

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
OUR WORLD NEIGHBORHOOD
CHARTER SCHOOL'S
AUTHORITY TO OPERATE:*

*OUR WORLD NEIGHBORHOOD
CHARTER SCHOOL*

*OUR WORLD NEIGHBORHOOD
CHARTER SCHOOL 2*

Report Date: March 7, 2023

Review Date: September 28 - 30, 2022

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Charter Schools Institute
The State University of New York

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EDUCATION CORPORATION BACKGROUND

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL



MISSION

Our World Neighborhood Charter Schools educates our students to become independent-thinkers and lifelong learners. We are committed to an educational philosophy based on inquiry, active and experiential learning, and social justice. Through a literacy-based, integrated, and standards driven curriculum that encourages community and honors diversity, we will prepare our students to move forward successfully in their academic journey, pursue their aspirations, lead in their communities, and thrive in today's world.

CURRENT EDUCATION CORPORATION SNAPSHOT

First School Opened:
Fall 2002

Total Number of Charters:
3

Number of Students Served:
1,359

PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: Kindergarten – 8th

Total Number of Charters:
3

Proposed Future Charter Enrollment:
1,710

Information about each charter is found below in the Charter School Background section of this report.

KEY DESIGN ELEMENTS

A commitment to diversity;



Assessments;



Pillars of positive community;



Learning for all learners;



Emphasis on literacy;



Investment in human capital; and,



Interdisciplinary approach to learning;



A longer school day and year.



EDUCATION CORPORATION BACKGROUND

EDUCATION CORPORATION BACKGROUND

Our World Neighborhood Schools (“OWN Schools” or the “education corporation”), a not-for-profit charter school education corporation, is currently authorized to operate three charter schools in Queens, New York. The State University of New York Board of Trustees (the “SUNY Trustees”) approved the original charter for Our World Neighborhood Charter School (“OWN”) on January 23, 2001. OWN currently serves students in Kindergarten- 8th grade. The SUNY Trustees approved two additional charters for the education corporation to replicate its program. Our World Neighborhood Charter School 2 (“OWN 2”), approved by the SUNY Trustees in 2016, serves students in Kindergarten – 5th grade. Our World Neighborhood Charter School 3 (“OWN 3”), approved by the SUNY Trustees in 2018, serves students in Kindergarten and 1st grade. OWN Schools provides shared services to all three charters, paid for with a proportionate allocation from each charter’s operating budget. The shared services team provides academic, operational, fiscal, legal, and other back office support. The growing team, which includes the chief executive officer (“CEO”), chief academic officer (“CAO”), and director of curriculum and instruction (“DCI”), tracks individual charter performance, evaluates the effectiveness of curricular materials, and provides professional development. OWN Schools’ educational program incorporates elements of the International Baccalaureate programme (“IB” or “IB programme”).¹



NOTEWORTHY

Since opening, OWN Schools has ushered several cohorts into high school and college programs. OWN Schools’ alumni have matriculated into selective high school programs such as Bronx High School of Science, Brooklyn Technical High School, Bard High School Early College, Brooklyn Latin High School, and Art and Design High School, among many others. OWN Schools graduates are successfully matriculating into college and universities. OWN alumni currently attend programs at Harvard University, Brown University, and Fordham University.

RESPONSE TO INTERRUPTED INSTRUCTION CAUSED BY COVID-19

OWN Schools strategically used federal relief funding toward programs that supported accelerated learning efforts at each school including intensive tutoring with Sylvan Learning, Reading for Smiles, and Rising Stars after school reading support. In the previous school year, OWN Schools used its robust and early assessment system to gain a clear understanding of gaps in student achievement. Now, school leaders at each OWN and OWN 2 use assessment

1. OWN Schools is currently in the process of seeking IB certification for both the primary years and middle years programmes for OWN and OWN 2. OWN Schools anticipates a decision on OWN’s IB authorization in Summer 2023. The education corporation anticipates a decision on OWN 2’s IB authorization by Summer 2025.

EDUCATION CORPORATION BACKGROUND

data to determine which students require additional tutoring and intervention services. OWN Schools also uses federal funds to support an additional guidance counselor at OWN 2 to address the growing social emotional needs of students. OWN Schools' commitment to the assessment program throughout the pandemic provided rich data that the charter leaders, shared services team, and board members used to leverage federal funds and coordinate services to students in most need of academic support throughout the pandemic.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Renewal through 2027-28. *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the two Applications for Charter Renewal:*

- *Our World Neighborhood Charter School; and,*
- *Our World Neighborhood Charter School 2*

for Full Terms of five years each. If each charter is renewed, Our World Neighborhood Charter Schools will be granted the authority to continue to operate each charter through the 2027-28 school year with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal. The Institute makes this recommendation based on each charter meeting the criteria for 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 (“SUNY Renewal Policies”).² The Table below presents more information about the charters.

OWN 3 opened in 2022-23 and will expire on July 31, 2027. At that time, the Institute will align OWN 3’s expiration date to that of the other charters operated by the education corporation.

CHARTER	PROJECTED GRADES FOR END OF NEXT CHARTER TERM	PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM	RENEWAL TYPE
OWN	K-8	750	Subsequent Renewal
OWN 2	K-5	480	Initial Renewal

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

RENEWAL RECOMMENDATION

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



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,³ is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.⁴

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.⁴

3. The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks ("SUNY Renewal Benchmarks") which are available on the [Institute's website](#).

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

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During their charter terms, OWN and OWN 2 are academic successes having met or come close to meeting their key Accountability Plan goals. The information below presents the key findings for the SUNY Trustees and highlights the successes of the charters.

FINDINGS & INFORMATION

Is the education corporation an academic success?

OWN Schools demonstrates academic success in the following manner:

- OWN exceeded the targets for all comparative measures during the entire five year Accountability Period;
- OWN 2 demonstrated strong growth on the nationally normed i-Ready assessment. In 2021-22, the charter increased its overall growth from 2020-21 by 37 percentage points in English Language Arts and 36 percentage points in mathematics; and
- OWN and OWN 2 both deliver strong educational programs that exhibit elements of the IB programme, including multilingual learning, cross disciplinary experiences, and a commitment to diversity.

Is the education corporation an effective, viable organization?

OWN Schools is an effective, viable organization. As the education corporation grows, the board and CEO hired a CAO and DCI to increase leadership capacity across all programs. Instructional leadership and operations staff members work together to support OWN and OWN 2 in implementing an effective educational program. The board effectively governs the charters, supports their daily operations and strategically plans for the future.

Is the education corporation fiscally sound?

As the education corporation grows to full capacity, OWN Schools has shown financial improvements and is considered fiscally adequate, based on the evidence collected through the renewal review. The education corporation presents a reasonable and appropriate fiscal plan for the next charter term

If the SUNY Trustees renew each charter, are the education corporation's plans for each charter reasonable, feasible, and achievable?

The education corporation's plans to continue operating its Kindergarten – 8th grade programs at OWN and OWN 2 through a subsequent charter term, if renewed, are reasonable, feasible, and achievable.

OWN Schools' educational programs at OWN and OWN 2 demonstrate the education corporation's commitment to diversity, community, and academic achievement. To further develop the educational program in pursuit of these values, OWN Schools began the IB authorization process during the recent charter term. OWN Schools supports OWN and OWN 2 through IB's respective primary and middle years application process, and anticipates that both charters will be certified IB schools by summer 2025. IB prepares students for success in college and beyond through fostering real life connections, inquiry, multilingual learning, and interdisciplinary explorations. In the current charter term, OWN and OWN 2 worked closely with IB consultants to support teachers in planning rigorous, relevant lessons that align to the IB framework, New York State standards, and national learning standards. OWN Schools' students regularly demonstrate key characteristics of international baccalaureates: collaboration; clarification; and, discovery.

EXECUTIVE SUMMARY

OWN Schools serves as a community pillar by fostering strong partnerships with families and community organizations. OWN and OWN 2 maintain strong parent teacher organizations (“PTOs”) that regularly meet with charter and shared services team leadership to discuss challenges and interventions to support students and plan community events such as annual multicultural day. Families, teachers, and school leaders all cite PTOs as a means of two- way communication and feedback that works together to prepare students for high school and beyond.

Based on the Institute’s review of the education corporation’s performance across each of its charters as posted over the charter term; a review of the Applications for Charter Renewal submitted by the education corporation for each of its charters; a review of academic, organizational, governance, and financial documentation; and, a renewal review of each of the charter’s academic program, the Institute finds that the education corporation and each charter within it meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant OWN a Subsequent Renewal of five years and OWN 2 an Initial Renewal of five years.



CHARTER SCHOOL BACKGROUND

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL

36-12 35th Avenue, Astoria, New York | Grades: K-5 | Community School District 30
31-20 37th Street, Astoria, New York | Grades: 6-8 | Community School District 30

The SUNY Trustees approved the original charter for OWN on January 23, 2001. The charter opened in fall 2002 serving 450 students in Kindergarten – 5th grade.

PROGRAM

OWN implements the same program elements of all OWN Schools charters. For more information on the educational program, please see the Benchmark Summary in the Data Presentation section of this report.

Multilingual and multicultural learning, a cornerstone of the IB programme, is evident throughout OWN's elementary and middle school programs. Beginning in elementary school, students can select from either Spanish or Mandarin offerings. OWN Schools' hosts an annual multicultural day in the Astoria neighborhood of Queens that attracts participants from the charter and the community.

CURRENT CHARTER

Serves: Kindergarten – 8th

*Chartered Enrollment:
750*

*Charter Expires on:
July 31, 2023*

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 8th

*Chartered Enrollment:
750*

*Charter Expiration:
July 31, 2028*

CHARTER LEADERS

ELEMENTARY SCHOOL

Maria Mikanda, Principal (2021-22 to Present)

Douglas Ricketts, Principal (2017-18 to 2020-21)

LaToya Revel, Principal (2015-16 to 2016-17)

James Schimentti, K-5 Principal (2004-05 to 2008-09)

MIDDLE SCHOOL

Lisa Edmiston, Principal (2015-16 to Present)

Lisa Edmiston, K-8 Principal (2013-14 to 2014-15)

CHARTER SCHOOL BACKGROUND

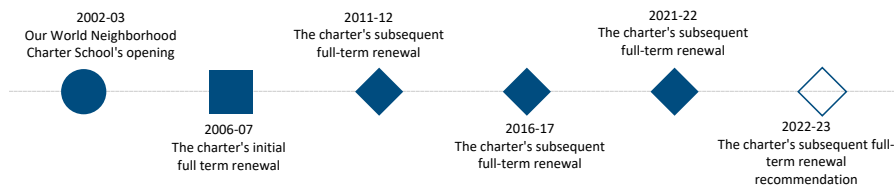
CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	753	724	96%	K-8
2019-20	753	725	96%	K-8
2020-21	753	731	97%	K-8
2021-22	779	713	92%	K-8
2022-23	750	696	93%	K-8

NOTEWORTHY

After multiple years in the candidacy stage for both the International Baccalaureate (“IB”) primary years and middle years programs (“PYP” and “MYP,” respectively), OWN leadership anticipate that the charter will be a certified IB World School by spring 2023.

TIMELINE OF CHARTER SCHOOL RENEWAL

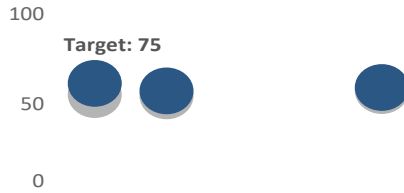


CHARTER SCHOOL BACKGROUND

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL

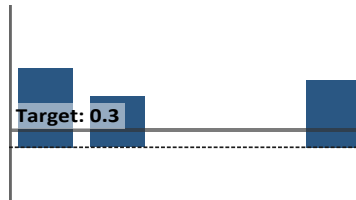
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2018	3-8	55	62
2019	3-8	55	57
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	58	59

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.



Test Year	Test Grades	Effect Size
2018	3-8	1.40
2019	3-8	0.89
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	1.18

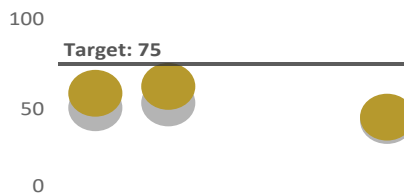
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	50.4
2019	47.7
2020	N/A
2021	N/A
2022	N/A

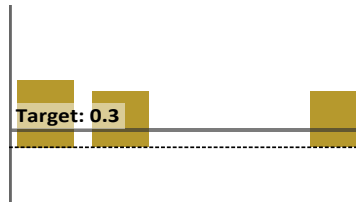
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2018	3-8	51	59
2019	3-8	54	63
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	44	46

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.



Test Year	Test Grades	Effect Size
2018	3-8	1.21
2019	3-8	0.98
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	1.00

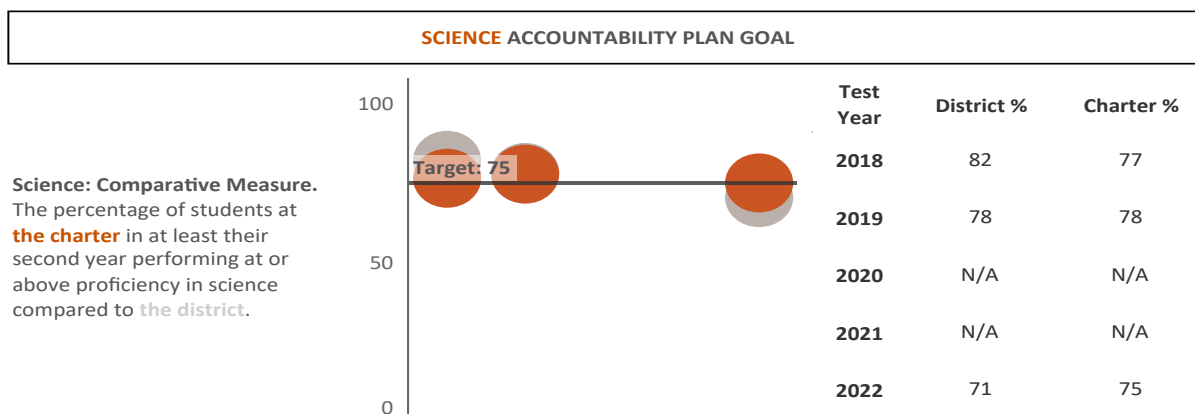
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Charter Mean Growth
2018	56.6
2019	50.6
2020	N/A
2021	N/A
2022	N/A

CHARTER SCHOOL BACKGROUND

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL



SPECIAL POPULATIONS PERFORMANCE*			
	2018	2019	2022
Students with Disabilities Enrollment	84	89	90
Tested on State Exam	51	59	56
Charter Percent Proficient on ELA Exam	13.7	13.6	33.9
District Percent Proficient	15.8	16.3	19.0
ELL Enrollment	58	43	59
Tested on NYSESLAT Exam	58	43	51
Charter Percent 'Commanding' or Making Progress	53.4	51.2	70.6

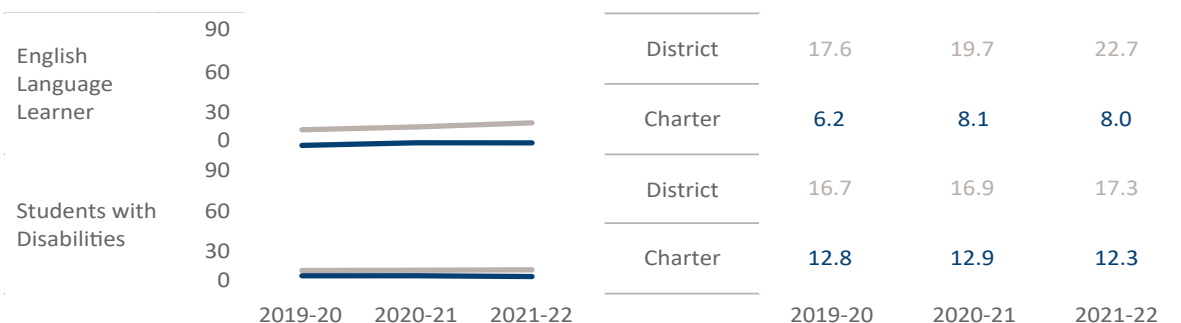
* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, 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".

CHARTER SCHOOL BACKGROUND

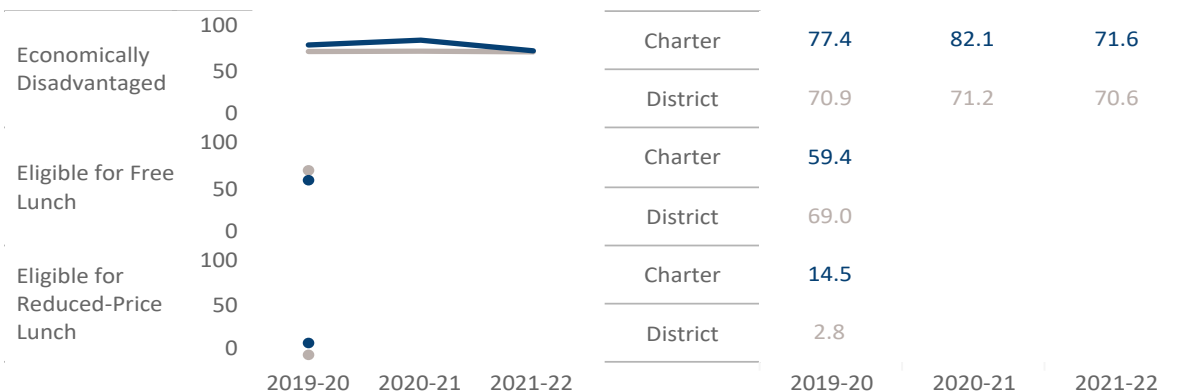
Our World Neighborhood Charter School

Queens CSD 30

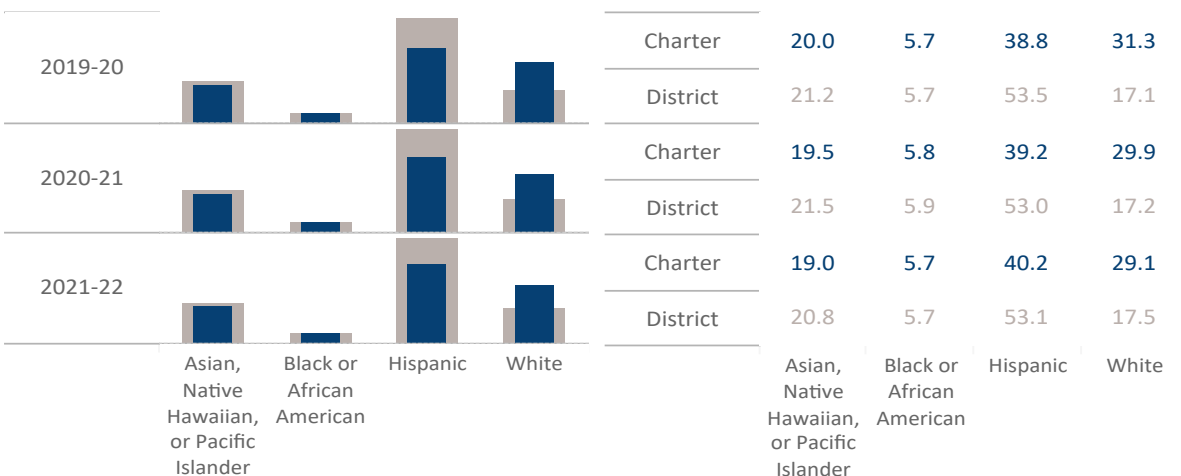
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

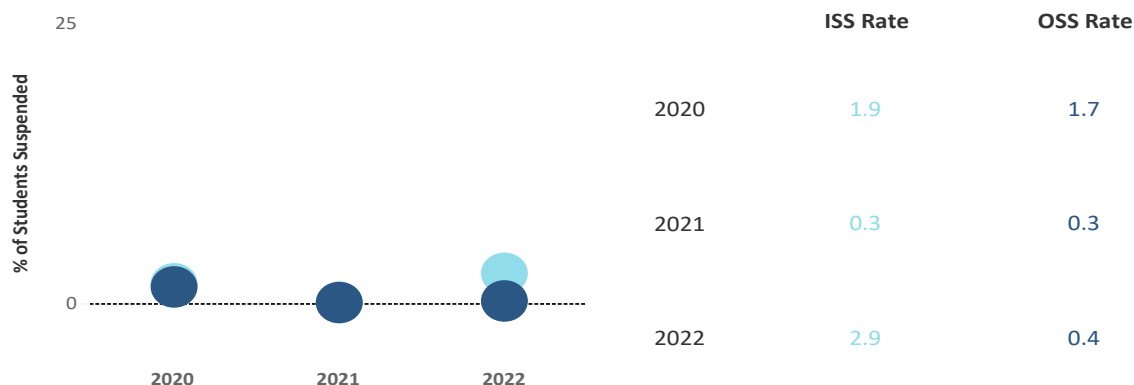


* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

CHARTER SCHOOL BACKGROUND

Our World Neighborhood Charter School

Queens CSD 30



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("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	91.0			
2020-21	91.1	0	0	0
2021-22	86.0			

Our World Neighborhood Charter School's Enrollment and Retention Status: 2021-22

			Target	Charter
enrollment	economically disadvantaged		84.9	71.6
	English language learners		21.6	13.1
	students with disabilities		14.3	12.1
retention	economically disadvantaged		93.6	87.0
	English language learners		93.8	85.5
	students with disabilities		94.1	88.1

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

CHARTER SCHOOL BACKGROUND

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2

135-25 79th Street, Howard Beach, New York | Grades: K-5 | Community School District 27

The SUNY Trustees approved the original charter for OWN 2 on June 13, 2016. The charter opened in fall 2018 serving 156 students in Kindergarten – 2nd grade.

PROGRAM

OWN 2 implements the same program elements of all OWN Schools charters. For more information on the educational program, please see the Benchmark Summary in the Data Presentation section of this report.

The shared services team recognized the opportunity to provide additional support to OWN 2 during the pandemic, and thus provided the charter with co-principals to expand instructional leadership capacity. In 2021, a co-principal moved into the CAO position on the shared services team. With the support of the shared services team, OWN 2 prioritizes using student assessment data to better identify supports and coaching for teachers during the 2022-23 school year. Teachers and instructional coaches meet to discuss data from weekly and quarterly assessments. Through these newly implemented systems to analyze data, teachers and instructional coaches identify student misunderstandings with precision, plan opportunities to reteach, and identify topics for professional development.

CURRENT CHARTER

Serves: Kindergarten – 5th

*Chartered Enrollment:
453*

*Charter Expires on:
July 31, 2023*

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 5th

*Chartered Enrollment:
480*

*Charter Expiration:
July 31, 2028*

CHARTER LEADERS

PRINCIPAL

Rodney Wilkins, Principal (2017-18 to Present)

Richard Lee, Co-Principal (2020-21)

CHARTER SCHOOL BACKGROUND

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	156	99	63%	K-2
2019-20	237	180	76%	K-3
2020-21	318	251	79%	K-4
2021-22	399	299	75%	K-5
2022-23	453	365	81%	K-5

NOTEWORTHY

OWN Schools received a \$1.64 million federal grant to provide an after school academic and enrichment program for over 100 students in Kindergarten — 5th grade for five years beginning in fall 2022. OWN 2, in partnership with Alvin Ailey American Dance Theater, now provides after school programming five days a week. The program provides much needed free after school care and enrichment opportunities and helps attract new families to enroll at the charter.

TIMELINE OF CHARTER SCHOOL RENEWAL

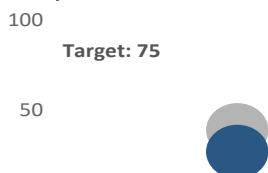


CHARTER SCHOOL BACKGROUND

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2

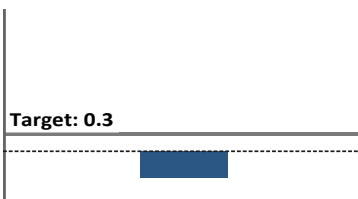
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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



Test Year	Comp Grades	District %	Charter %
2022	3-5	39	27

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.



Test Year	Test Grades	Effect Size
2022	3-5	-0.49

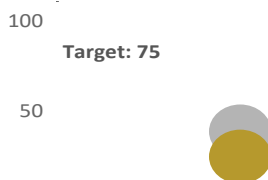
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2022	N/A

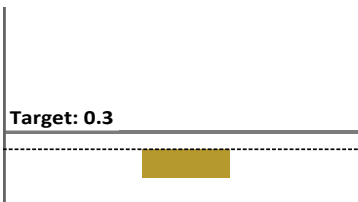
MATHEMATICS ACCOUNTABILITY PLAN GOAL

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



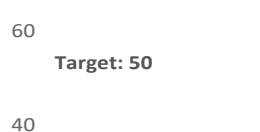
Test Year	Comp Grades	District %	Charter %
2022	3-5	39	25

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.



Test Year	Test Grades	Effect Size
2022	3-5	-0.51

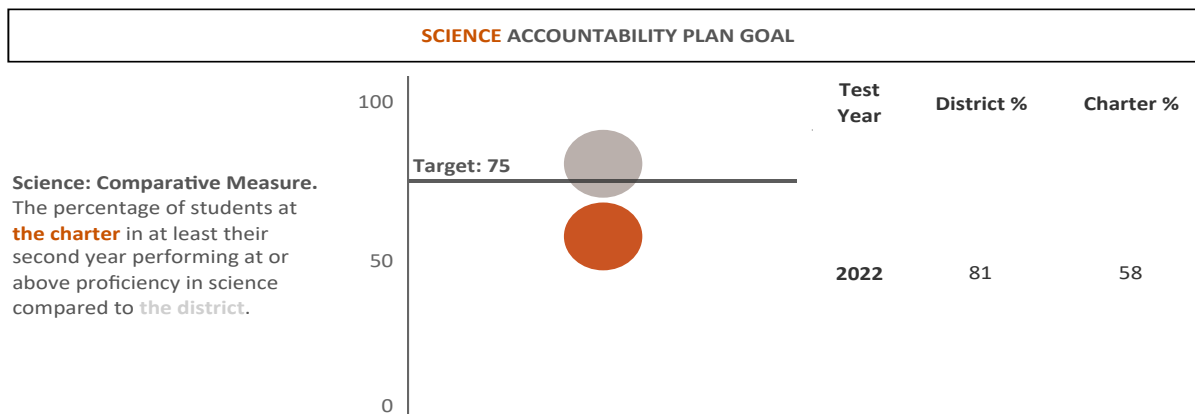
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.



Test Year	Charter Mean Growth
2022	N/A

CHARTER SCHOOL BACKGROUND

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2



SPECIAL POPULATIONS PERFORMANCE*	
	2022
Students with Disabilities Enrollment	39
Tested on State Exam	12
Charter Percent Proficient on ELA Exam	0.0
District Percent Proficient	12.6
ELL Enrollment	25
Tested on NYSESLAT Exam	22
Charter Percent 'Commanding' or Making Progress	13.6

* 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".

CHARTER SCHOOL BACKGROUND

Our World Neighborhood Charter School 2

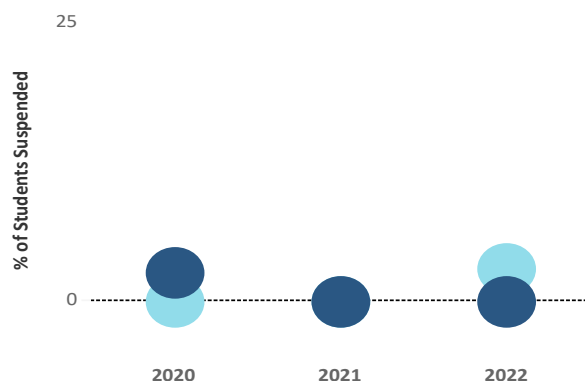
Queens CSD 27



* 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.

CHARTER SCHOOL BACKGROUND

Our World Neighborhood Charter School 2



Queens CSD 27

ISS Rate OSS Rate

2020	0.0	2.6
2021	0.0	0.0
2022	2.9	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

2019-20	74.7
2020-21	79.8
2021-22	76.0

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

2020	2021	2022
0	0	0

Our World Neighborhood Charter School 2's Enrollment and Retention Status: 2021-22

			Target	Charter
enrollment	economically disadvantaged		84.1	75.2
	English language learners		10.1	7.8
	students with disabilities		15.6	11.8
retention	economically disadvantaged		94.4	81.9
	English language learners		93.6	100.0
	students with disabilities		94.2	75.0

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



DP

DATA PRESENTATION

PAGES: 21-35

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

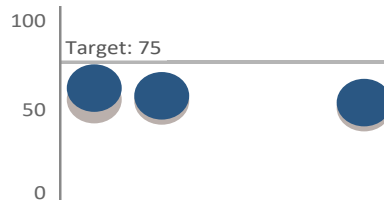
STUDENT
DEMOGRAPHICS

ACADEMIC PERFORMANCE

OUR WORLD NEIGHBORHOOD CHARTER SCHOOLS: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

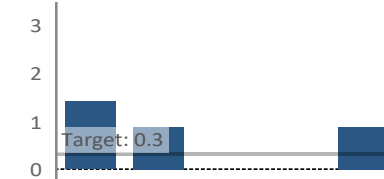
Our World Neighborhood Charter Schools EDUCATION CORPORATION AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE

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	55	62
2019	55	57
2020	N/A	N/A
2021	N/A	N/A
2022	51	54

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	1.40
2019	0.89
2020	N/A
2021	N/A
2022	0.87

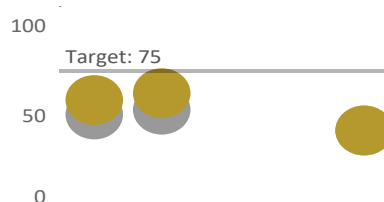
Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth Percentile
2018	50.4
2019	47.7
2020	N/A
2021	N/A
2022	N/A

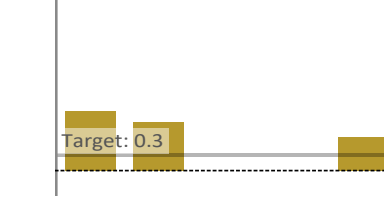
EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

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	51	59
2019	54	63
2020	N/A	N/A
2021	N/A	N/A
2022	42	42

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	1.21
2019	0.98
2020	N/A
2021	N/A
2022	0.70

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

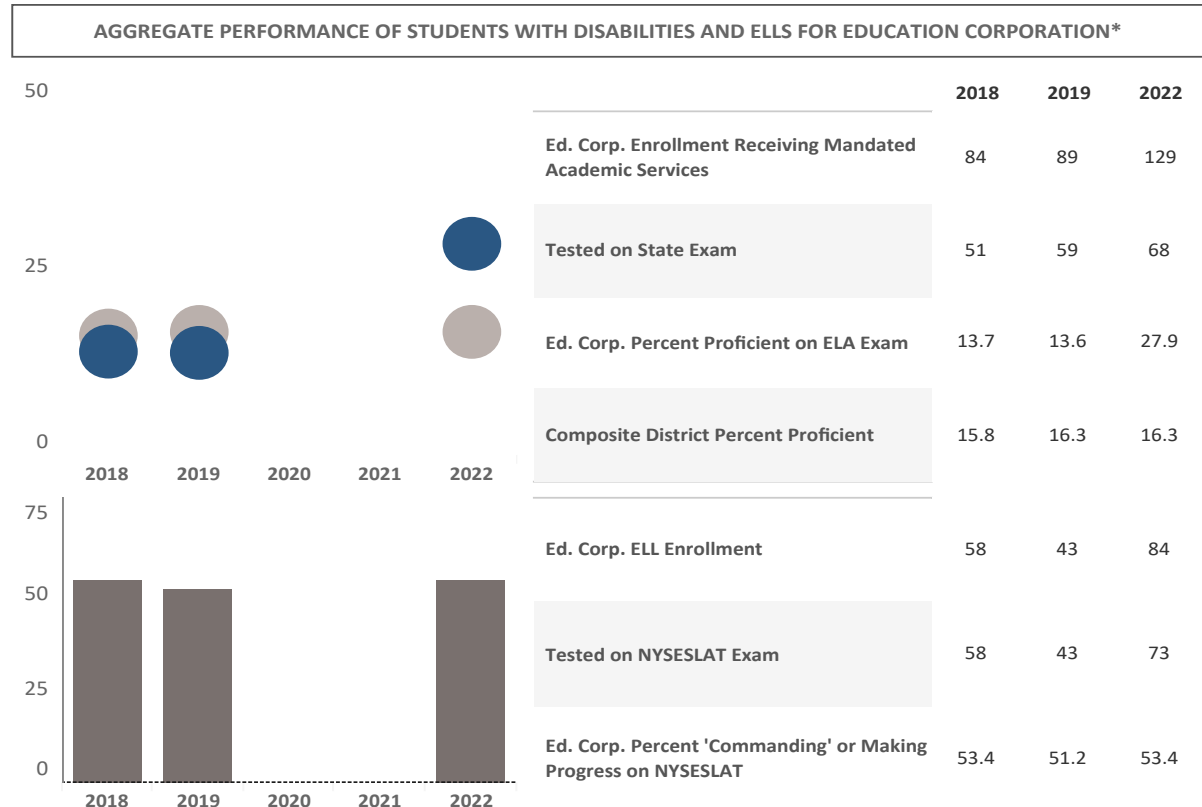
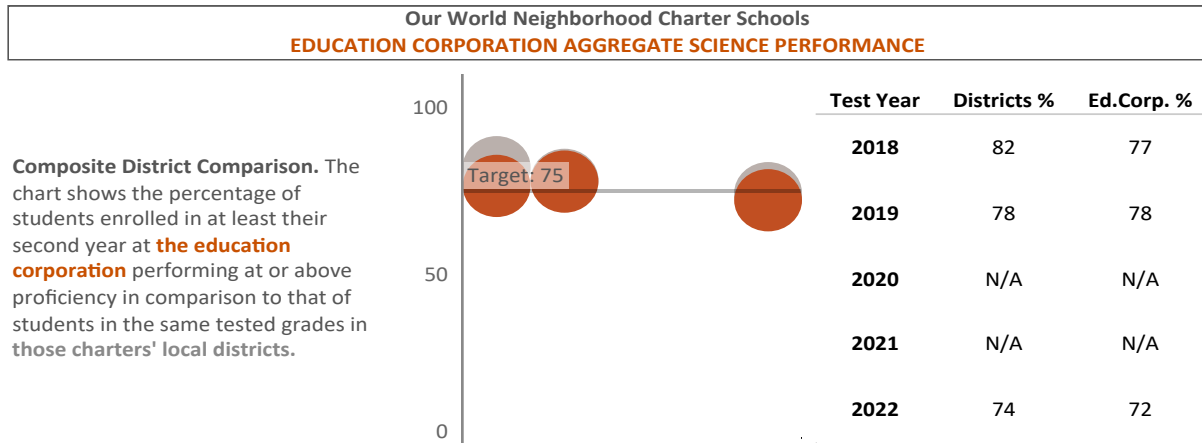


Test Year	Ed. Corp. Mean Growth Percentile
2018	56.6
2019	50.6
2020	N/A
2021	N/A
2022	N/A

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

ACADEMIC PERFORMANCE

OUR WORLD NEIGHBORHOOD CHARTER SCHOOLS: AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS



*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.

ACADEMIC PERFORMANCE



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

OWN Schools is an academic success and the two charters in the education corporation with state testing grades met or came close to meeting their academic Accountability Plan goals over the charter term. Notably, OWN exceeded the targets for all comparative and growth measures in mathematics over the five year Accountability Period. The charters also met the science and Every Student Succeeds Act (“ESSA”) goals.

OWN posted a consistent record of high achievement in ELA and mathematics over the charter term. The charter’s students enrolled in at least their second year posted proficiency rates that exceeded the district in both subjects during every year with data suitable for analysis. OWN also posted effect sizes that exceeded the target of 0.3 over the term. This level of performance indicates that the charter performed higher than expected in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. The charter also posted mean growth percentiles that exceeded or came close to the target of 50 in each year with available data.

OWN 2 first enrolled students in testing grades during the 2019-20 school year, and therefore did not produce academic achievement results suitable for analysis until the 2021-22 school year. That year, the charter posted baseline proficiency rates of 27% and 25% in ELA and mathematics, respectively. Although the charter underperformed the district, OWN 2’s internal assessment results demonstrate promising growth. The charter administers the nationally normed i-Ready assessment to monitor growth and achievement. In 2021-22, the charter’s students posted a median percent progress to annual typical growth of 90% in ELA and 86% in mathematics coming close to the SUNY target of 100%. Notably, the charter increased its overall growth from 2020-21 by 37 percentage points in ELA and 36 percentage points in mathematics.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

OWN Schools implements a comprehensive assessment system that improves instructional effectiveness and student learning. The charters administer a variety of valid and reliable assessments aligned to the education corporation's curriculum and state performance standards including state tests, quarterly and end-of-unit assessments, and i-Ready assessments three times a year in both ELA and mathematics to measure student progress and achievement.

Teachers use a variety of diagnostic, formative, and summative assessments, including Dynamic Indicators of Basic Early Literacy Skills ("DIBELS"), Fountas and Pinnell Benchmark Assessment System ("F&P") for reading levels, end-of-day assessments, and state tests. These assessments allow leaders and teachers to have a clear understanding of student performance and focus areas for improvement. Instructional coaches and teachers utilize i-Ready data and student work to create student groupings and New York State English as a Second Language Achievement Test ("NYSESLAT") results to create stand alone small groups of English Language Learners ("ELLs") by English language proficiency levels. The shared services team is in the process of making assessment data more accessible to teachers by unifying data in Performance Plus, a software program used to track student academic performance.

Each charter provides scheduled time for targeted meetings and structured collaboration between grade level teams, co-teachers, instructional coaches, and teachers to analyze student assessment data. Leaders expect teachers to administer end-of-day assessments in every content area, which teachers use when planning future lessons. The shared services team also looks at trends across charter sites and utilizes data to plan professional development. Each charter uses school specific data to develop school-based professional development focused on identified areas of need.

CURRICULUM

OWN Schools' curriculum supports teachers with instructional planning. OWN Schools has a curricular framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades. Curricular programs include Teacher's College Reading and Writing Project for ELA, GO Math! and New Tech Network ("NTN") curricular frameworks for mathematics, Full Option Science System ("FOSS") for science, and myWorld for social studies. The shared services team provides each charter with curricular maps and scope and sequence documents that bridge the curricular framework and lesson plans. The CAO, DCI, and instructional coaches adapt, and at times create, scope and sequence documents and curricular maps to ensure students' mastery of standards in all subject areas to support teachers with instructional planning.

Instructional coaches also implement and align the IB PYP and IB MYP to OWN Schools' curriculum without any changes to the underlying New York State standards. The integration of OWN Schools' curriculum to IB PYP and IB MYP results in the charters' unique curricular and instructional model of interdisciplinary learning

ACADEMIC PERFORMANCE

that supports students in understanding bodies of knowledge from two or more disciplines or subject areas to facilitate deeper conceptual understanding and mastery of standards. Each charter has instructional coaches who are designated as IB MYP and IB PYP coordinators to support teachers in interdisciplinary, inquiry-based, and student centered instructional planning and delivery. Therefore, teachers know, and are guided on, what to teach and when to teach it. OWN Schools has a process for selecting, developing, and reviewing its curricular documents. The CAO, DCI, and instructional coaches collaborate on curriculum reviews at various stages of curriculum development and implementation. OWN Schools plans to conduct a review of its mathematics and science curricular programs to ensure alignment to New York state standards across grades during the 2022-23 school year.

PEDAGOGY

Classrooms across OWN Schools' demonstrate rigorous instruction that is aligned to state standards. In most lessons observed, the implementation of the IB pedagogy skills and strategies meets the needs of all learners and is informed by assessments. Lesson plans include clear learning objectives that align to OWN Schools' curriculum and build on students' previous skills and knowledge. Most teachers establish and maintain classroom environments that develop depth of understanding and higher order thinking, problem solving, collaboration, self-management, and effective communication.

Teachers serve as facilitators allowing students opportunities to extend and develop their understanding of concepts. For example, students demonstrate their learning by using concepts and skills learned in different contexts in small groups using multiple strategies. However, the Institute observed inconsistencies in the delivery of instruction in some lessons. For example, inconsistencies in pacing resulted in some missed opportunities for deeper conceptual understanding of skills and concepts. Similarly, the Institute observed inconsistencies in checks for understanding and effective transitions which resulted in missed opportunities for assessing students' learnings and supporting students in developing skills fundamental to mastering the learning standards. OWN Schools can continue to build on the strong benefits of its transdisciplinary, student-centered, and inquiry-based learning model by prioritizing professional development that strengthens teachers' skills to ensure the delivery of its program is consistent across all grades, subject areas, and charters.

INSTRUCTIONAL LEADERSHIP

OWN Schools develops effective instructional leadership to support teachers. Instructional leaders at OWN Schools establish a culture of high expectations and academic excellence in which teachers believe all students can succeed. OWN Schools has a robust instructional leadership team that consists of shared services staff members, building principals, and assistant principals ("APs"), and instructional coaches. In addition, teachers may have a mentor teacher who provides ongoing support outside of formal observation and feedback.

OWN Schools' board and shared services staff members reviewed instructional leadership capacity and hired two additional shared services staff, a CAO and DCI, to support coaching and supervision across the expanding programs. As part of the IB Programme expectations and to improve teaching and learning, shared services staff members and principals adapted schedules to allow for collaborative planning among grade team teachers

ACADEMIC PERFORMANCE

and content teachers, as well as allow for teachers and instructional coaches to observe best practices at other sites. OWN Schools increased instructional leadership staff and collaborative planning time support teachers in implementing an educational program that honors the individual identities of each charter and supports OWN Schools' shared goals for all charters.

Instructional leaders provide sustained and systemic coaching and supervision at OWN and OWN 2. Teams of instructional coaches at each site review lesson plans, observe classes, and attend planning meetings with teachers, principals, and shared services leaders. OWN Schools continues to develop strong systems around coaching and supervision to improve teachers' instructional effectiveness and improve instructional consistency across divisions. The CAO and DCI regularly review assessment data to identify instructional priorities and meet with principals and instructional coaches to plan and coordinate programmatic changes to address needs. Instructional coaches and principals regularly meet with counterparts at other sites to share best practices and plan academic interventions across program sites. As a part of OWN Schools' goal to become IB certified, instructional coaches are trained in IB Programme expectations and incorporate feedback specific to the program in observation and feedback. In the next charter term, if renewed, OWN Schools plans on leveraging the instructional leadership capacity of the shared services team to review curricular materials to ensure rigor and alignment with the New York State learning standards and the requirements of the IB Programme.

OWN Schools' instructional leaders implement strong systems to support teachers and hold teachers accountable for student achievement. Instructional coaches observe instruction regularly and meet with teachers independently and in grade teams to provide feedback. Principals, APs, and instructional coaches conduct informal walkthrough observations and meet regularly to identify trends in teacher effectiveness. Principals and APs conduct formal observations three times annually using the Danielson framework. As a result, teachers have a clear understanding of strengths and how to access the resources to improve.

At the time of the Institute's visit, professional development priorities interrelated with classroom practice. Most sessions designed to enhance pedagogical skills and competencies occurred independently in one on one coaching meetings. The Institute observed inconsistent systems by which instructional leaders collect data on trends in pedagogical skills and competencies. For example, while instructional leaders at all charters completed regular walkthrough observations, the Institute did not observe uniform data collection procedures across all three charters. In the next charter term, if renewed, shared services team members and instructional leaders will continue to develop systems to accurately identify trends in teacher performance and plan comprehensive professional development to support teachers' skills and competencies.

AT RISK PROGRAM

OWN Schools has clear procedures in place to identify at-risk students and implements systems to meet the educational needs of subpopulations at risk of academic failure. Students with disabilities enrolled at OWN Schools outperformed their district peers on the ELA state assessment by 15 percentage points in spring 2022. Similarly, 70 percent of ELL students enrolled at OWN Schools were commanding or making progress on the New York State English as a Second Language Achievement Test ("NYSESLAT") in Spring 2022, also outperforming their district peers by 20 percentage points.

ACADEMIC PERFORMANCE

OWN Schools follows the New York State identification procedures like the Home Language Identification Survey (“HLIS”) and administers the New York State Identification Test for English Language Learners (“NYSITELL”) assessment annually to identify ELLs. While OWN Schools is currently seeking to fill a vacant ELL teacher position at OWN 2, there are two full time ENL teachers who support the charters’ high population of ELLs. At the time of the Institute’s visit, OWN Schools’ ELL program primarily provided standalone ELL classes to its entering and emerging ELL populations through teacher created materials and literacy-based curricula like the Writing Revolution Program and Leveled Literacy Instruction (“LLI”). While the charter is in the process of training teachers to understand the needs of ELLs and supporting teachers to implement strategies in the classrooms, general education teachers did not demonstrate a shared understanding of strategies to support language acquisition of ELLs beyond standalone ELL classes including those students classified as transitioning, expanding, and commanding. OWN Schools’ has developing systems in place to monitor the progress of ELL students and the effectiveness of the ELL program at the shared services level. Strengthening these systems could maximize the benefits of the charters’ strong ELL programming that supports student achievement on the NYSESLAT.

The charters implement a tiered RTI program that provides targeted support to students in ELA and mathematics. The student based support team (“SBST”) at the elementary levels and the support intervention team (“SIT”) at the middle school level consist of the necessary stakeholders like the AP, head of special education, special education managers, school counselors, social worker, special education teacher support services (“SETSS”) providers, and relevant teachers, meet weekly to analyze a variety of assessment data (i-Ready, DIBELS, F&P) through a charter created Response to Intervention (“RTI”) referral package to identify students for both academic and non-academic Tier I services.

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 like SPIRE, Sound Sensible, Do The Math, and leveled literacy intervention (“LLI”), and study hall at the middle school levels. Students who continue to struggle then receive intensive Tier 3 support, and the SBST will recommend the student for testing for eligibility for special education services. The charter partners with the New York City Department of Education (“NYC DOE”) to provide necessary related services.

The education corporation provides several opportunities for teacher facilitated professional development to improve teacher skills and competencies in supporting at-risk students. At the beginning of the school year, special education teachers at OWN elementary guided OWN 2 elementary teachers on how to implement LLI and progress monitor; and, at the middle school level, special education teachers facilitated a professional development session on individualized education program (“IEP”) goals to instructional staff members. The charter provides professional development opportunities weekly through special education team meetings and common planning time. Leaders and teachers attend external professional development sessions with the S.P.I.R.E. Reading and Do The Math Programs and through the NYC Charter Collaborative. At the time of the visit, the Institute observed some differentiation strategies, though implementation was inconsistent across classrooms. During some classroom observations, the Institute observed the use of graphic organizers, assistive technology, and differentiation to increase engagement.

ACADEMIC PERFORMANCE

ORGANIZATIONAL CAPACITY

OWN Schools' establishes a clear, purposeful organizational structure that effectively supports the delivery of the charter's educational program. The leadership team has clear lines of accountability and teachers know to whom to go for resources, such as instructional coaches or grade-level leads. APs oversee most of the operational responsibilities and the principals work closely with instructional coaches to ensure high quality instruction. While instructional coaches are responsible for overseeing teaching and learning, specifically facilitating coaching cycles, principals also conduct quick walkthroughs beyond teacher evaluations. Principals, APs, and instructional coaches meet weekly to discuss instruction to share observations and align priorities.

OWN Schools' teachers report the strong, positive, and collaborative culture as one reason why teacher retention is relatively high. OWN Schools provides a mentor teaching program and invests in partnerships with New York University to place apprentice teachers in the classroom. OWN Schools invests time and funds to provide the resources and professional development for its staff members. In alignment with OWN Schools' priorities to align to the IB standards, strengthen its mathematics instruction, and develop its Diversity, Equity and Inclusion ("DEI") and LGBTQ+ efforts, the charter allocates sufficient resources to support the achievement of its goals. For instance, OWN Schools is in the process for full authorization for IB and is committed to fulfilling teacher training requirements. The charter partners with the National Teacher Network and Do the Math program to support with mathematics focused professional development. Further, the charters began professional development sessions related to LGBTQ+ and DEI and, during the visit, the Institute team observed evidence of LGBTQ+ and DEI priorities in lessons and daily culture.

The charter works to maintain adequate student enrollment across all sites. The shared services team recognizes the decline in enrollment and retention, and cites shifting neighborhood demographics and transportation barriers as two causes of the decline. The shared services team and building principals recognize the need to continue strategic enrollment and retention efforts. At the time of the visit, leaders reported increased enrollment applications. OWN Schools continues to leverage its strong ties to the community and parent involvement and aims to develop more PTO support to recruit additional students through family referrals.

BOARD OVERSIGHT & GOVERNANCE

OWN Schools' board provides effective oversight to support each charter to meet its Accountability Plan goals. OWN Schools' board members collectively have the educational, legal, marketing, and fiscal expertise required to oversee the management of the operations of the charters. Currently, the board operates with education, finance, executive, and facilities committees that meet outside of regular board meetings and report updates to the full board. Present board members plan to continue to serve on the board in the next charter term, if renewed. To ensure longterm capacity, the board recognizes the benefit in expanding membership and is in the process of adding a new board member with financial and facility expertise. In the interim, OWN Schools' board is considering revising the board's membership down to seven individuals in order to immediately meet quorum requirements.

ACADEMIC PERFORMANCE

OWN Schools' CEO regularly reports assessment, fiscal, legal, and non academic data such as enrollment, retention, attendance rates, and teacher turnover rates to the board. The board and CEO collaboratively review data and establish long range goals. OWN Schools' board ensures that each charter has adequate resources to function effectively and make progress toward each goal. For example, the board and CEO strategically used COVID-19 relief funds and funds from competitive grants to respond to community demand for after school and summer programming. The board meets annually to engage in strategic planning and self-evaluation.

COMPLIANCE REPORTING



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

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

OUR WORLD NEIGHBORHOOD CHARTER SCHOOLS

Discipline Policy

The education corporation's discipline policy does not specify the due process to be followed in cases of suspension or the nature of alternative instruction. The Institute will ensure the education corporation updates the policy to clearly state these items.

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL

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 visit, the charter was within the allowable limit and all uncertified teachers met the appropriate qualifications under the Act. In addition to tracking an individual's certification pathway, the education corporation partners with the NYU Steinhardt School of Education where candidates complete student teaching at one of the charters. The three year partnership has been successful at placing three to five student teachers each year in the middle school program. OWN provides a set tuition reimbursement amount to student teachers in exchange for two school years' of service. The education corporation believes the program is critical in helping fill difficult areas of certification and provides a pipeline of teachers already versed in its school culture, mission, and instructional philosophy.

COMPLIANCE REPORTING

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2

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 visit, the charter was within the allowable limit and five of the ten uncertified teachers met the appropriate qualifications under the Act. In addition to tracking an individual's certification pathway, the education corporation partners with the NYU Steinhardt School of Education where candidates complete student teaching at one of the charters. The three year partnership has been successful at placing three to five student teachers each year in the middle school program. OWN provides a set tuition reimbursement amount to student teachers in exchange for two school years' of service. The education corporation believes the program is critical in helping fill difficult areas of certification and provides a pipeline of teachers already versed in its school culture, mission, and instructional philosophy.

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	FAMILY INVOLVEMENT	STRONG RELATIONSHIPS
59%	92%	91%	94%	91%

Parent Survey Data

The Institute compiled data from the NYCDOE's annual family survey from the 2021-22 school year for each charter due for renewal. In 2021-22, 59% of families who received the NYCDOE survey responded. Of the families who responded, 92% expressed satisfaction with the charters.

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 10 families from both OWN and OWN 2. Parents and families spoke highly of teachers and instructional leaders at OWN Schools, noting that the administration is particularly responsive, welcoming, and open. Parents and families report that teachers and instructional leaders work to establish a sense of community and foster an interest in academics among students. Each charter has a robust PTO that regularly collaborates with shared services and charter leadership to communicate with families and plan community events. Teachers communicate with families through multiple means including email, phone calls, texts, conferences and informal meetings. On a number of occasions, in response to emergent concerns of parents and families, OWN Schools formed panels to discuss challenges and plan solutions. Such regular and diverse means of communication between the charters and families provide multiple opportunities for parents and families to provide feedback on OWN Schools' programming.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter 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 OWN's renewal application on December 1, 2022 by videoconference. The elementary principal described OWN's strong culture, citing many teachers' choice to enroll their own kids at the charter and the pervasive sense of pride students and staff members feel to be part of the OWN community.

COMMUNITY SATISFACTION

She also spoke of how proud of they are of their expected International Baccalaureate approval at the primary level. She described the charter's approach to nurturing the whole child and fostering critical thinking. The middle school principal also spoke of the pending International Baccalaureate approval, strong community support, and high academic results. No one spoke in opposition to the application.

The NYCDOE held its required hearing on OWN 2's renewal application on December 1, 2022 by videoconference. The founding principal described the charter's emphasis on students becoming lifelong, happy learners and independent thinkers. The principal also spoke of how the charter cultivates a community of teachers that is data driven and evaluative. The principal described the struggles of starting the charter during the pandemic but how the students and staff members persevered. The assistant principal spoke of the positive school culture. No one spoke in opposition to the application.

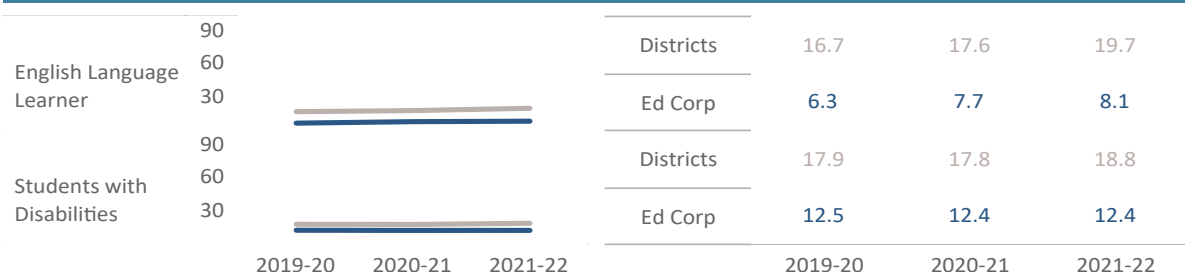
Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 83% of OWN Schools students returned from the previous year. Student persistence data from previous years of the charter term is available in the student demographics section of the report.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department ("NYSED") is available to the Institute to provide either district or statewide context.

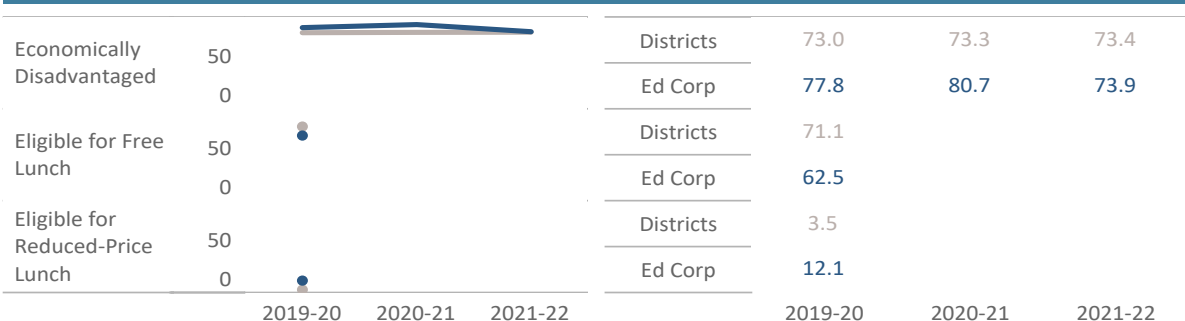
STUDENT DEMOGRAPHICS

Our World Neighborhood Charter Schools Aggregate Education Corporation Enrollment and Persistence

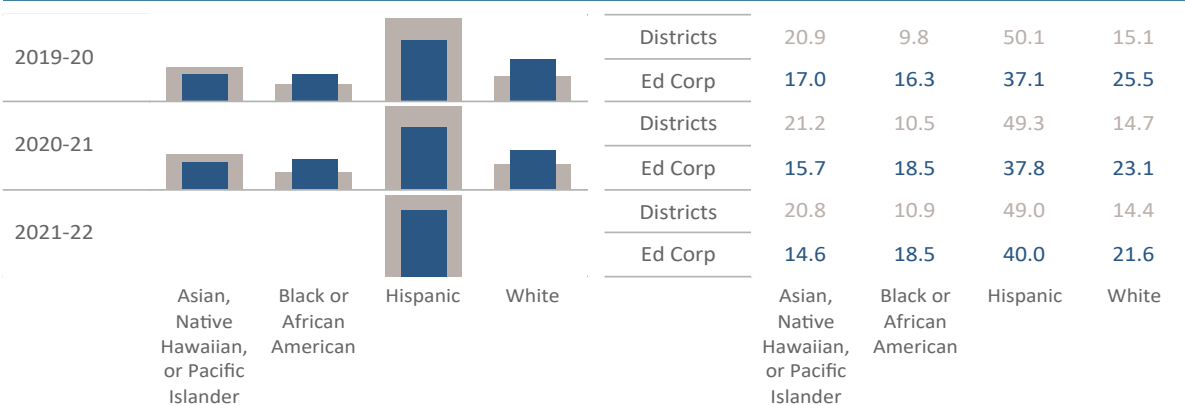
Aggregate Education Corporation Demographics: Special Populations



Aggregate Education Corporation Demographics: Free/Reduced Lunch



Aggregate Education Corporation Demographics: Race/Ethnicity



Aggregate Education Corporation Persistence in Enrollment

2019-20	2019-20	89.1
2020-21	2020-21	88.5
2021-22	2021-22	83.2

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.

OWN Schools makes good faith efforts to meet its enrollment and retention targets. OWN and OWN 2 meet or come close to meeting all enrollment and retention targets for all subgroups of students. The charter plans to conduct the following recruitment efforts to meet its targets in a future charter term:

- Expanding enrollment and retention capacity on the shared services team;
- Posting fliers and placing notices in local newspapers, supermarkets, communities of faith, community centers, and apartment complexes including New York City Housing Authority ("NYCHA") complexes;
- Conducting open houses at appropriate locations throughout the community including after school programs, youth centers and community-based organizations serving economically disadvantaged and immigrant youth and families in each school district and surrounding districts;
- Creating press releases and engaging in outreach to relevant media outlets including minority and foreign language media;
- Identifying and recruiting at preschools that serve children with special needs;
- Sending targeted mailings of application materials to zip codes where a predominance of low income and immigrant families reside;
- Canvassing neighborhoods in the districts, particularly in areas where there are NYCHA housing or other subsidized housing, to further reach economically disadvantaged families;
- Utilizing social media to market the charters;
- Reaching out to community-based organizations that serve populations whose language and ethnic diversity reflect the communities the charters serve;
- Translating documents and materials into other languages spoken in the communities served by OWN Schools and providing, when necessary, translators for families who speak languages other than English in-person events for prospective families;
- Leveraging relationships forged with elected officials to help gain access to various communities that speak languages other than English as well as community organizations and agencies that provide services to immigrant families and families of children with disabilities; and
- Advertising in local community newspapers with descriptions of how OWN Schools serve students with disabilities and ELLs.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Our World Neighborhood Charter School is fiscally sound as is its charters, OWN and OWN 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 each charter up for renewal and the education corporation demonstrate fiscal soundness over the majority of the charter term.⁵ The fiscal dashboard for the education corporation can be found at the end of this section. The discussion that follows relates mainly to OWN Schools because a school is not a legally distinct fiscal entity.



OWN Schools needs ongoing fiscal monitoring to ensure stable operations of all three charters it has the authority to operate as the charters grow grades and chartered enrollment to full capacity and become financially sustainable. OWN Schools uses a shared services model with proportionate allocation of central office staff to each of its three schools.



DOES THE EDUCATION CORPORATION OPERATE EACH CHARTER PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT THE EDUCATION CORPORATION MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long range financial plan in which the education corporation 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 for each charter and budget preparation procedures.	+
Board members, charter management, and staff members contribute to each charter budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for each charter to actual progress and adjusts it to meet changing conditions.	+

5. 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 each charter; the education corporation board addresses material variances and makes necessary revisions.

+

Actual charter expenses are equal to, or less than, actual charter revenue with no material exceptions.

+

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures, which each charter implements. 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 each charter.	+
The most recent education corporation audit report, which covers fiscal operations for each charter, 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 each 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 reviews and updates the FPPM on an annual basis to reflect the current operating systems.	JULY 2021

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, which include information about each charter, 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.	+
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 each charter to ensure stable operations. Critical financial needs of each 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 each charter and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for each charter.	+
If the education corporation includes philanthropy in its budget for each 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 each charter.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter's operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants related to each charter.	N/A

The education corporation reported improvements in its financial health and now is fiscally adequate with \$4.3 million in net assets and 1.6 months of cash on hand to pay liabilities due shortly as of the independent annual audit for June 30, 2022. As the individual charters grow to fill out grades and enrollment accumulated surpluses will offset any expected deficits occurring during this growth phase. The education corporation will plan for construction costs for a new facility in the next charter term, if granted. OWN has funded and maintained the required \$175,000 for three operating charters in a separate dissolution account as per the charter agreements.

FISCAL ANALYSIS

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL

NOTE: Effective 2018-19, the charter merged finances with the education corporation, "Our World Neighborhood Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

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 Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2002-03

	2017-18	2018-19	2019-20	2020-21	2021-22
Cash and Cash Equivalents - GRAPH 1	2,605,258	-	-	-	-
Grants and Contracts Receivable	609,421	-	-	-	-
Accounts Receivable	8,997	-	-	-	-
Prepaid Expenses	146,971	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	3,370,647	-	-	-	-
Property, Building and Equipment, net	845,382	-	-	-	-
Other Assets	527,903	-	-	-	-
Total Assets - GRAPH 1	4,743,932	-	-	-	-

Accounts Payable and Accrued Expenses	316,937	-	-	-	-
Accrued Payroll and Benefits	778,442	-	-	-	-
Deferred Revenue	325,000	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	1,420,379	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	1,420,379	-	-	-	-

Without Donor Restrictions	3,323,553	-	-	-	-
With Donor Restrictions	-	-	-	-	-
Total Net Assets	3,323,553	-	-	-	-
Total Liabilities and Net Assets	4,743,932	-	-	-	-

Resident Student Enrollment	10,531,712	11,081,635	11,639,951	11,792,771	12,086,561
Students with Disabilities	891,218	835,765	996,892	1,044,274	1,028,581

State and local	317,646	389,749	188,338	57,872	56,428
Federal - Title and IDEA	351,445	268,035	266,385	242,674	263,311
Federal - Other	658,099	-	-	248,200	1,122,209
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	142,520	223,245	157,613	78,603	464,124
Total Operating Revenue	12,892,640	12,798,429	13,249,179	13,464,394	15,021,214

Regular Education	9,133,080	9,152,124	9,450,065	9,491,170	11,975,671
SPED	893,913	1,161,215	1,250,788	1,121,191	1,226,828
Other	-	-	-	-	-
Total Program Services	10,026,993	10,313,339	10,700,853	10,612,361	13,202,499
Management and General	2,275,340	2,158,377	2,324,470	2,379,225	2,859,993
Fundraising	106,866	90,453	94,620	88,874	84,148
Total Expenses - GRAPHS 2, 3 & 4	12,409,199	12,562,169	13,119,943	13,080,460	16,146,640
Surplus / (Deficit) From School Operations	483,441	236,260	129,236	383,934	(1,125,426)

Contributions	17,820	9,918	10,207	5,896	2,737
Fundraising	9,283	6,274	4,584	-	-
Miscellaneous Income	102,377	30,516	15,961	1,647	9,125
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	129,480	46,708	30,752	7,543	11,862

Total Unrestricted Revenue	13,022,120	12,845,137	13,279,931	13,471,937	15,033,076
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	13,022,120	12,845,137	13,279,931	13,471,937	15,033,076

Change in Net Assets	612,921	282,968	159,988	391,477	(1,113,564)
Net Assets - Beginning of Year - GRAPH 2	2,710,632	2,974,180	3,257,148	3,417,136	3,808,613
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	3,323,553	3,257,148	3,417,136	3,808,613	2,695,049

FISCAL ANALYSIS

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL

NOTE: Effective 2018-19, the charter merged finances with the education corporation, "Our World Neighborhood Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

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

2017-18	2018-19	2019-20	2020-21	2021-22
2,019,003	1,961,944	2,090,164	2,152,772	2,824,177
4,976,649	4,959,825	5,398,387	5,560,014	5,569,354
129,055	128,345	147,030	150,174	163,776
-	-	-	-	-
7,124,707	7,050,114	7,635,581	7,862,960	8,557,307
1,463,978	1,558,394	1,694,909	1,453,497	1,716,525
324,253	316,665	382,903	410,818	422,067
-	-	-	-	-
964,439	1,094,715	1,108,866	1,150,245	1,500,949
103,724	123,785	120,440	77,288	159,658
595,428	620,342	632,649	660,056	1,332,928
79,005	86,708	45,735	15,198	136,835
320,136	240,842	159,224	172,135	350,496
95,703	103,447	157,682	243,376	218,605
1,337,826	1,367,157	1,181,954	1,034,887	1,751,270
12,409,199	12,562,169	13,119,943	13,080,460	16,146,640

CHARTER ANALYSIS

ENROLLMENT

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

2017-18	2018-19	2019-20	2020-21	2021-22
753	753	753	753	779
753	753	753	753	779
722	724	725	731	718
K-8	K-8	K-8	K-8	K-8
-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

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

14,527	15,307	16,150	16,123	16,844
3.4%	5.1%	5.2%	-0.2%	4.3%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

17,857	17,677	18,270	18,419	20,921
179	65	42	10	17
18,036	17,741	18,312	18,429	20,937

Expenses

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

13,888	14,245	14,756	14,518	18,388
3,299	3,106	3,336	3,376	4,100
17,187	17,351	18,091	17,894	22,488
80.8%	82.1%	81.6%	81.1%	81.8%
19.2%	17.9%	18.4%	18.9%	18.2%
4.9%	2.3%	1.2%	3.0%	-6.9%
7.5%	8.6%	8.4%	8.5%	10.0%

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

% of Revenue Expended on Facilities

Student to Faculty Ratio

9.1	9.7	-	9.6	9.0
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Faculty to Admin Ratio

3.0	2.8	-	3.2	2.9
-----	-----	---	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

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

2.6	0.0	0.0	0.0	0.0
Fiscally Strong	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)

1,950,268	0	0	0	0
15.0%	0.0%	0.0%	0.0%	0.0%
2.4	0.0	0.0	0.0	0.0
MEDIUM	N/A	N/A	N/A	N/A
Good	N/A	N/A	N/A	N/A

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)

2.3	0.0	0.0	0.0	0.0
MEDIUM	N/A	N/A	N/A	N/A
Good	N/A	N/A	N/A	N/A

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)

0.3	0.0	0.0	0.0	0.0
LOW	N/A	N/A	N/A	N/A
Excellent	N/A	N/A	N/A	N/A

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.)

2.5	0.0	0.0	0.0	0.0
MEDIUM	N/A	N/A	N/A	N/A
Good	N/A	N/A	N/A	N/A

FISCAL ANALYSIS

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2

NOTE: Effective 2018-19, the charter merged finances with the education corporation, "Our World Neighborhood Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

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 2018-19

	2017-18	2018-19	2019-20	2020-21	2021-22
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	-	-	-	-	-

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	-	-	-	-	-

Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-

Resident Student Enrollment	-	1,516,204	2,961,184	4,054,128	5,077,056
Students with Disabilities	-	53,594	245,327	438,927	509,866

State and local	-	252,967	55,507	16,800	18,964
Federal - Title and IDEA	-	49,068	67,958	115,503	141,847
Federal - Other	-	196,293	-	61,079	506,302
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	455,091	887,580	1,215,875	1,517,476
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	2,523,217	4,217,556	5,902,312	7,771,511

Regular Education	-	3,130,618	4,083,376	5,094,105	5,935,595
SPED	-	221,737	229,823	273,410	354,337
Other	-	-	-	-	-
Total Program Services	-	3,352,355	4,313,199	5,367,515	6,289,932
Management and General	-	746,467	898,613	935,345	1,396,170
Fundraising	-	19,804	17,020	17,058	29,882
Total Expenses - GRAPHS 2, 3 & 4	-	4,118,626	5,228,832	6,319,918	7,715,984
Surplus / (Deficit) From School Operations	-	(1,595,409)	(1,011,276)	(417,606)	55,527

Contributions	-	194,947	110,211	19,842	-
Fundraising	-	-	-	-	-
Miscellaneous Income	-	4,117	5,504	890	2,018,606
Net assets released from restriction	-	-	-	-	6,169
Total Support and Other Revenue	-	199,064	115,715	20,732	2,024,775

Total Unrestricted Revenue	-	2,722,281	4,333,271	5,923,044	7,771,511
Total Temporally Restricted Revenue	-	-	-	-	2,024,775
Total Revenue - GRAPHS 2 & 3	-	2,722,281	4,333,271	5,923,044	9,796,286

Change in Net Assets	-	(1,396,345)	(895,561)	(396,874)	2,080,302
Net Assets - Beginning of Year - GRAPH 2	-	349,373	(1,046,972)	(1,942,533)	(396,874)
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	(1,046,972)	(1,942,533)	(2,339,407)	1,683,428

FISCAL ANALYSIS

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2

NOTE: Effective 2018-19, the charter merged finances with the education corporation, "Our World Neighborhood Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

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

2017-18	2018-19	2019-20	2020-21	2021-22
-	436,254	494,185	605,828	821,200
-	915,264	1,417,358	1,894,274	2,136,262
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	1,351,518	1,911,543	2,500,102	2,957,462
-	265,774	382,515	392,312	559,799
-	37,479	60,556	92,428	127,831
-	-	-	-	-
-	1,480,975	1,918,508	2,271,005	2,285,668
-	17,231	47,799	41,525	111,287
-	222,558	120,474	172,924	536,254
-	111,242	73,782	72,206	138,856
-	124,652	96,936	91,634	192,867
-	200,524	307,873	335,787	238,339
-	306,673	308,846	349,995	567,621
-	4,118,626	5,228,832	6,319,918	7,715,984

CHARTER ANALYSIS

ENROLLMENT

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

2017-18	2018-19	2019-20	2020-21	2021-22
153	234	315	396	477
-	156	237	318	399
-	99	180	251	300
K-1	K-2	K-3	K-4	K-5
Planning Year	K-2	K-3	K-4	K-5

Primary School District: NYC CHANCELLOR'S OFFICE

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

-	15,307	16,150	16,123	16,844
0.0%	100.0%	5.2%	-0.2%	4.3%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

-	25,487	23,431	23,473	25,905
-	2,011	643	82	6,749
-	27,498	24,074	23,556	32,654

Expenses

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

-	33,862	23,962	21,346	20,966
-	7,740	5,087	3,788	4,754
-	41,602	29,049	25,134	25,720
0.0%	81.4%	82.5%	84.9%	81.5%
0.0%	18.6%	17.5%	15.1%	18.5%
0.0%	-33.9%	-17.1%	-6.3%	27.0%
#DIV/0!	58.7%	45.5%	38.5%	29.4%

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

% of Revenue Expended on Facilities

Student to Faculty Ratio

-	6.6	-	11.4	9.7
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Faculty to Admin Ratio

-	2.5	-	3.7	3.4
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Financial Responsibility Composite Scores - GRAPH 6

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

0.0	0.0	0.0	0.0	0.0
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)

0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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)

0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

FISCAL ANALYSIS

OUR WORLD NEIGHBORHOOD CHARTER SCHOOLS (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 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
Cash and Cash Equivalents - GRAPH 1	-	2,314,686	4,262,280	4,992,484	3,178,086
Grants and Contracts Receivable	-	469,916	346,006	574,055	1,228,467
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	149,211	295,950	365,114	477,880
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	2,933,813	4,904,236	5,931,653	4,884,433
Property, Building and Equipment, net	-	1,480,782	1,414,510	1,474,484	1,697,271
Other Assets	-	604,555	628,545	629,663	1,120,425
Total Assets - GRAPH 1	-	5,019,150	6,947,291	8,035,800	7,702,129

Accounts Payable and Accrued Expenses	-	417,549	78,037	204,287	258,644
Accrued Payroll and Benefits	-	1,280,937	1,489,206	1,645,458	1,680,060
Deferred Revenue	-	130,053	19,842	-	135,201
Current Maturities of Long-Term Debt	-	-	887,975	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	1,828,539	2,475,060	1,849,745	2,073,905
Deferred Rent/Lease Liability	-	980,435	1,866,998	2,698,244	3,192,280
All other L-T debt and notes payable, net current maturities	-	-	1,130,630	2,018,605	-
Total Liabilities - GRAPH 1	-	2,808,974	5,472,688	6,566,594	5,266,185
Without Donor Restrictions	-	2,107,007	1,474,603	1,469,206	-
With Donor Restrictions	-	103,169	-	-	2,435,944
Total Net Assets	-	2,210,176	1,474,603	1,469,206	2,435,944
Total Liabilities and Net Assets	-	5,019,150	6,947,291	8,035,800	7,702,129

Resident Student Enrollment	-	12,597,839	14,601,135	15,846,899	17,163,617
Students with Disabilities	-	889,359	1,242,219	1,483,201	1,538,447
Grants and Contracts	-	-	-	-	-
State and local	-	642,716	243,845	74,672	75,392
Federal - Title and IDEA	-	317,103	334,343	358,177	405,158
Federal - Other	-	196,293	-	309,279	1,628,511
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	455,091	887,580	1,215,875	1,517,476
Food Service/Child Nutrition Program	-	223,245	157,613	78,603	464,124
Total Operating Revenue	-	15,321,646	17,466,735	19,366,706	22,792,725

Regular Education	-	12,282,742	13,533,441	14,585,275	17,911,266
SPED	-	1,382,952	1,480,611	1,394,601	1,581,165
Other	-	-	-	-	-
Total Program Services	-	13,665,694	15,014,052	15,979,876	19,492,431
Management and General	-	2,904,844	3,223,083	3,314,570	4,256,163
Fundraising	-	110,257	111,640	105,932	114,030
Total Expenses - GRAPHS 2, 3 & 4	-	16,680,795	18,348,775	19,400,378	23,862,624
Surplus / (Deficit) From School Operations	-	(1,359,149)	(882,040)	(33,672)	(1,069,899)

Contributions	-	204,865	120,418	25,738	2,737
Fundraising	-	6,274	4,584	-	-
Miscellaneous Income	-	34,633	21,465	2,537	2,027,731
Net assets released from restriction	-	-	-	-	6,169
Total Support and Other Revenue	-	245,772	146,467	28,275	2,036,637

Total Unrestricted Revenue	-	15,567,418	17,613,202	19,394,981	22,804,587
Total Temporarily Restricted Revenue	-	-	-	-	2,024,775
Total Revenue - GRAPHS 2 & 3	-	15,567,418	17,613,202	19,394,981	24,829,362

Change in Net Assets	-	(1,113,377)	(735,573)	(5,397)	966,738
Net Assets - Beginning of Year - GRAPH 2	-	3,323,553	2,210,176	1,474,603	3,411,739
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	2,210,176	1,474,603	1,469,206	4,378,477

FISCAL ANALYSIS

OUR WORLD NEIGHBORHOOD CHARTER SCHOOLS (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

2017-18	2018-19	2019-20	2020-21	2021-22
-	2,398,198	2,584,349	2,758,600	3,645,377
-	5,875,089	6,815,745	7,454,288	7,705,616
-	128,345	147,030	150,174	163,776
-	-	-	-	-
-	8,401,632	9,547,124	10,363,062	11,514,769
-	1,824,168	2,077,424	1,845,809	2,276,324
-	354,144	443,459	503,246	549,898
-	-	-	-	-
-	2,575,690	3,027,374	3,421,250	3,786,617
-	141,016	168,239	118,813	270,945
-	842,900	753,123	832,980	1,869,182
-	197,950	119,517	87,404	275,691
-	365,494	256,160	263,769	543,363
-	303,971	465,555	579,163	456,944
-	1,673,830	1,490,800	1,384,882	2,318,891
-	16,680,795	18,348,775	19,400,378	23,862,624

CHARTER ANALYSIS

ENROLLMENT

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

2017-18	2018-19	2019-20	2020-21	2021-22
-	987	1,224	1,386	1,574
-	909	990	1,071	1,178
-	823	905	982	1,018
-	-	-	-	-
-	-	-	-	-

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

-	18,616	19,296	19,713	22,390
-	299	162	29	2,001
-	18,915	19,458	19,741	24,390

Expenses

Program Services
Management and General, Fundraising

TOTAL - GRAPH 3

% of Program Services

% of Management and Other

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

% of Revenue Expended on Facilities

-	16,604	16,586	16,265	19,148
-	3,663	3,684	3,482	4,293
-	20,268	20,270	19,747	23,441
0.0%	81.9%	81.8%	82.4%	81.7%
0.0%	18.1%	18.2%	17.6%	18.3%
0.0%	-6.7%	-4.0%	0.0%	4.1%
#DIV/0!	16.8%	17.3%	17.7%	16.6%

Student to Faculty Ratio

-	9.1	-	10.0	9.2
---	-----	---	------	-----

Faculty to Admin Ratio

-	2.7	-	3.3	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

0.0	1.3	0.8	0.9	1.1
N/A	Fiscally Adequate	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Adequate

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)

0	1,105,274	2,429,176	4,081,908	2,810,528
0.0%	7.1%	13.8%	21.0%	12.3%
0.0	1.6	2.0	3.2	2.4
N/A	MEDIUM	MEDIUM	LOW	MEDIUM
N/A	Good	Good	Excellent	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)

0.0	1.5	1.9	3.0	2.1
N/A	MEDIUM	MEDIUM	LOW	MEDIUM
N/A	Good	Good	Excellent	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)

0.0	0.6	0.8	0.8	0.7
N/A	MEDIUM	MEDIUM	MEDIUM	MEDIUM
N/A	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	1.7	2.8	3.1	1.6
N/A	MEDIUM	MEDIUM	LOW	MEDIUM
N/A	Good	Good	Excellent	Good

FUTURE PLANS

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

OWN and OWN 2 are each academic success supported by an effective, viable organization. OWN Schools presents sound financial plans for the future of each charter. As such, the plans for OWN and OWN 2 for the next charter term are reasonable, feasible, and achievable.

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL

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

Plans for Board Oversight & Governance. Current board members express interest in continuing to serve OWN Schools in the next charter term. The board plans to temporarily reduce board membership to meet quorum needs while simultaneously planning for board membership over the long term. Board members also continue to recruit for additional board membership to support the fiscal and facility needs of the education corporation.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, OWN Schools and each charter present a reasonable and appropriate fiscal plan for the next charter term that are feasible and achievable.

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL

Plans for the Educational Program. OWN Schools plans to implement the same core elements of its educational program at each that enabled the charter to meet or come close to meeting its key Accountability Plan goals in the current charter term. OWN Schools will continue to support OWN in becoming an IB certified charter in the next charter term, if renewed, and anticipates IB authorization by Summer 2025.

Facility Plans. OWN will continue to operate its program in two privately leased spaces during the next charter term. The elementary building has plans to renovate the playground. The middle school program has secured space and will move into newly leased space once the education corporation completes renovations.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	750	750
Grade Span	K-8	K-8
Teaching Staff	65	65
Days of Instruction	185	185

FUTURE PLANS

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 2

Plans for the Educational Program. OWN Schools plans to implement the same core elements of its educational program at each that enabled the charter to meet or come close to meeting its key Accountability Plan goals in the current charter term. OWN Schools will continue to support OWN 2 in becoming an IB certified charter in the next charter term, if renewed, and anticipates IB authorization by Summer 2025.

Facility Plans. OWN 2 plans to continue to operate its program in one privately leased space during the next charter term. The facility provides ample space for the Kindergarten – 5th grade programming needs.

	CURRENT	END OF NEXT CHARTER TERM
<i>Enrollment</i>	453	480
<i>Grade Span</i>	K-5	K-5
<i>Teaching Staff</i>	28	33
<i>Days of Instruction</i>	185	185

Our World Neighborhood
Charter School

Ax

APPENDICES

PAGES Ax 1-10

CO^A
CHARTER
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REPORT
INFORMATION
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OUR WORLD NEIGHBORHOOD CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR

Dr. Jeanette Betancourt

VICE CHAIR

Melissa Chin

SECRETARY

Maura Fitzgerald

TRUSTEES

Kalimah Ayele

Olumbunmi Emigli

Richard Bogle

SHARED SERVICES LEADERS

CEO

Brian Ferguson, (July 2013-Present)

APPENDIX A: CHARTER SCHOOL OVERVIEW



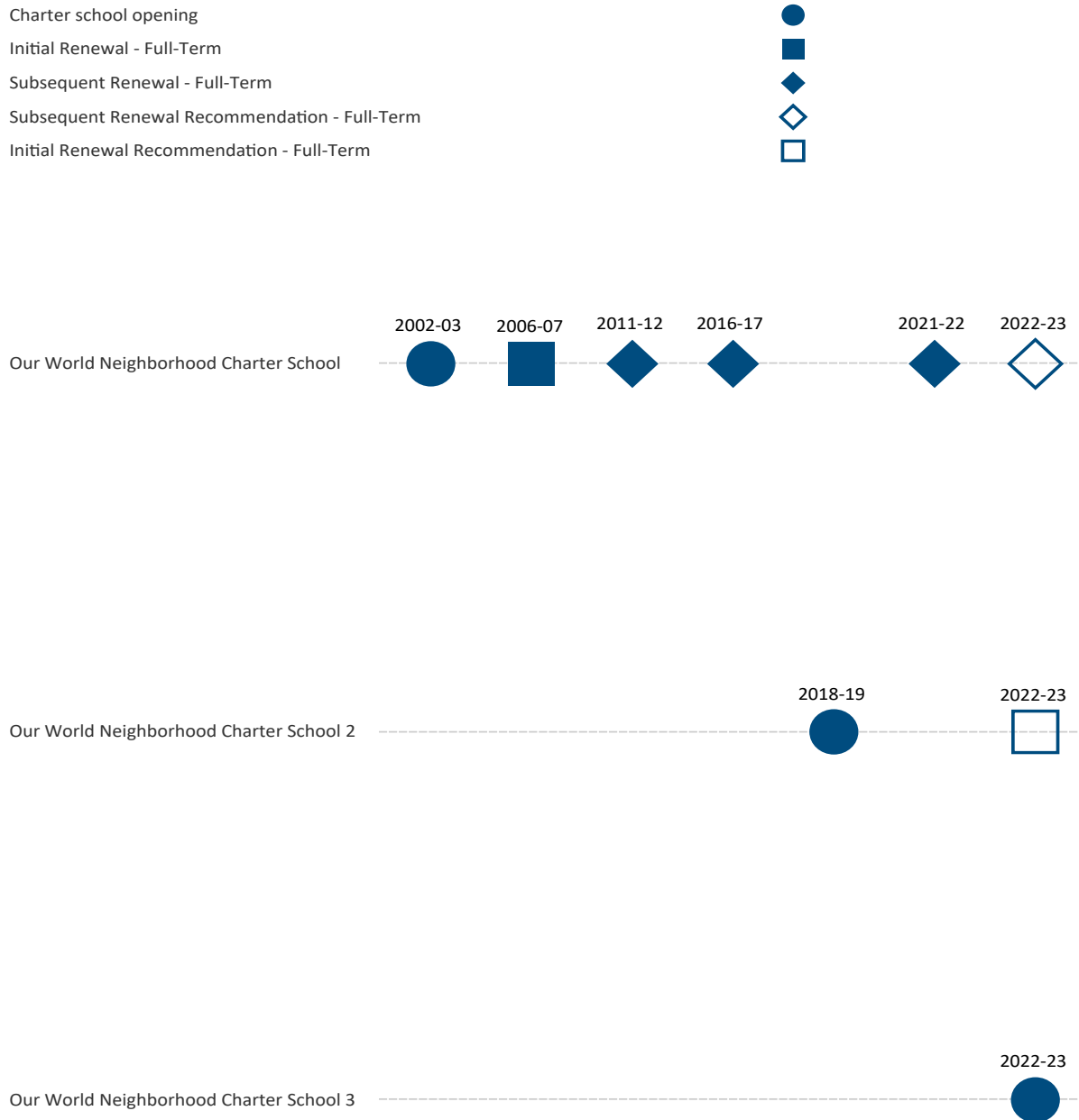
CHARTER VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2002-03	OWN - First Year	May 23, 2003
2003-04	OWN - Evaluation	January 29 - 30, 2004
2004-05	OWN - Evaluation	June 2, 2005
2006-07	OWN - Initial Renewal	October 21 - November 2, 2006
2008-09	OWN - Evaluation	April 7, 2009
2011-12	OWN - Subsequent Renewal	September 12-13, 2011
2016-17	OWN - Subsequent Renewal	September 26 - 27, 2016
2018-19	OWN 2 - First Year	April 12, 2019
2021-22	OWN - Renewal Review	August 18, 2021
2022-23	OWN - Subsequent Renewal	September 28 - 30, 2022
	OWN 2 - Initial Renewal	September 28 - 30, 2022

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
September 28 - 30, 2022	Erin Allen	Senior Analyst
	Vickie Masséus	School Evaluation Analyst
	Amy Proulx	External Consultant
	Christine Adamczak	Executive Assistant

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

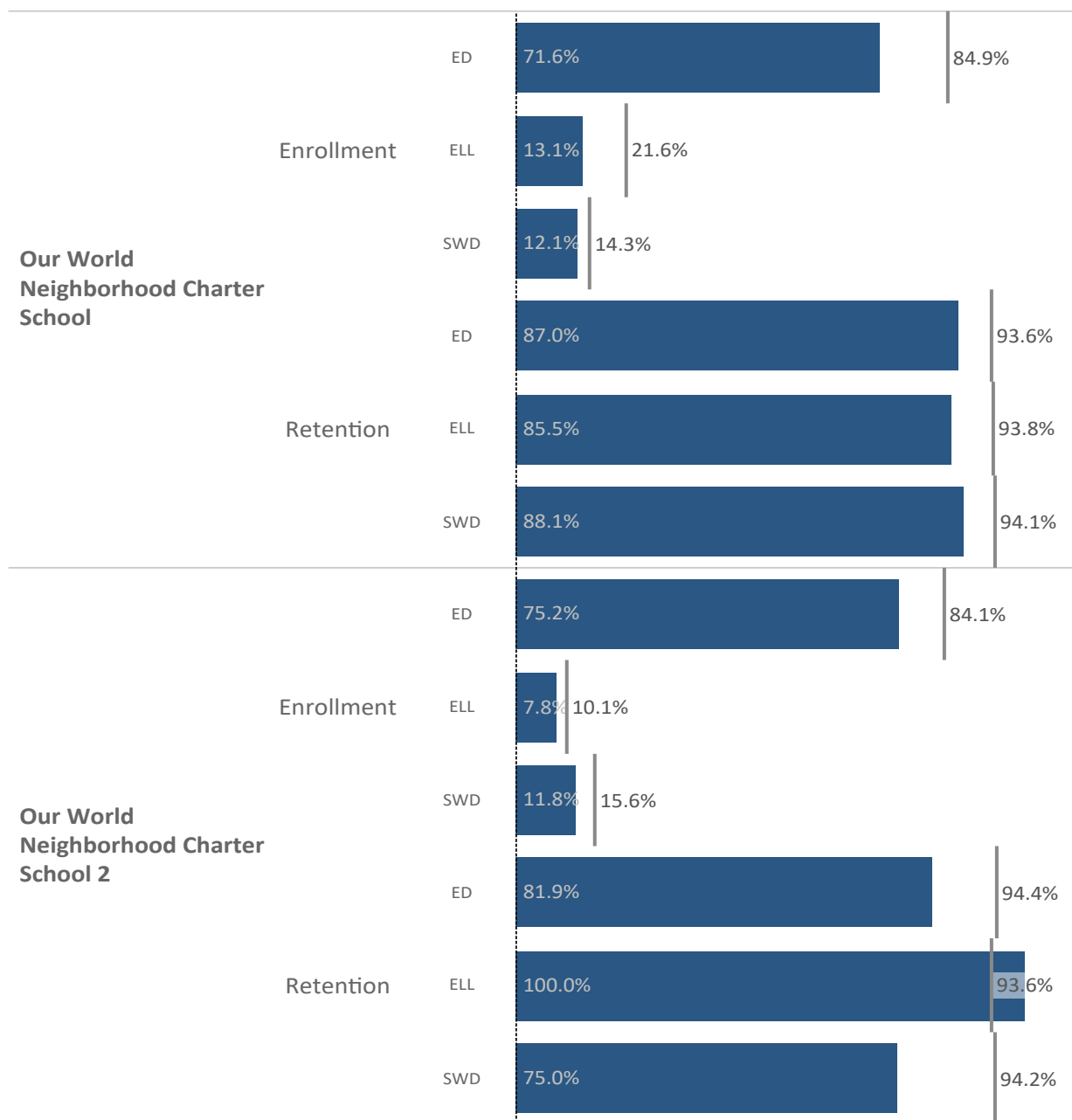


APPENDIX B: EDUCATION CORPORATION OVERVIEW

EDUCATION CORPORATION CHARTER CHARACTERISTICS

CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Our World Neighborhood Charter School	Queens CSD 30	No	750	K-8
Our World Neighborhood Charter School 2	Queens CSD 27	No	453	K-5
Our World Neighborhood Charter School 3	Queens CSD 24	No	156	K-1

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.

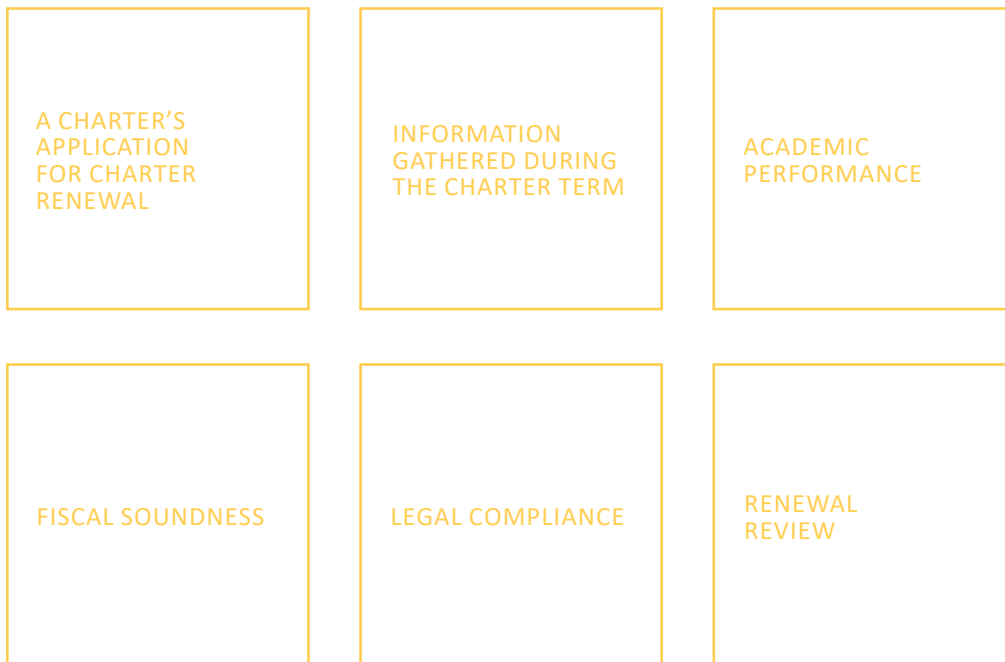
During the most recent school year, the education corporation expelled 0 students.

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 each charter school's Application for Charter Renewal, and more broadly, details the merits of each 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 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 EACH CHARTER AN ACADEMIC SUCCESS?

IS EACH CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS EACH CHARTER FISCALLY SOUND?

**IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S
AUTHORITY TO OPERATE EACH CHARTER, ARE ITS PLANS FOR THE
CHARTERS 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 [here](#).

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



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 each 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.

