster a culture of inclusivity where students are grouped based on needs and receive adequate instructional support. While general education teachers have access to students' IEPs and data on students' growth goals, Brooklyn Dreams can provide more regular professional development to general education teachers on using differentiation strategies along with information from IEPs to support at-risk students within the general education program.

ORGANIZATIONAL CAPACITY

The charter works effectively to deliver the educational program and preserve the capacity of instructional leaders to support high quality instruction. The roles of each school leader are well defined and staff members can identify clear reporting and support structures. There is a clear system for requesting and receiving the resources and supplies needed to deliver the educational program. The school boasts a strong teacher retention rate, which provides stability for students and families alike.

Though the charter's enrollment is currently lower than the target included in its charter, student recruitment efforts are underway to target students in the diverse neighborhood and in languages predominantly spoken by community members. The EMO leads student recruitment initiatives that provide multiple opportunities to reach new families. Staff members foster new relationships with local houses of worship as a method of engaging local families. Brooklyn Dreams supports parents as members of the school community via the parent university, which provides training and support around topics chosen by parents, such as supporting social emotional learning of students and navigating technology during periods of remote learning.

There is a clear discipline system in place that starts with schoolwide policies and manifests in each classroom's individual social contract, which is co-created between teachers and students and then signed off on by all parties as a method of mutual accountability and respect for the classroom's norms.

BOARD OVERSIGHT & GOVERNANCE

Brooklyn Dreams' board provides active oversight of the charter and remains fully aware of the charter's Accountability Plan goals. The board monitors NHA's delivery of operational and academic services and holds NHA accountable for fully meeting its contractual obligations. The board is fully cognizant of the importance of maximizing student success and oversees NHA's academic support activities on an ongoing basis including ensuring that NHA provides additional, targeted resources when it determines such are needed in consultation with school leaders.

ACADEMIC PERFORMANCE

Board members possess suitable qualifications and have put in place structures and procedures with which to govern the school. With backgrounds in law, finance, mental health, social services, and education, the board has a spectrum of useful experiences to carry out its responsibilities. The board is notably stable and diverse: all members from the last renewal cycle are still serving; and, the membership reflects diversity in age, ethnicity, professional experience, and community connections. The board establishes the following committee structure: an education committee; an audit committee; and, a finance committee. The respective committees provide updates at each board meeting. The board meets monthly with nearly all members attending each meeting.

The board receives regular information to oversee the charter's program and finances. Its independent auditing and budget review procedures have generally been effective throughout the charter term. Especially in light of this year's audit findings, the board continues to ensure the charter's financial soundness and plans to closely monitor improvements to the charter's internal controls. NHA and the principal present a variety of reports on the current state of the charter program. NHA routinely provides a charter performance report dashboard, which contains a standard set of organization and academic achievement reports derived from family and teacher attitude surveys, aggregate attendance and discipline data, and enrollment and retention statistics of special student populations, as well as results of the annual student assessments.

The board is currently prioritizing teacher professional development, maintaining teacher retention, improving student retention, and increasing student proficiency on the New York State assessments. To address these priorities, the board directed additional resources to a summer resource program, provided opportunities for school leaders to attend an NHA summer training program, and discussed increasing salaries to retain seasoned teachers. In general, the board reviews the principal's program enhancement requests and then, if warranted, requests and receives additional funding from NHA. The board, in partnership with NHA, retained the services of the Center for Educational Innovation this school year to provide leadership development, professional learning, and community and family engagement services to leaders and staff members. The board allocates funds to support tutoring services for students.

The board regularly evaluates its own performance and that of the school leaders and the EMO. It conducts annual retreats to discuss school operations and academic performance as well as the board's performance using an NHA-developed board member self evaluation tool. The board meets with NHA's director of school quality, who supervises the principal, to discuss the performance and evaluation of the principal. The board conducts an annual review of NHA to ensure that the school receives sufficient and effective support for its educational program.

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 DREAMS CHARTER SCHOOL

Annual Reports

The charter submitted its annual reports to the Institute and the New York State Education Department ("NYSED") on time and posted most elements. However, the annual audit has not been incorporated into charter's website posting in accordance with the charter and the Act. The Institute will ensure compliance prior to the start of the next charter term.

Teacher Certification

The Act allows charters to hire up to 15 uncertified lead teachers 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 visit, the charter was within the Act's allowable limit. Brooklyn Dreams' nine uncertified teachers met the appropriate qualifications under the Act. The network provides a credentialing consultant to support uncertified teachers to obtain certification and meets regularly with the leaders to discuss certification pathways and timing. The charter provides tuition reimbursement as well as support through a partnership with 240Tutoring.com, a program that provides resources, study guides, and practice tests for teachers who would like additional support for teacher licensure tests.

COMMUNITY SATISFACTION

To report on parent satisfaction with the charter's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	INCLUSIVE LEADERSHIP	COMMUNICATION	CLASSROOM ENVIRONMENT
23%	72%	75%	79%	79%

Parent Survey Data

In lieu of the NYCDOE's annual family survey, the Institute compiled data from NHA's internal annual "Voice of the Parent Survey" from the 2021-22 school year for Brooklyn Dreams. The Institute notes that survey participation was lower due to the ongoing COVID-19 pandemic. In 2021-22, of 145 families who received the survey responded. Of the families who responded, 72% expressed satisfaction with the charter.

Parent Focus Group

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. During the renewal visit, the Institute met with two families from Brooklyn Dreams. Families appreciate communication via multiple means, such as email, text, scheduled conferences, communication software such as ClassDojo, and informal meetings. Parents spoke highly of teachers and instructional leaders at Brooklyn Dreams, noting that instructional leaders and teachers create a safe and caring learning environment for children.

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 Dreams' renewal application on November 29, 2022 by videoconference. The charter's principal spoke of how the charter serves a diverse community and how they remain dedicated to the mission to offer Brooklyn families a culture that values integrity, academic excellence, and accountability. A long standing board member described the charter's continuous improvement and offering of an array of on-site and off-site enrichment activities. The board member also spoke to the positive impact of the charter's social emotional program and recently acquired playground. A district parent spoke in opposition to the application as the charter diverts funds from district schools.

COMMUNITY SATISFACTION

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 75% of Brooklyn Dreams 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 the NYSED is available to the Institute to provide either district or statewide context.

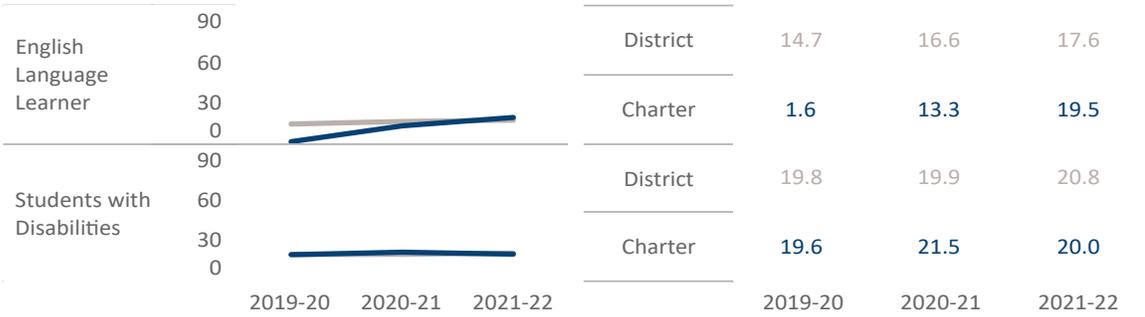


STUDENT DEMOGRAPHICS

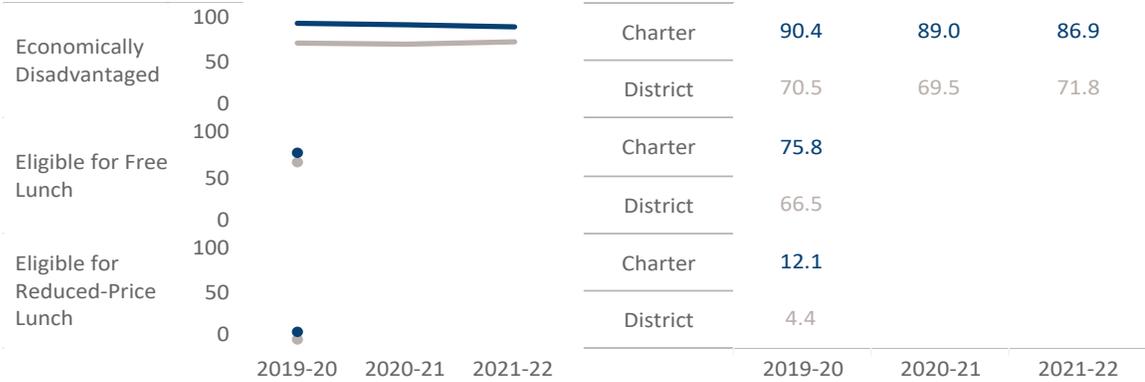
Brooklyn Dreams Charter School

Brooklyn CSD 22

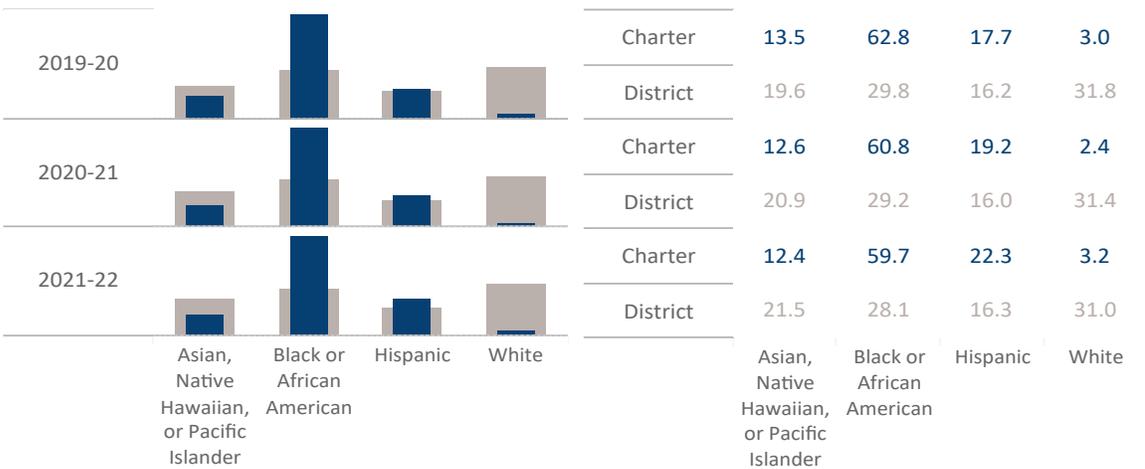
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

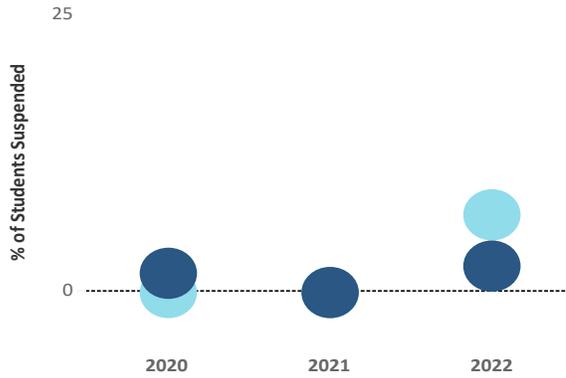


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.



STUDENT DEMOGRAPHICS

Brooklyn Dreams Charter School



Brooklyn CSD 22

	ISS Rate	OSS Rate
2020	0.0	1.7
2021	0.0	0.0
2022	7.0	2.4

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			
2020-21	75.0	0	0
2021-22	83.6	0	0
	74.7		

Brooklyn Dreams Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	76.3	88.6
	English language learners	11.0	19.2
	students with disabilities	15.8	19.0
retention	economically disadvantaged	92.3	72.9
	English language learners	92.5	74.7
	students with disabilities	92.6	76.7

* 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 charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and 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 Dreams meets all enrollment targets for subgroups of students. However, while the charter makes good faith efforts to meet retention targets, it does not always meet the retention targets for students with disabilities, ELLs, and students who are eligible applicants for the FRPL program. Notably, attrition among students in these subgroups is not disproportionately higher than Brooklyn Dreams' overall attrition rate. The charter, with the support of NHA, plans to conduct the following recruitment and retention efforts to meet its targets:

- Collaborating with businesses and community partners, such as community centers, day care centers, and faith-based organizations to distribute information;
- Advertising in local multilingual publications;
- Distributing marketing materials in Chinese, Creole, English, Russian, Spanish and Urdu throughout the community;
- Hosting open enrollment information meetings for all parents throughout the school year;
- Sharing information on the charter's programs for ELLs and special education with families;
- Running a city-wide transit marketing campaign to reach new markets;
- Participating in community events to increase community recognition of the school;
- Regularly communicating with families through newsletters, social media, communication with classroom teachers; and,
- Using a data tool that tracks students' risk for leaving the school to proactively provide additional supports and services to the student and families to encourage retention.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Brooklyn Dreams is fiscally sound 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 the education corporation has demonstrated fiscal soundness over the majority of the charter term.³



Brooklyn Dreams contracts with NHA under a sweep contract that provides NHA all revenues received by the education corporation as NHA’s fee in exchange for paying all expenses related to implementing the educational program. Therefore, although the fiscal dashboard reflects an entity that requires fiscal monitoring, this is a result of the sweep contract with the EMO. The board retains up to \$50,000 per year to spend at its discretion.

In response to the COVID-19 pandemic, Brooklyn Dreams proactively created a conservative budget starting fiscal year 2020-21 by projecting decreased revenues and lowering expenses while projecting additional costs for remote learning technologies and building safety measures to comply with hybrid learning. The budget included minimal increases to per pupil funding in addition to the layer of protection the school has as a result of the nature of its management contract with NHA.



DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN WITH 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.	+
Board members, charter management, and staff members contribute to the budget process, 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.	+

3. 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.

“+” : 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 routinely analyzes budget variances for the charter; the 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 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.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	-
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.	APRIL 2022
The Institute noted the FPPM does not align with the current management contract in the amount of board discretionary funds of up to \$50,000 per year. Also, the charter recently upgraded its accounting software system, which in turn requires updates to the manual to ensure alignment and speak to the current operating environment. The education corporation submitted the annual financial statements audit that are due on June 30, 2022 late. The independent auditor found accounting reconciliations not completed accurately throughout the year due to under staffing in the EMO's finance department. In responding to the auditor's findings, NHA is now fully staffed in its accounting department and expects to be fully equipped to handle additional compliance testing and provide materials in a timely fashion to prevent delays in the future.	

FISCAL ANALYSIS

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 are generally filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports including federal Single Audit report, if applicable.	-
Annual budgets.	+
Unaudited 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.	+

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

The education corporation maintains adequate financial resources 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 and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	N/A

FISCAL ANALYSIS

The education corporation prepares and monitors cash flow projections.	N/A
If the education corporation includes philanthropy in its budget, 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.	+
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.	N/A
The education corporation is in compliance with all loan covenants.	N/A

Since the charter opened in 2010, the education corporation reported small operating surpluses consistent with the nature of the contract with NHA. Brooklyn Dreams' fiscal dashboard reflects fiscally needs monitoring with 0.1 months of cash on hand to pay liabilities coming due shortly. This is also a result of the sweep contract as it states the school will hold onto up to \$50,000 per year to use at its own discretion. Brooklyn Dreams has total net assets of approximately \$376,000 as of the June 30, 2022. As a requirement of the Institute's charter agreement, Brooklyn Dreams established and maintains the separate dissolution reserve fund account of \$75,000.

FISCAL ANALYSIS

BROOKLYN DREAMS CHARTER SCHOOL

CHARTER INFORMATION

BALANCE SHEET

Opened 2010-11

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 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

	2017-18	2018-19	2019-20	2020-21	2021-22
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	38,384	50,734	99,734	126,506	162,462
Grants and Contracts Receivable	378,463	163,775	388,145	641,508	525,909
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	416,847	214,509	487,879	768,014	688,371
Property, Building and Equipment, net	9,388	6,484	3,580	676	-
Other Assets	75,445	76,275	76,926	76,946	76,969
Total Assets - GRAPH 1	501,680	297,268	568,385	845,636	765,340
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	100
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	7,256	23,722	4,108	34,026	217,230
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	446,651	216,325	460,961	685,364	172,130
Total Current Liabilities - GRAPH 1	453,907	240,047	465,069	719,390	389,460
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	453,907	240,047	465,069	719,390	389,460
Net Assets					
Without Donor Restrictions	47,773	57,221	103,316	126,246	375,880
With Donor Restrictions	-	-	-	-	-
Total Net Assets	47,773	57,221	103,316	126,246	375,880
Total Liabilities and Net Assets	501,680	297,268	568,385	845,636	765,340
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	9,272,338	9,191,287	9,956,851	10,395,966	10,472,603
Students with Disabilities	718,642	972,895	1,211,171	1,426,634	1,230,111
Grants and Contracts					
State and local	234,564	288,772	120,781	-	-
Federal - Title and IDEA	476,071	389,473	392,801	865,753	1,399,536
Federal - Other	-	-	-	-	139,573
Other	-	-	-	-	76,237
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	241,694	259,617	178,740	-	-
Total Operating Revenue	10,943,309	11,102,044	11,860,344	12,688,353	13,318,060
Expenses					
Regular Education	9,201,491	9,179,812	9,044,722	8,334,341	9,533,233
SPED	899,231	1,065,673	1,401,219	2,235,846	1,924,929
Other	-	-	-	-	-
Total Program Services	10,100,722	10,245,485	10,445,941	10,570,187	11,458,162
Management and General	878,949	894,229	1,418,601	2,141,516	1,610,264
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	10,979,671	11,139,714	11,864,542	12,711,703	13,068,426
Surplus / (Deficit) From School Operations	(36,362)	(37,670)	(4,198)	(23,350)	249,634
Support and Other Revenue					
Contributions	-	-	-	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	47,316	47,118	50,293	46,280	-
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	47,316	47,118	50,293	46,280	-
Total Unrestricted Revenue	10,990,625	11,149,162	11,910,637	12,734,633	13,318,060
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	10,990,625	11,149,162	11,910,637	12,734,633	13,318,060
Change in Net Assets	10,954	9,448	46,095	22,930	249,634
Net Assets - Beginning of Year - GRAPH 2	36,819	47,773	57,221	103,316	126,246
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	47,773	57,221	103,316	126,246	375,880

FISCAL ANALYSIS

BROOKLYN DREAMS CHARTER SCHOOL

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2017-18	2018-19	2019-20	2020-21	2021-22
Personnel Service					
Administrative Staff Personnel	643,596	673,603	619,029	678,298	725,929
Instructional Personnel	3,642,478	3,620,436	3,835,784	4,042,421	4,545,320
Non-Instructional Personnel	120,237	102,253	57,507	42,857	95,341
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	4,406,311	4,396,292	4,512,320	4,763,576	5,366,590
Fringe Benefits & Payroll Taxes	934,451	936,499	990,833	909,271	917,537
Retirement	65,714	73,758	78,312	85,956	100,935
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	2,624,134	2,623,960	2,701,312	2,619,314	2,514,684
Staff Development	169,926	124,520	104,591	84,318	27,920
Professional Fees, Consultant & Purchased Services	603,054	632,648	1,145,901	1,206,714	1,407,444
Marketing / Recruitment	210,172	255,213	339,785	446,297	545,764
Student Supplies, Materials & Services	491,716	419,892	278,700	426,262	657,810
Depreciation	2,904	2,904	2,904	2,904	676
Other	1,471,289	1,674,028	1,709,884	2,167,091	1,529,066
Total Expenses	10,979,671	11,139,714	11,864,542	12,711,703	13,068,426

CHARTER ANALYSIS

ENROLLMENT

	2017-18	2018-19	2019-20	2020-21	2021-22
Original Chartered Enrollment	704	712	712	712	712
Final Chartered Enrollment (includes any revisions)	704	712	712	712	712
Actual Enrollment - GRAPH 4	641	601	616	646	621
Chartered Grades	K-8	K-8	K-8	K-8	K-8
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)

Increase over prior year

	2017-18	2018-19	2019-20	2020-21	2021-22
	14,527	15,307	16,150	16,123	16,844
	3.4%	5.1%	5.2%	-0.2%	4.3%

PER STUDENT BREAKDOWN

Revenue

	2017-18	2018-19	2019-20	2020-21	2021-22
Operating	17,067	18,488	19,254	19,639	21,445
Other Revenue and Support	74	78	82	72	-
TOTAL - GRAPH 3	17,141	18,566	19,336	19,710	21,445

Expenses

	2017-18	2018-19	2019-20	2020-21	2021-22
Program Services	15,753	17,062	16,958	16,360	18,450
Management and General, Fundraising	1,371	1,489	2,303	3,315	2,593
TOTAL - GRAPH 3	17,124	18,551	19,261	19,675	21,043

% of Program Services

% of Management and Other

% of Revenue Exceeding Expenses - GRAPH 5

% of Revenue Expended on Facilities

	92.0%	92.0%	88.0%	83.2%	87.7%
	8.0%	8.0%	12.0%	16.8%	12.3%
	0.1%	0.1%	0.4%	0.2%	1.9%
	24.0%	23.6%	22.8%	20.6%	18.9%

Student to Faculty Ratio

	12.8	11.5	11.2	11.5	10.8
--	------	------	------	------	------

Faculty to Admin Ratio

	6.3	6.5	6.9	8.0	8.2
--	-----	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

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

	N/A	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A	N/A

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)

	2017-18	2018-19	2019-20	2020-21	2021-22
	(37,060)	(25,538)	22,810	48,624	298,911
	-0.3%	-0.2%	0.2%	0.4%	2.2%
	0.9	0.9	1.0	1.1	1.8
	HIGH	HIGH	HIGH	HIGH	MEDIUM
	Poor	Poor	Poor	Poor	Good

Quick (Acid Test) Ratio

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

	0.9	0.9	1.0	1.1	1.8
	HIGH	HIGH	MEDIUM	MEDIUM	MEDIUM
	Poor	Poor	Good	Good	Good

Debt to Asset Ratio - GRAPH 7

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

	0.9	0.8	0.8	0.9	0.5
	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
	Good	Good	Good	Good	Good

Months of Cash - GRAPH 8

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

	0.0	0.1	0.1	0.1	0.1
	HIGH	HIGH	HIGH	HIGH	HIGH
	Poor	Poor	Poor	Poor	Poor

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

Brooklyn Dreams is an academic success supported by NHA, an effective, viable EMO. The charter is fiscally sound and present sound financial plans. As such, the plans for Brooklyn Dreams for the next charter term are reasonable, feasible, and achievable.

BROOKLYN DREAMS CHARTER SCHOOL

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 Dreams plans to implement the same core elements of its educational program that enabled the charter to meet or come close to meeting its key Accountability Plan goals in the current charter term. Brooklyn Dreams will continue to deliver its educational program to Kindergarten – 8th grade students. The charter plans to continue initiatives started to address interrupted instruction due to COVID-19 as well as offer additional science learning opportunities for students.

Plans for Board Oversight & Governance. Brooklyn Dreams’ board maintained consistent membership over the last charter term, and current board members expressed interest in continuing to serve Brooklyn Dreams in the next charter term, if renewed. The charter added three additional members to the board between 2018 and 2021 who added education and legal expertise to the board. Brooklyn Dreams’ board continually recruits for additional members who can strengthen the board’s capacity to provide effective governance and oversight of the charter.

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

Brooklyn Dreams currently serves Kindergarten – 8th grade in a privately leased facility, secured by a NHA affiliate, in the Kensington neighborhood of Brooklyn. The facility provides ample space and amenities for the academic program over the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	712	712
Grade Span	K-8	K-8
Teaching Staff	49	49
Days of Instruction	180	180

Brooklyn Dreams

AX

APPENDICES

PAGES AX 1-6

^A
CO
CHARTER
OVERVIEW

PAGE Ax 1

^B
RI
REPORT
INFORMATION

PAGE Ax 3



BROOKLYN DREAMS CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR	Michele Scotto
VICE CHAIR	Katherine O’Neill
TREASURER	Michael Leit
SECRETARY	Tamara Charles
TRUSTEES	Joanne Oplustil Michele Morais-Weekes Orpheus Williams Randal Jean-Baptiste Richard Conti Troy Mattila

CHARTER LEADERS

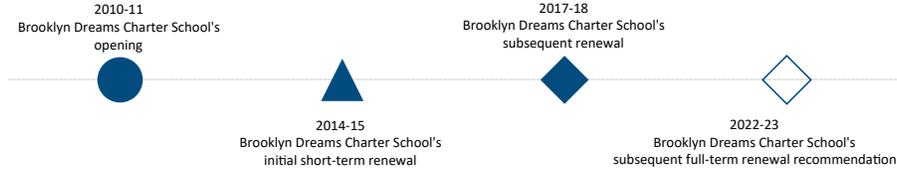
- PRINCIPAL**
- Omar Thomas (2016 to Present)*
 - Richard Carter (2015-16)*
 - Verone Kennedy (December 2015 to February 2016)*
 - Letta Belle (2012-13 to 2014-15)*
 - Yvette Wilds (2010-11 to 2011-12)*

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	712	601	84%	K-8
2019-20	712	616	86%	K-8
2020-21	712	646	91%	K-8
2021-22	712	621	87%	K-8
2022-23	712	597	84%	K-8



TIMELINE OF CHARTER SCHOOL RENEWAL



CHARTER SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2010-11	First Year Visit	March 22, 2011
2011-12	Evaluation Visit	March 19 - 20, 2012
2012-13	Informal Visit	January 29, 2013
2014-15	Initial Renewal	October 15 - 16, 2014
2017-18	Subsequent Renewal	October 30 - 31, 2017
2022-23	Subsequent Renewal	October 11 - 12, 2022

CONDUCT OF THE RENEWAL REVIEW

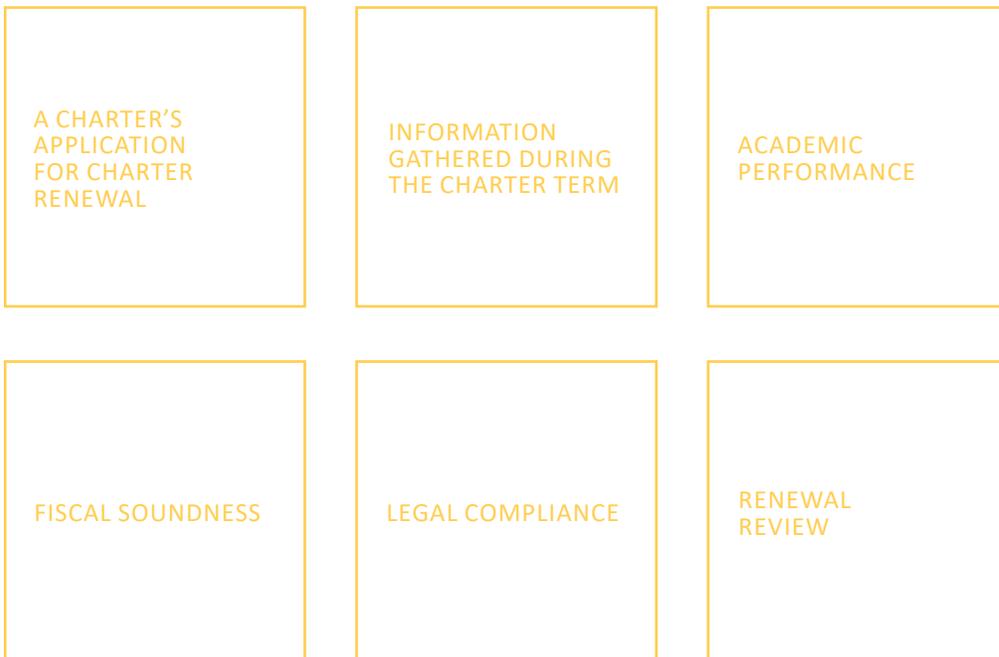
DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
October 11 - 12, 2022	Erin Allen	Senior Analyst
	Ciani Jones	Senior Analyst
	Ron Miller	External Consultant
	Carl-Anthony Watson	External Consultant

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 CHARTER, ARE THE EDUCATION CORPORATION’S PLANS FOR THE CHARTER REASONABLE, FEASIBLE, AND ACHIEVABLE?

This report contains appendices that provide additional statistical and organizationally related information including a statistical charter 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 charters 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, are 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