



# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT  
EXPLORE CHARTER SCHOOLS OF  
BROOKLYN'S AUTHORITY TO OPERATE:*

*EXPLORE CHARTER SCHOOL  
EXPLORE EXCEL CHARTER SCHOOL*

**Report Date: December 5, 2023**

**Review Date: October 3 – 6, 2023**

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**Charter Schools Institute**  
The State University of New York

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## EDUCATION CORPORATION BACKGROUND

# EXPLORE CHARTER SCHOOLS OF BROOKLYN



### MISSION

*Our mission is to provide all students with the academic skills and critical thinking abilities they need to succeed in a college preparatory high school.*

### EDUCATION CORPORATION BACKGROUND

Explore Charter School (“Explore”) and Explore Excel Charter School (“Explore Excel”) are two of six charters in the Explore Charter Schools of Brooklyn (“Explore Schools” or the “education corporation”) education corporation. The original charters for Explore Empower Charter School (“Explore Empower”) and Explore were approved by the New York City Chancellor and merged under SUNY authorization effective July 1, 2015 with four other charters affiliated with Explore Schools: Explore Exceed Charter School (“Explore Exceed”), Explore Enrich Charter School (“Explore Enrich”), and Explore Envision Charter School (“Explore Envision”), and Explore Excel. Explore Enrich and Explore Envision are not currently operating. All schools within the education corporation, including Explore and Explore Excel, operate under the management of Explore Schools, Inc. (“Explore Network” or the “network”), a New York not-for-profit charter management organization based in New York City. The network provides the schools with academic, operational, and back office assistance. Schools utilize the network’s curricular and assessment materials, all of which are selected or produced by network curriculum teams. The network is also responsible for managing and evaluating the performance of each school and school leader.

### CURRENT EDUCATION CORPORATION SNAPSHOT

*First School Opened:*  
2002

*Total Number of Charters:*  
6

*Number of Students Served:*  
2,220

### PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

*Serves: Kindergarten – 8<sup>th</sup>*

*Total Number of Charters:*  
6

*Number of Students Served:*  
2,212

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

## EDUCATION CORPORATION BACKGROUND

### KEY DESIGN ELEMENTS

We focus on thinking and learning;



We utilize standards-aligned curricula;



We use data to drive daily instruction;



We have small teacher to student ratios;



We put the needs of students first;



We meet the needs of all students; and,



We hold high expectations for all students and focus on high school placement.



## RENEWAL RECOMMENDATION

### FULL-TERM RENEWAL

**Renewal through 2028-29.** *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the two Applications for Charter Renewal:*

- *Explore Charter School; and,*
- *Explore Excel Charter School.*

*If each school is renewed, Explore Charter Schools of Brooklyn will be granted the authority to continue to operate each charter for a period of five years 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”).<sup>1</sup> The Table below presents more information about the schools.*

*The Institute further recommends the SUNY Trustees renew for a full-term of five years the provisional charter for Explore Charter Schools of Brooklyn, the New York not-for-profit charter school education corporation, with the authority to operate the two charters listed above.*



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.<sup>2</sup>

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

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

## RENEWAL RECOMMENDATION

As part of the corporate charter renewal review process and as required by Education Law §2851(4), the Institute reviewed the progress of each of the education corporation's operating schools in achieving the educational objectives set forth in their terms of operation in the education corporation's charter agreement. The Institute also reviewed detailed financial statements that disclosed the costs of administration, instruction, and other spending categories at each school operated by the education corporation. The Institute reviewed the annual reports, indications of parent and student satisfaction and organizational capacity for each of the schools. Finally, the Institute reviewed the governance structure and finances of the education corporation. Elements of the foregoing constitute the Corporate Renewal Application. Based on this review and other information submitted to the Institute and in its files, the Institute makes the following findings required by the Act:

- 4: the charter school education corporation, as described in the Corporate Renewal Application, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 5: the education corporation can demonstrate the ability to operate its schools in an educationally and fiscally sound manner in the next charter term; and,
- 6: approving the education corporation to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.

## EXECUTIVE SUMMARY

### EXECUTIVE SUMMARY

Throughout the charter term, Explore Schools built on the trajectory of academic gains at the Explore and Explore Excel schools evident at the end of the last charter term. The network engaged in a new strategic plan to prioritize high quality instruction through the effective implementation of rigorous curricular materials; strengthen internal data systems and routines within the organization; and, foster inclusive and culturally responsive school environments for both staff members and students. The board evaluated the vision of Explore Schools with input from a host of teachers, leaders, and families to coalesce around a set of long term goals for the organization. In service of the board's plans for the future of Explore Schools, the Explore Network transitioned from a co-leader model to a single chief executive officer ("CEO") during the charter term after conducting a national search and ultimately promoting an experienced internal candidate. The board and network leadership work together effectively to monitor the progress of the educational programs and needs of the organization while striving for continuous improvement across each of the four operating charters.

Following the return to in-person instruction in the 2021-22 school year, and in alignment with Explore Schools' strategic plan, the network emphasized training all staff members in trauma-informed practices and implementing comprehensive social emotional supports within school buildings to ensure that students were safe, secure, and prepared to learn. With a strong cultural foundation in place, the network returned to the effective instructional strategies it had implemented at the end of the last charter term. An investment in teacher and leader coaching pipelines, combined with the network's commitment to improving instructional resources and practices and enhancing data and collection response cycles, has resulted in academic growth and organizational stability.

Explore consistently met its Accountability Plan goals throughout the charter term in both subjects, and despite leader turnover, the school maintained effective instructional practices due to its strong leadership pipelines and teacher development programs. Explore Excel demonstrates a clear growth pattern throughout the charter term. The school's performance, particularly in the 2022-23 school year, highlights the impact of education corporation's commitment to continuous improvement practices. Explore Excel's exemplary staff member retention rate and high rate of satisfaction among families is indicative of its investment in building a strong, community-centered culture with an emphasis on teaching, learning, and individualized supports for staff and students alike.

At the time of the 2018 renewal visit, the Institute observed new structures that were beginning to demonstrate a positive shift in academic culture across Explore and Explore Excel. Five years later, despite interrupted instruction due to COVID-19, the visit team observed strong results from consistent implementation of effective curricular, assessment, and instructional leadership systems. Leaders work effectively to support teachers in developing their pedagogical practices, and teachers' intentional lesson preparation produces effective and purposeful lessons with opportunities for students to engage in critical thinking. The information below demonstrates the key findings for the SUNY Trustees and highlights the successes of the charters.

## EXECUTIVE SUMMARY

### FINDINGS & INFORMATION

#### ***Is the education corporation an academic success?***

Explore consistently outperformed the district and posted high effect sizes throughout the charter term, while Explore Excel strengthened its academic program by building on pre-pandemic growth trends to significantly improve data and coaching systems and produce higher levels of student achievement in both English language arts (“ELA”) and mathematics. With Explore Schools’ dedicated practices to improving students’ social emotional learning, paired with strong academic routines, both schools demonstrate high quality educational practices. The following highlights the success of each school’s performance against their Accountability Plan goals:

- In addition to meeting its ELA and mathematics goals during the charter term, Explore increased absolute achievement in ELA by 23 percentage points from 2017-18 to 2021-22 and posted an effect size of 1.31, indicating higher than expected performance to a significant degree.
- Explore Excel produced strong comparative and growth results in ELA and mathematics, outperforming the district in both subjects during 2017-18 and 2018-19, and, notably, exceeding the district mathematics proficiency rates by 23 percentage points in 2018-19.
- After posting baseline achievement in 2021-22 that was about the same as the district, Explore Excel demonstrated strong growth results on internal assessments in 2022-23. That year, the school posted median growth scores on the i-Ready assessment in ELA that surpassed the SUNY-established targets for all students, students with disabilities, and students with initial low achievement. In mathematics, Explore Excel’s students increased their proficiency rate on the school’s internally developed mathematics exam by 29 percentage points from 2021-22 to 2022-23.

#### ***Is the education corporation an effective, viable organization?***

Explore Schools is an effective and viable organization, as are its charters, Explore and Explore Excel. Explore Schools strengthened its operational systems over the current charter term to build out more robust supports for each school. The operational teams at each site allow the instructional leaders to primarily focus on overseeing the delivery of the academic program and developing the instructional leaders within each building. The board maintains effective governance practices. The board seeks a parent representative member to increase connection to and visibility within the communities the schools serve, but as of the renewal visit, the board has not yet filled the seat. Board members indicate this is a priority for the current academic year.

#### ***Is the education corporation fiscally sound?***

Explore Schools is fiscally strong based on the Institute’s review of the renewal application. The education corporation has a strong history of managing per pupil revenue in a way that provides for the needs of its student population while also covering its yearly expenses. In 2021-22, Explore Schools posted a deficit due to the education corporation’s investment in technology to reach a one to one computer to student ratio, salary increases that considered longevity to recognize dedicated staff members, and wraparound services to support families and students during the COVID-19 disruptions. Explore Schools’ projected future budgets anticipate a return to surplus in the coming charter term.

## EXECUTIVE SUMMARY

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

Explore Schools' plans for the future are reasonable, feasible, and achievable. The education corporation plans to maintain the effective instructional program, academic growth trajectory, and strong enrollment at Explore and Explore Excel over the next charter term. With new network leadership and a clear strategic plan in place, the schools, with network support, anticipate continued growth in student performance. The board and network leaders closely monitor enrollment trends to adapt both teacher and student recruitment strategies. The network will continue to foster a strong leadership bench by growing internal staff members through leadership pipelines. In a future charter term, if renewed, Explore Schools plans to continue developing the responsive classroom model and modifying programming at each school site to better root schools in the local community and engage with the different cultures represented in each of their Brooklyn neighborhoods.

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 the education corporation Explore Schools and both Explore and Explore Excel a Full-Term Subsequent Renewal of five years.

## CHARTER SCHOOL BACKGROUND

# EXPLORE CHARTER SCHOOL

655 Parkside Ave, Brooklyn, New York | Grades: K-8 | Community School District 17

The New York City Schools Chancellor (“NYC Chancellor”) recommend the New York State Regents approve the original Explore charter on June 12, 2001. Explore merged to SUNY authorization effective July 1, 2015. The charter opened its doors in fall 2002, serving 169 students in Kindergarten – 3<sup>rd</sup> grade.

### PROGRAM

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

Explore, with the support of the Explore Network, maintains internal development programs for both instructional and non-instructional leaders, which has yielded a bench of prepared and qualified leaders in the event of a vacancy. Advancement opportunities within the organization are a key factor in the school’s high staff member retention rates. Staff members also cite the availability of funds for external professional development, leader training partnerships with higher education institutions, and the network’s willingness to listen to and respond to feedback as reasons why they stay at Explore.

### CURRENT CHARTER

*Serves: Kindergarten – 8<sup>th</sup>*

*Chartered Enrollment:  
540*

*Charter Expires on:  
July 31, 2024*

### PROPOSED FUTURE CHARTER

*Serves: Kindergarten – 8<sup>th</sup>*

*Chartered Enrollment:  
532*

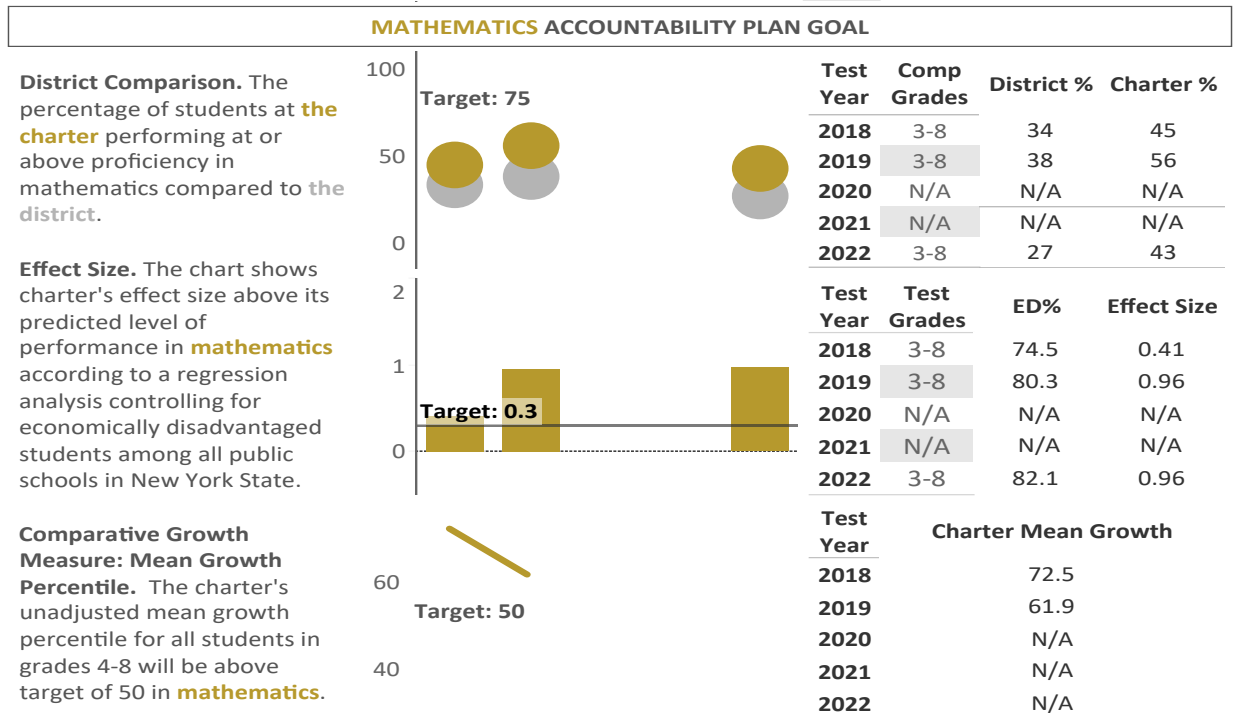
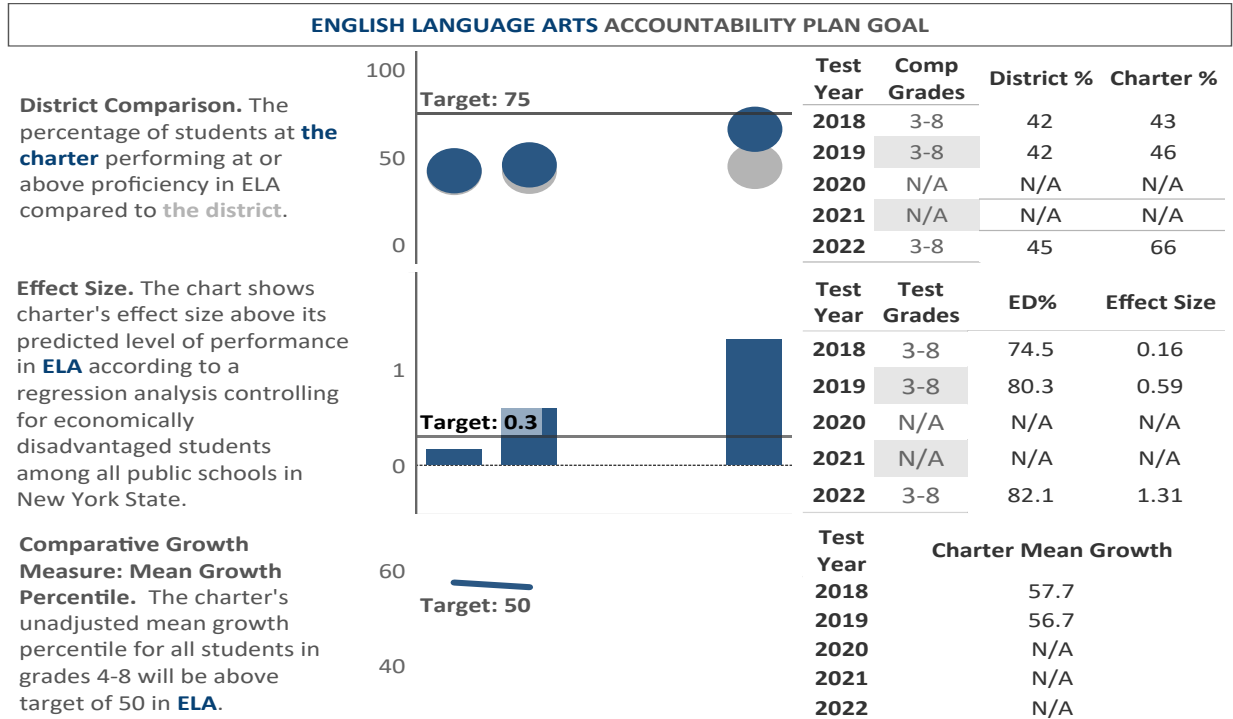
*Charter Expiration:  
July 31, 2029*

### CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	540	541	100%	K – 8
2020-21	540	554	103%	K – 8
2021-22	540	526	97%	K – 8
2022-23	540	516	96%	K – 8
2023-24	540	525	97%	K – 8

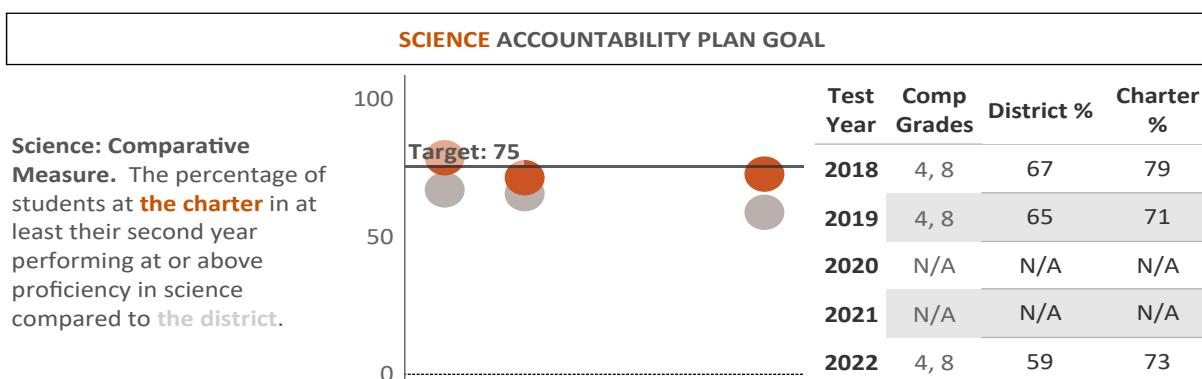
## CHARTER SCHOOL BACKGROUND

### EXPLORE CHARTER SCHOOL



## CHARTER SCHOOL BACKGROUND

### EXPLORE CHARTER SCHOOL



TESTED PERCENTAGES*				
	2019		2022	
	ELA	Math	ELA	Math
School Tested Number	337	338	352	351
School Tested %	98.0%	98.3%	95.9%	95.1%
District Tested %	81.7%	79.4%	86.6%	83.6%

SPECIAL POPULATIONS PERFORMANCE**			
	2018	2019	2022
Students with Disabilities Enrollment	79	72	80
Tested on State Exam	46	40	52
Charter Percent Proficient on ELA Exam	15.2	17.5	34.6
District Percent Proficient	17.2	16.8	19.8
ELL Enrollment	35	39	56
Tested on NYSESLAT Exam	35	39	51
Charter Percent 'Commanding' or Making Progress	37.1	28.2	25.5

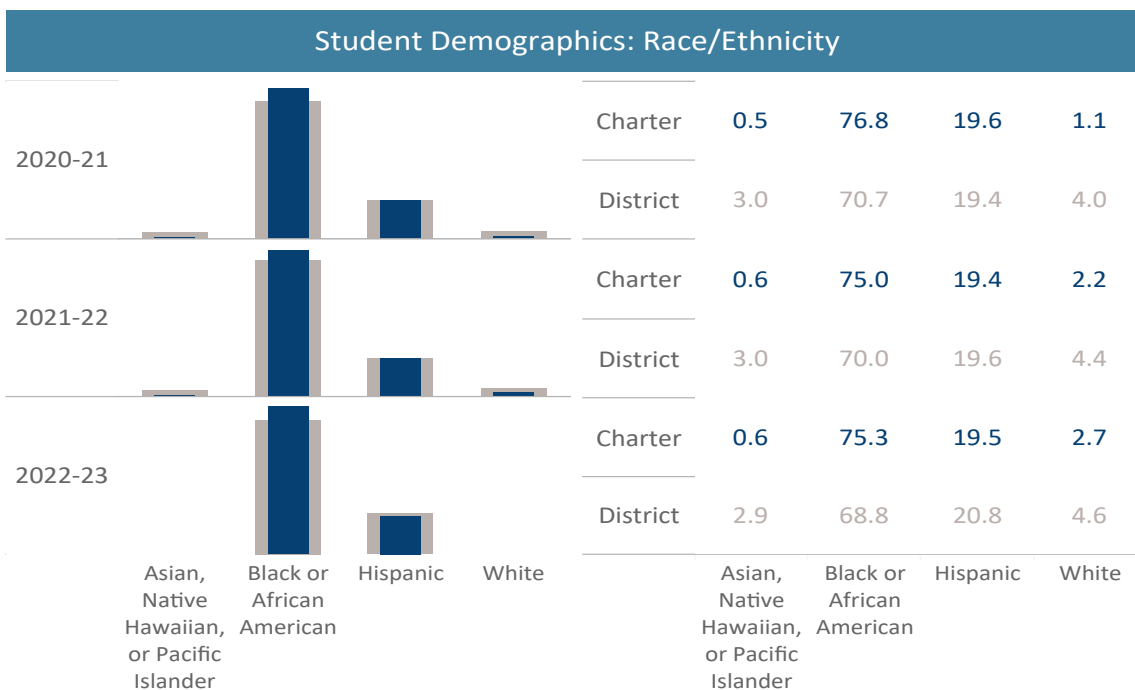
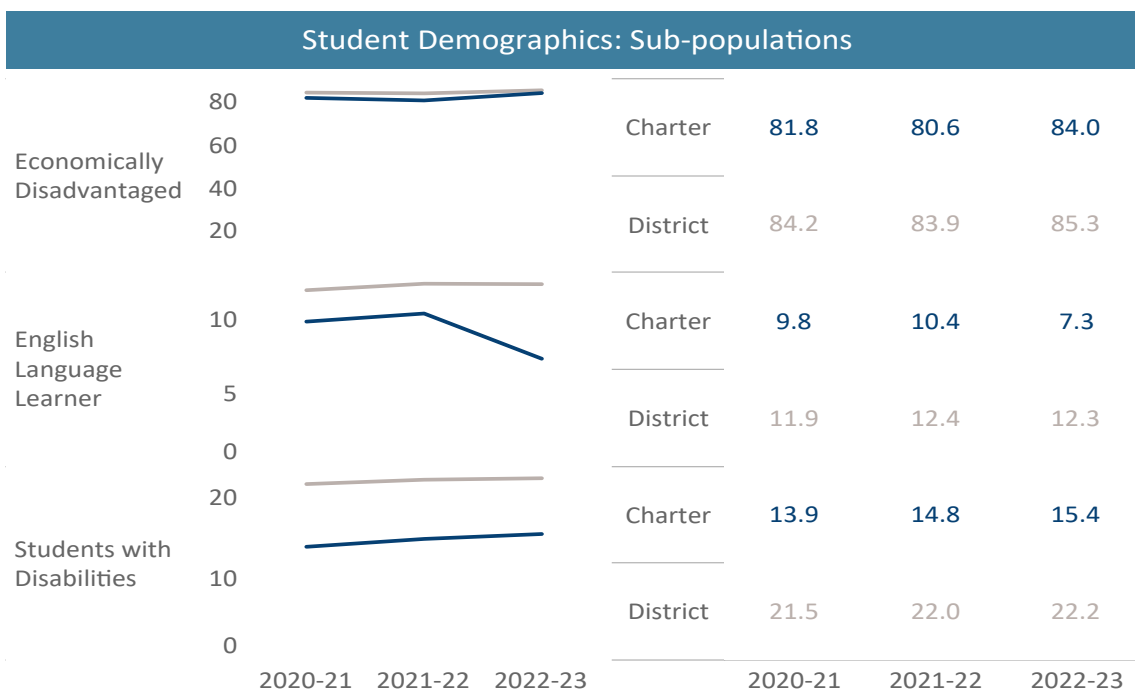
\*Mathematics participation rates may reflect discrepancies from ELA participation rates due to students sitting for a Regents exam in lieu of the traditional state exam.

\*\* 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

### Explore Charter School

Brooklyn CSD 17



\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.

## CHARTER SCHOOL BACKGROUND

# EXPLORE EXCEL CHARTER SCHOOL

1077 Remsen Ave, Brooklyn, New York | Grades: K-4 | Community School District 18  
956 East 82<sup>nd</sup> St, Brooklyn, New York | Grades: 5-8 | Community School District 18

The SUNY Trustees approved the original charter for Explore Excel on May 11, 2010. The charter opened its doors in fall 2011, serving 224 students in Kindergarten – 3<sup>rd</sup> grade.

### PROGRAM

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

Explore Excel’s elementary and middle school programs are housed in two different sites in Community School District (“CSD”) 18. To enable the transition to the middle school program and maximize student retention, leaders have a clear strategy to ensure that 4<sup>th</sup> grade students matriculate from the lower school to the upper school. The methods include direct outreach to families, field trips and events that bring the 4<sup>th</sup> grade students to visit the upper school, and teachers creating and sharing academic and anecdotal data with upper school staff members to ensure a supportive transition for students. With the upper school beginning at the 5<sup>th</sup> grade, the leaders and teachers provide students new to the building with wraparound supports to introduce them to the heightened expectations of the middle school program and habits to be successful as they mature and ultimately enroll in a college preparatory high school program.

### CURRENT CHARTER

*Serves: Kindergarten – 8<sup>th</sup>*  
*Chartered Enrollment:*  
564  
*Charter Expires on:*  
July 31, 2024

### PROPOSED FUTURE CHARTER

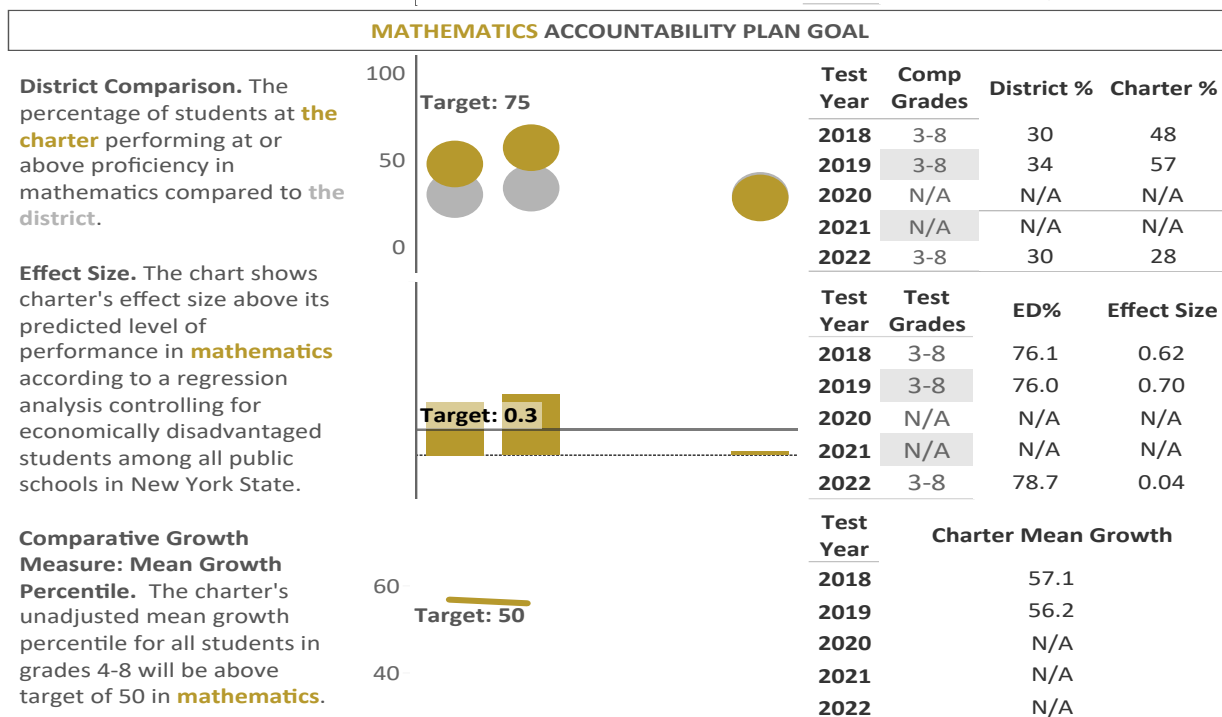
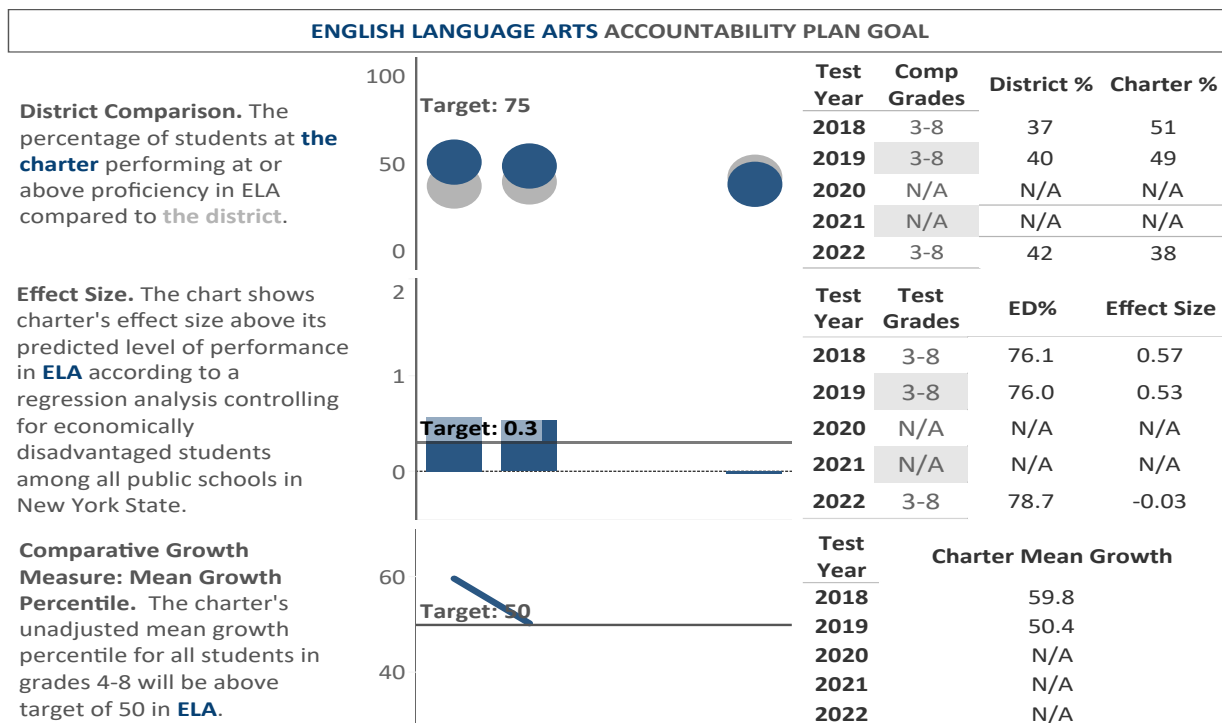
*Serves: Kindergarten – 8<sup>th</sup>*  
*Chartered Enrollment:*  
564  
*Charter Expiration:*  
July 31, 2029

### CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2019-20	564	546	97%	K – 8
2020-21	564	569	101%	K – 8
2021-22	564	520	92%	K – 8
2022-23	564	529	94%	K – 8
2023-24	564	558	99%	K – 8

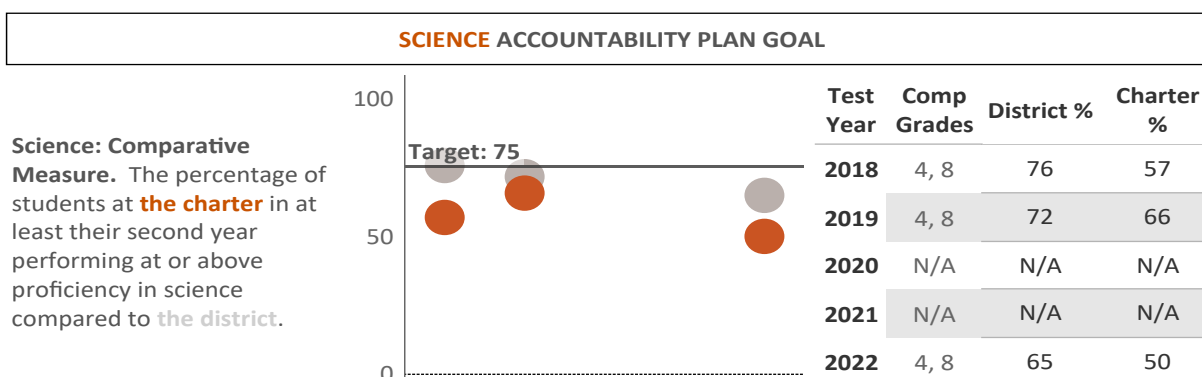
## CHARTER SCHOOL BACKGROUND

### EXPLORE EXCEL CHARTER SCHOOL



## CHARTER SCHOOL BACKGROUND

### EXPLORE EXCEL CHARTER SCHOOL



TESTED PERCENTAGES*				
	2019		2022	
	ELA	Math	ELA	Math
School Tested Number	352	350	354	346
School Tested %	98.6%	98.6%	95.9%	93.5%
District Tested %	90.4%	89.4%	87.9%	84.8%

SPECIAL POPULATIONS PERFORMANCE**			
	2018	2019	2022
Students with Disabilities Enrollment	112	110	104
Tested on State Exam	83	85	78
Charter Percent Proficient on ELA Exam	21.7	15.3	23.1
District Percent Proficient	8.8	13.3	16.7
ELL Enrollment	34	36	53
Tested on NYSESLAT Exam	34	34	52
Charter Percent 'Commanding' or Making Progress	32.4	17.6	21.2

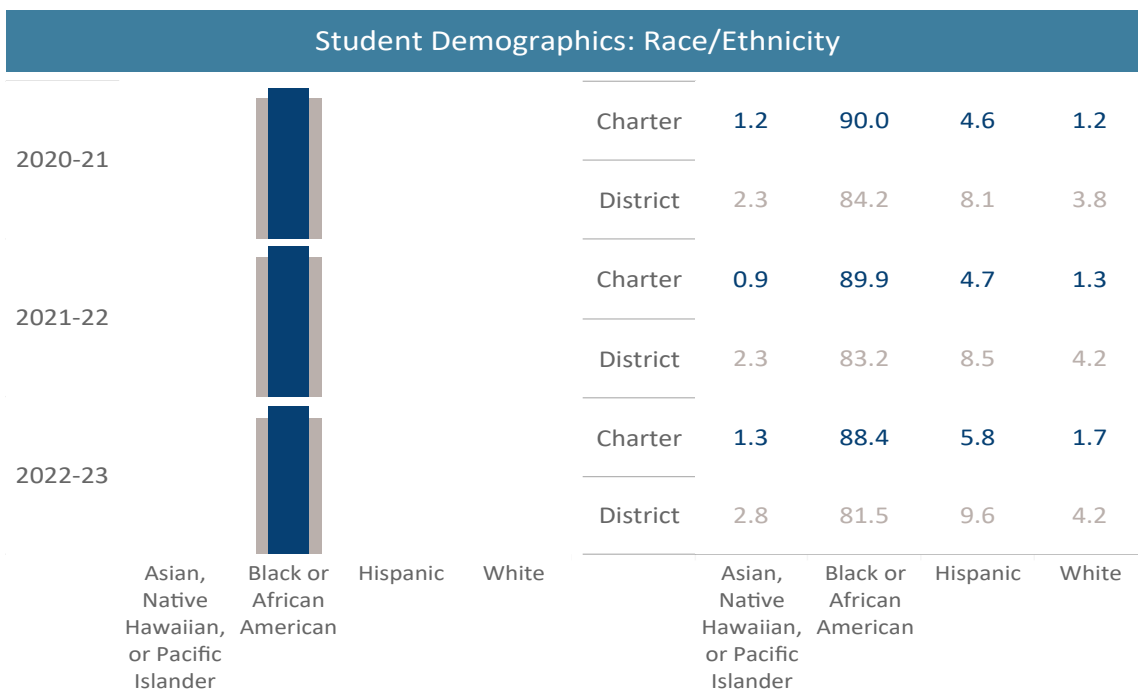
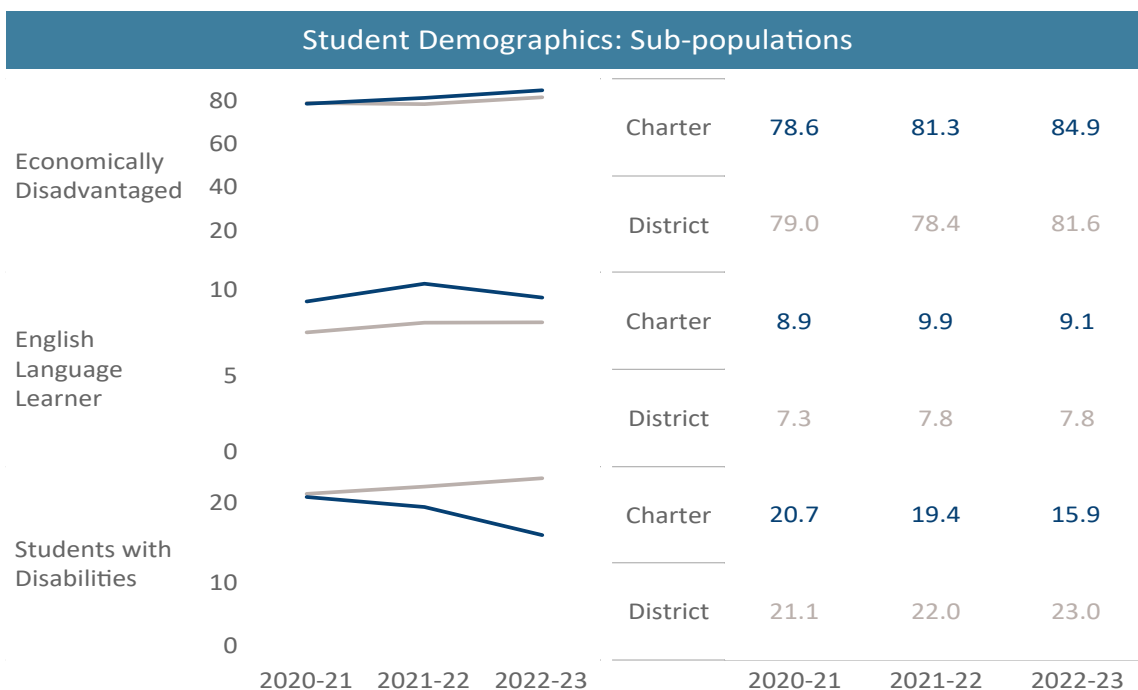
\*Mathematics participation rates may reflect discrepancies from ELA participation rates due to students sitting for a Regents exam in lieu of the traditional state exam.

\*\* 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

### Explore Excel Charter School

Brooklyn CSD 18



\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



# DP

DATA PRESENTATION

PAGES: 17-31

AP

ACADEMIC  
PERFORMANCE

CP

COMPLIANCE  
PERFORMANCE

CS

COMMUNITY  
SATISFACTION

SD

STUDENT  
DEMOGRAPHICS

## ACADEMIC PERFORMANCE

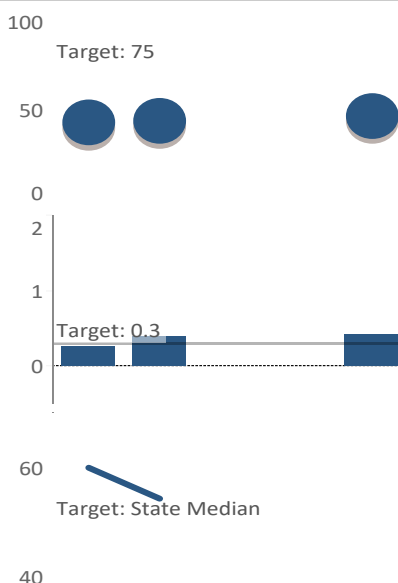
### EXPLORE CHARTER SCHOOLS OF BROOKLYN: AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

#### Explore Charter Schools of Brooklyn 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**.

**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.

**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	Districts %	Ed.Corp. %
2018	41	44
2019	42	45
2020	N/A	N/A
2021	N/A	N/A
2022	45	47

Test Year	Ed. Corp. Weighted Effect Size
2018	0.26
2019	0.41
2020	N/A
2021	N/A
2022	0.41

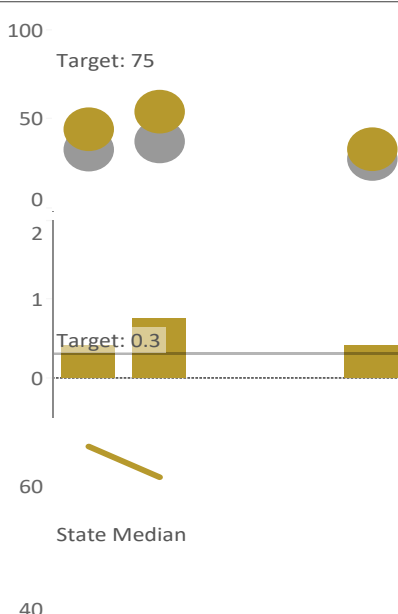
Test Year	Ed. Corp. Mean Growth Percentile
2018	60.1
2019	54.4
2020	N/A
2021	N/A
2022	N/A

#### 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**.

**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.

**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	Districts %	Ed.Corp. %
2018	33	44
2019	38	54
2020	N/A	N/A
2021	N/A	N/A
2022	28	33

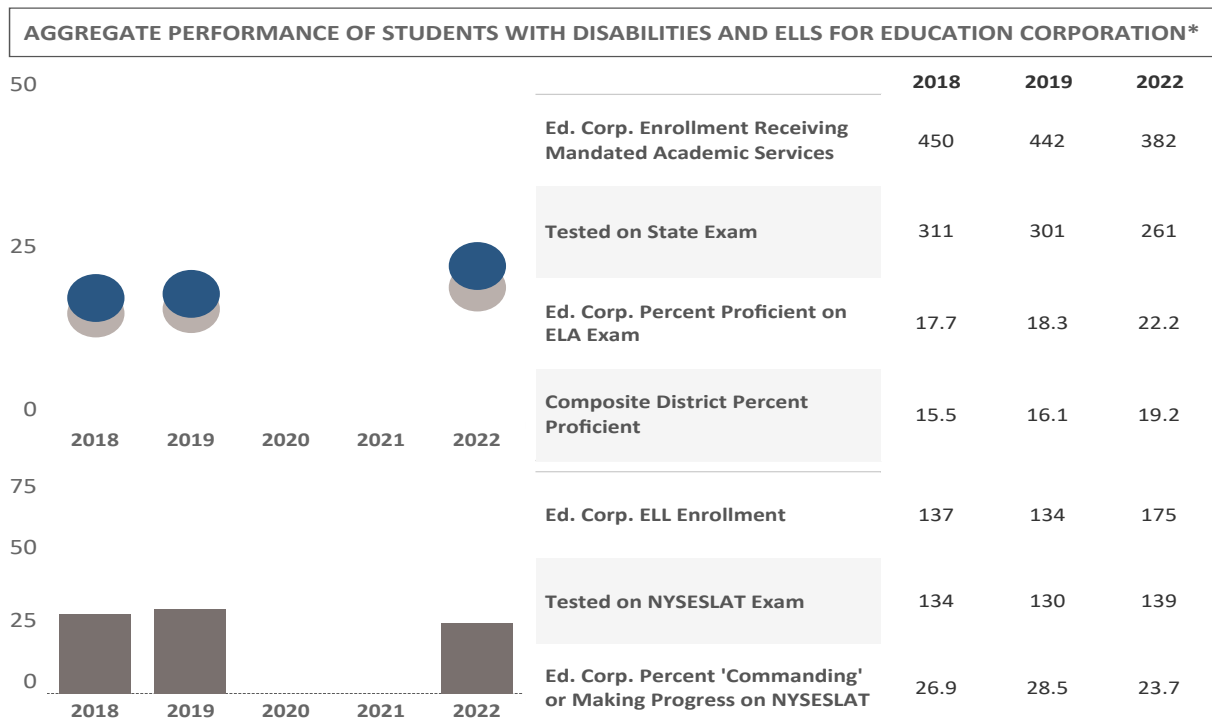
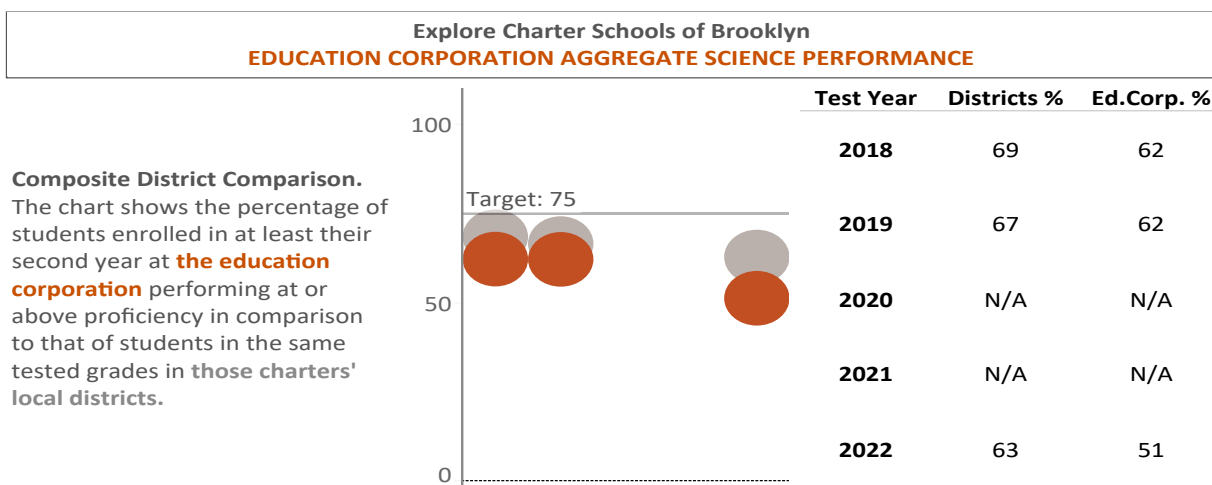
Test Year	Ed. Corp. Weighted Effect Size
2018	0.41
2019	0.76
2020	N/A
2021	N/A
2022	0.41

Test Year	Ed. Corp. Mean Growth Percentile
2018	66.6
2019	61.6
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

### EXPLORE CHARTER SCHOOLS OF BROOKLYN: 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?

Explore and Explore Excel both met or came close to meeting their key academic Accountability Plan goals during the majority of their subsequent five year charter terms. Notably, Explore exceeded the targets for all available comparative and growth measures in mathematics from 2017-18 through 2021-22. The schools also met or came close to meeting the science goal and met the Every Student Succeeds Act (“ESSA”) goals.

Explore met its ELA and mathematics goals during the charter term. The school’s students enrolled in at least their second year posted proficiency rates in both subjects that exceeded the district performance in every year with data suitable for analysis. Notably, the school increased its absolute achievement in ELA by 23 percentage points from 2017-18 to 2021-22. The school posted effect sizes in every year indicating that in comparison to demographically similar schools across the state, Explore performed higher than expected to at least a small degree. Concomitant with the school’s increase in ELA proficiency in 2021-22, Explore posted an ELA effect size of 1.31, which demonstrates performance higher than expected to a large degree. Explore also met the target for the growth measure in both subjects posting mean growth percentiles above 50 in all years with available data.

Explore Excel met its ELA and mathematics goals over the majority of its charter term. In 2017-18 and 2018-19, the school posted strong comparative and growth results in both subjects. The school’s students enrolled in at least their second year posted proficiency rates that exceeded the district results by at least nine percentage points in ELA and 18 percentage points in mathematics. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, the school performed higher than expected to a meaningful degree in both subjects. The school also posted mean growth percentiles in ELA and mathematics that surpassed the target of 50 in both years. In 2021-22, the first year with state assessment results suitable for analysis following the cancellation of exams in 2019-20, the school posted baseline exam scores that were approximately the same as the district. The school’s effect sizes were below the target of 0.3.

## ACADEMIC PERFORMANCE

### BENCHMARK SUMMARY

#### ASSESSMENT

Explore Schools uses several different assessment tools to collect timely and reliable data on student performance and to measure progress towards year end performance goals. The schools leverage mCLASS and i-Ready as universal screening and progress monitoring tools. These assessments provide leaders and teachers with robust beginning of year data on students that effectively allows them to set student goals and quickly determine specific students who require additional support. The schools also reference data on end of year performance to immediately introduce interventions for returning students with known gaps in proficiency.

In addition to interim assessments each term in mathematics, ELA, social studies, and science, Explore Schools uses high quality mid- and end-of-unit assessments derived from the network's curricular programs and aligned to the rigor of state standards. Teachers also administer frequent quizzes to routinely gather information on student mastery and identify skills or concepts to review in order to prepare students for benchmark assessments. At multiple points during each lesson, teachers circulate and confer with students to collect immediate data on misconceptions or knowledge and skill gaps and respond to demonstrated needs by adjusting instruction or assigning students to small groups for additional support on specific standards. As a result, teachers often differentiate instruction and make it responsive to emerging or continuing academic challenges.

Explore Schools implements a robust progress monitoring system through the use of biweekly assessments in mathematics and ELA. Leaders support teachers in responding to these data and adapting instruction as needed. Data dashboards broken out by school, grade, and subgroup enable network content and assessment directors to analyze performance trends, while the network shares class and student level data with school-based instructional leaders to analyze specific strengths and weaknesses to address with teachers in coaching cohorts. During weekly professional learning community ("PLC") time, teachers work with leaders and peers to unpack trends and strengthen their capacity to analyze and respond to data. School-based academic directors or coordinators serve as coaches while also monitoring students struggling academically and providing additional targeted support at the individual level. As part of the evaluation process, teachers and leaders reflect on student outputs as measured by each quarter's data cycle and end of year measures and analyze student performance to determine the next steps in their professional development. The cumulative exam results are part of the annual teacher and leader evaluations, while coaching cycles incorporate real time formative data. Academic data is regularly communicated to families through ParentSquare, PowerSchool, phone calls and text messages from teachers, and conferences each term.

#### CURRICULUM

Explore Schools implements a clear curricular framework to support teachers with instructional planning and delivery. Explore Schools uses Amplify Core Knowledge Language Arts ("CKLA") in Kindergarten – 2<sup>nd</sup> grade, EL Education and Lavinia Group Close Reading in 3<sup>rd</sup> – 8<sup>th</sup> grade, and Wilson's Just Words and Foundations across the program to inform phonics instruction and literacy intervention. For mathematics, the schools consistently use Achievement First Navigator Math with Do the Math, Bridges Intervention, and Transmath for additional

## ACADEMIC PERFORMANCE

skill support. The network is using resources from The Curriculum Institute (“TCI”) and the DBQ Project for social studies at the middle school level to develop a rigorous writing focus across the humanities program. Explore Schools leverages PhD Science, Amplify Science, and the New Visions living environment curricula to execute the science program. Teachers and leaders internalize the network-provided materials to understand the objective, essential points, and guiding questions while maintaining autonomy to adapt and personalize the content to meet specific student needs. Classroom observations generally demonstrate that teachers have a clear grasp of the lesson goals and activities and the tools to deliver instruction effectively.

Teachers have all necessary materials and guiding documents to plan and present purposeful and focused lessons in accordance with the curricular vision of the network. The network’s scope and sequence for each content area includes flex days to address or reassess areas where students demonstrate gaps in fundamental knowledge or skills, and teachers review data following each lesson to make adjustments to instruction by previewing, reteaching, or incorporating necessary supplemental content. Leaders and teachers reflect on the implementation of the programs annually to make adjustments to the curricular suite based on connections between student performance, teacher experience with the lessons, and any issues with the tools as written in order to update the materials for the upcoming year. For example, in response to feedback from teachers and student data, the network changed the mathematics scope and sequence in the 2023-24 school year to introduce specific mathematics concepts earlier and better align the progression of the curriculum to the conceptual developmental needs of students. Over the charter term, the network also audited the curricular programs to improve alignment and cultural responsiveness in service of their mission to develop the critical thinking skills students need to succeed in a college preparatory high school.

### PEDAGOGY

High quality instruction is evident throughout most Explore Schools lessons. Teachers consistently deliver purposeful lessons with clear objectives aligned to state standards, and the schools retain many experienced teachers who demonstrate high levels of content knowledge and abilities to effectively facilitate the nuances of the curricular programs. Many classrooms leverage an effective integrated co-teaching (“ICT”) model, in which one teacher leads a small group of students to support with specific knowledge or skill prerequisites while the other teacher simultaneously leads instruction for the rest of the classroom or attends to students during independent practice.

Teachers use multiple modes to check for student understanding, including circulating to check for specific steps, conferencing with students, hand signals, choral responses, and listening in to student turn and talks, and often make adjustments to instruction to address emergent misconceptions. During circulation routines, teachers use data collected to inform small student groupings. The combination of frequent checks for understanding and strategic ICT practices ensure that teachers hold all students to high standards for learning and engagement. Targeted, small group interventions are evident throughout the academic program, and teachers frequently respond to data collected daily in order to support students with specific needs during differentiated small group lessons.

## ACADEMIC PERFORMANCE

In some lessons, teachers include opportunities to exercise higher order thinking skills and engage in peer-to-peer discourse. At the time of the visit, not all lessons challenged students to struggle productively with the learning tasks, particularly at the middle school level. Teachers sometimes provide scaffolds before allowing students to grapple with the content independently, resulting in missed opportunities for students to explore new concepts and apply previously mastered skills. However, most classrooms include reference materials and anchor charts to support students in understanding the expectations for academic discourse, and teachers facilitate student to student engagement through hand signals, turn and talks, and sentence stems. In most lessons, teachers utilize effective classroom management techniques and across the school, there are consistent and intentional routines that allow students to focus on academic achievement and develop transferable skills and strategies. Teachers maximize learning time in most cases, and effective transitions and lesson pacing result in minimal behavioral interruptions.

### INSTRUCTIONAL LEADERSHIP

Explore Schools has strong instructional leadership teams consisting of the principals, academic directors or coordinators, and special populations directors. Explore Schools emphasizes a culture of coaching, and both school-based and network level leaders provide feedback to teachers on a consistent basis. Teachers receive tiered levels of weekly observations and check-ins with their coaches based on the teacher's performance. The highest-performing teachers have the distinction of serving as teacher leaders who support the facilitation of professional learning communities and coach their peers. New teachers benefit from onboarding and guidance from a peer mentor in addition to the weekly coaching cycle. School leadership establishes high expectations for teacher performance by ensuring that teacher goals align with school targets and specific individual needs based on the teacher development framework.

The instructional leadership team demonstrates Explore Schools' commitment to continuous growth by providing multiple opportunities for teachers to receive feedback on their practice. Leaders provide feedback to teachers on lesson plans modified during intellectual prep meetings before a teacher facilitates the lesson. Leaders often enter classroom observation notes and pedagogical action steps into the online portal for teachers to review and implement in subsequent lessons. Explore Schools' culture of continuous student and adult improvement places a strong focus on data driven instruction. Leaders and teachers use student performance data to plan the next steps to improve student learning. School leaders, with support from the network, design purposeful and meaningful professional development opportunities for teachers. Leaders' frequent qualitative review of student engagement further drives teacher development. Though there are network-driven professional development sessions, school-based instructional leaders provide supplemental training to ensure that teacher development opportunities are interrelated with classroom practice and differentiated based on the pedagogical growth needs of teachers.

## ACADEMIC PERFORMANCE

### AT RISK PROGRAM

Explore Schools meets the needs of at-risk students through clear identification procedures, ongoing staff member collaboration, a flexible tier of interventions, and robust progress monitoring systems. Schools provide comprehensive and effective programming to meet the needs of students struggling academically, ELLs, and students with disabilities. Each school administers multiple universal screeners in ELA and mathematics at the beginning of each year and regular assessments over the course of the school year to gauge students' progress toward grade level proficiency. Over the charter term, the school codified and refined its response to intervention ("RTI") program and significantly improved its data analytics functionality to target and evaluate the efficacy of remediation for individual students. These data, in addition to formative data and work samples collected during lessons, informs tier 2 supports within general education classrooms such as small group reteaching. Students who score significantly below grade level in either subject receive tier 2 support from learning specialists in their specific areas of need, such as close reading. Classroom teachers and learning specialists collaborate to monitor ongoing assessment data and track students' progress toward individual goals and potentially identify needs for more intensive tier 3 services. After six to eight weeks of intensive interventions, students who demonstrate more support and need may be referred to the district's Committee on Special Education for an evaluation for disabilities.

In accordance with students' individualized education programs ("IEPs"), Explore Schools provides ICT classes, special education teacher support services ("SETSS"), and in-house mandated counseling to students with disabilities. Explore Excel's middle school program also offers self contained classrooms to support student needs. The school contracts with third party providers for students' related services, which include physical, occupational, and speech therapies.

Explore Schools' ELL teachers provide ELLs with integrated language acquisition support through a combination of push-in and pull-out services. The schools use the New York State Identification Test for English Language Learners ("NYSITELL") and New York State English as a Second Language Achievement Test ("NYSESLAT") results to determine the frequency, group size, and goals for sessions. ELL teachers also utilize WIDA ACCESS for ELLs assessment several times a year to evaluate students' progress toward English language development and fluency, which includes specific testing for reading, writing, listening and speaking. Recognizing a difficulty with fully staffing ELL teaching positions, the network and schools provide additional professional development to strengthen all teachers' abilities to utilize fluency-building strategies in classroom instruction, and leverage experienced ELL teachers' expertise both through direct work with students and the development of network resources.

### ORGANIZATIONAL CAPACITY

Explore Schools has an administrative structure and systems of staff member and student support that work effectively to deliver the educational program across each school. Leaders strongly emphasize that teachers have what they need to carry out the academic program. As such, leaders ensure instructional resources are readily available, as well as a clear outline of roles and responsibilities for both instructional and non-

## ACADEMIC PERFORMANCE

instructional staff members. Staff members willingly support the school in areas outside of their main roles, including teachers participating in student recruitment canvassing in the neighborhood. Schools in the network also frequently hire teachers from within their neighborhood of location and maintain strong staff member retention rates, which further supports family recruitment efforts in the geographic area of each school.

The two Explore Schools due for renewal came close to meeting their enrollment targets for the year. The schools' responsive approach to recruitment is reflected in their strategies for recruiting prospective families. In response to the changing demographics of the community, recruitment advertisements and events are translated into Chinese, Haitian Creole, and Spanish. The education corporation's high teacher retention rate across Kindergarten – 8<sup>th</sup> grade allows for the continuity of the Explore Schools culture for all students.

Explore Schools' culture is focused on developing the social-emotional skills of all students. During this charter term, the schools adopted the Responsive Classroom model, which uses restorative practices to inform student discipline. The Responsive Classroom model places a strong emphasis on age-appropriate structures that reward and incentivize positive behaviors while maintaining a focus on developing the social and emotional skills of all students. Both teachers and parents shared that Explore Schools' current approaches to behavior management demonstrates a focus on building a sense of community at school and incentivizing positive behaviors.

### BOARD OVERSIGHT & GOVERNANCE

The Explore Schools board of trustees works effectively to achieve the schools' Accountability Plan goals and mission of preparing students for success in college preparatory high schools. Leveraging its stable membership, deep institutional knowledge, and professional expertise across Kindergarten – 12<sup>th</sup> grade education, finance, talent development, non-profit management, accounting, and human resources, the board drives the schools toward continuous improvement in their academic, financial, and organizational performance. Board members receive and analyze an array of schoolwide and disaggregated data via monthly dashboards that include assessment, enrollment, disciplinary, budgetary, and staff member retention information. During this charter term, the board engaged in a strategic and comprehensive national search for the network's new chief executive officer. After identifying an internal candidate as the best choice, it shifted its focus to supporting the leadership transition to maintain the organization's stability and positive culture. The board annually self-evaluates its strengths and weaknesses, engages in retreats this year aligning to pre-pandemic schedule, and assesses the value of services the Explore Network provides against an array of end-of-year measures. Looking forward, the board articulates an ongoing commitment to retaining top talent, enhancing students' experience and academic outcomes, and strengthening family engagement. The latter includes plans to add a parent trustee seat to strengthen feedback mechanisms between the board and school community.

## COMPLIANCE REPORTING



### HAS EACH CHARTER DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

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

#### EXPLORE CHARTER SCHOOLS OF BROOKLYN

##### **Annual Reports**

The education corporation submitted its annual reports for both schools to the Institute and NYSED on time and has posted portions of the annual reports on its website. While the education corporation posts the Accountability Plan Progress Report and annual financial audit portions of the annual report to its website it needs to incorporate the August 1<sup>st</sup> submission into those postings for both schools. The Institute will ensure compliance prior to the start of the next charter term.

##### **Bylaws**

The education corporation's bylaws require minor revision regarding the applicable law regarding meetings and committee membership. The Institute will work with the education corporation to update its bylaws accordingly.

##### **FOIL**

At the time of the renewal submission the education corporation had a complete Freedom of Information Law policy or subject matter list but needs to link the document to the Committee on Open Government. The Institute will work with the education corporation to update the policy prior to the next charter term.

##### **Teacher Certification**

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

The network partners with the New York City Charter School Center (the "Center") to track and monitor certification of teachers. The Center offers one-to-one consultation with individual teachers to help navigate the acquisition of certification. The education corporation offers scholarships for certification related expenses including exam fees and expenses while offering flexible time off for teachers to complete requirements. The network partners with Brooklyn College to subsidize the cost of an advanced master's degree and school building leader certification; NYU for the teacher residency program; and ExpandedED to support aspiring teachers of color during a fellowship teaching year.

## COMPLIANCE REPORTING

At the time of the renewal review, Explore employed 39 lead teachers. Of the 39 lead teachers, 27 were uncertified, which is 12 teachers above the limit allowed by the Act. Seven of the 27 uncertified teachers did not meet the appropriate qualifications under the Act.

At the time of the renewal review, Explore Excel employed 50 lead teachers. Of the 50 lead teachers, 27 were uncertified, which is twelve more than the limit allowed by the Act. Six of the 27 uncertified teachers did not meet the appropriate qualifications under the Act.

## 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 Survey Data***

Explore Schools administers an annual family survey to understand families' experiences and satisfaction with each school.

In 2022-23, 67% of Explore families who received the survey responded. Of the surveyed families, 94% expressed satisfaction with the school.

In 2022-23, 77% of Explore Excel families who received the survey responded. Of the surveyed families, 95% expressed satisfaction with the school.

### ***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. The 23 family representatives across both charters in attendance spoke highly of their experiences with Explore Schools. Families are highly appreciative of the experience leaders and teachers provide to their children. Stakeholders note that the school environments are warm, inviting, and feel like a family, and that staff members are willing to take extra time to meet the individualized needs of students and families. The afterschool programming is responsive to the requests of families and is used to meet social emotional needs of struggling students as well as provide opportunities for additional academic and extracurricular interests. The high school placement coordinator is also a stated asset, as families express gratitude for the guidance in navigating the high school application process. Communication is a consistent area of strength parents cited, and families feel respected by the multiple avenues of communication teachers utilize to provide updates on student progress, including ParentSquare, emails, texts, calls, reports, and conferences.

### ***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 Explore and Explore Excel's renewal applications on October 19, 2023 by videoconference. An Explore school leader spoke in support of Explore's application and highlighted the school's strong presence in the community,

## COMMUNITY SATISFACTION

outperforming city and district schools on state testing assessments, meeting its enrollment targets almost every year, providing social emotional learning, and reducing suspension rates by 50%.

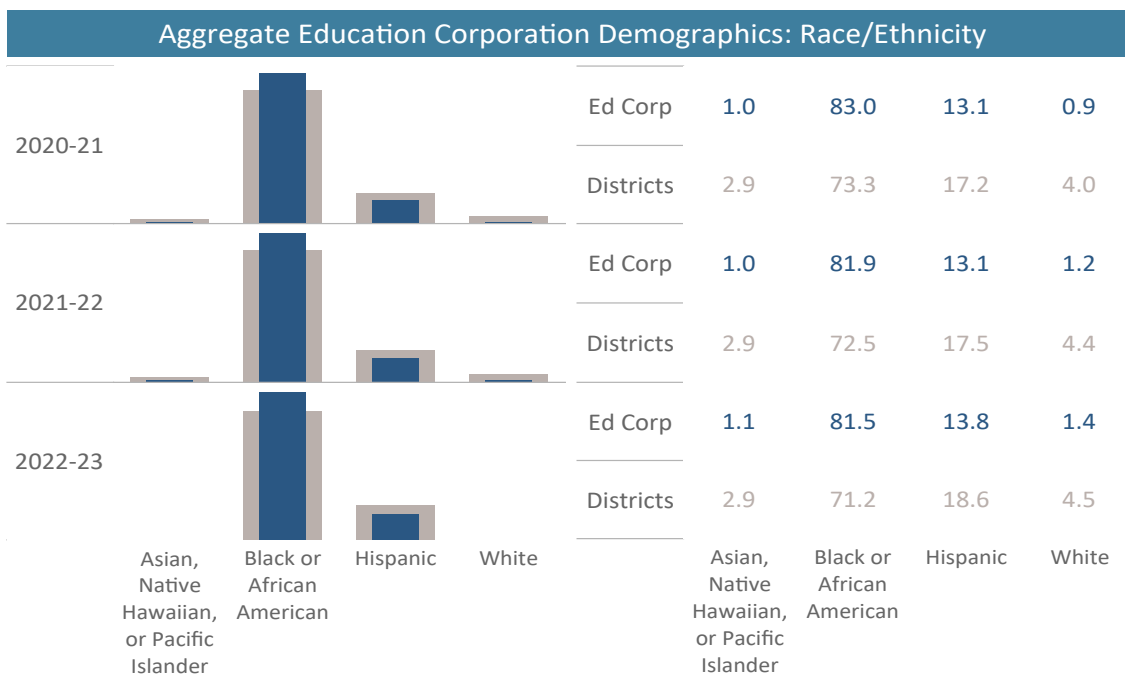
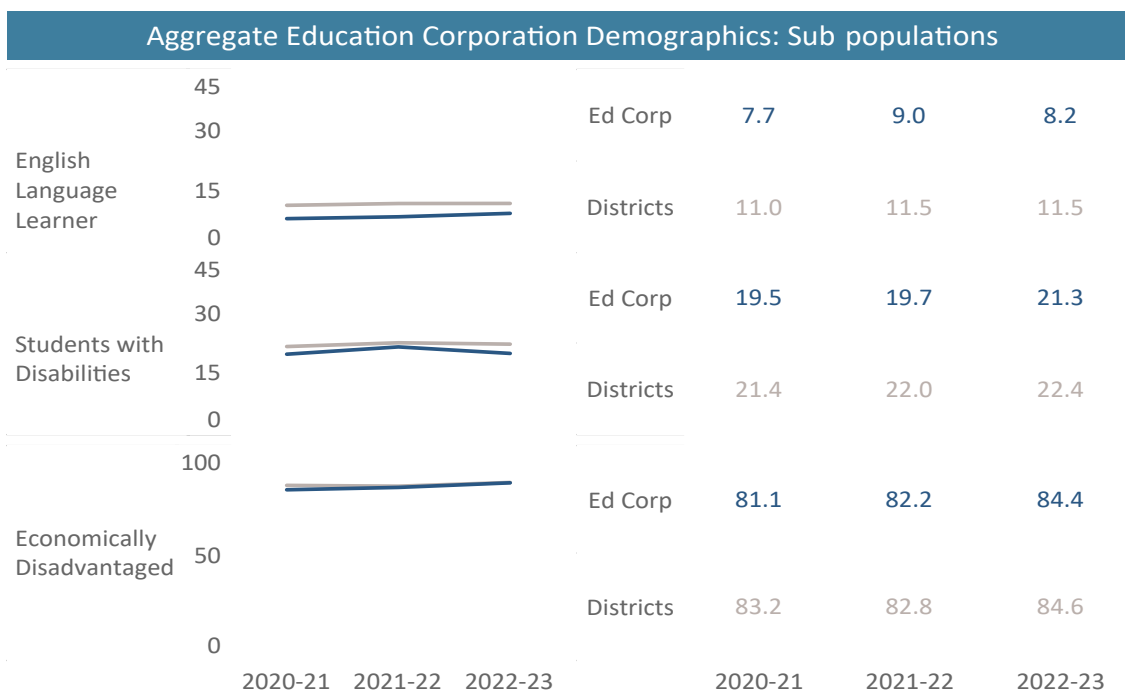
An Explore Excel school leader spoke in support of Explore Excel's application and discussed how the school engages with the local community by enrolling 65% of its students from the surrounding Canarsie neighborhood and the remaining students mostly from the Flatlands area and East Flatbush. In addition, the school engages with families and reports high parent satisfaction according to its parent survey. The school leader discussed the comprehensive wrap-around services the school provides and how the school currently serves 17% students with disabilities and 14% ELLs. Finally, the school leader highlighted Explore Excel's increase in student achievement over the years and how the school has outperformed local district schools and how it has grown the advanced programming for 8<sup>th</sup> grade students by providing Regents exams in algebra and science with the addition of social studies in the near future. No one spoke in opposition to either application.

**Persistence in Enrollment** An additional indicator of parent satisfaction is persistence in enrollment. In 2022-23, 84% of Explore Schools students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

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

## STUDENT DEMOGRAPHICS

### Explore Charter Schools of Brooklyn Aggregate Education Corporation Enrollment



\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.

## 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 school'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.

Explore Schools makes good faith efforts to meet its enrollment and retention targets. The education corporation meets or approaches targets for all subgroups of students. Explore Schools and the Explore Network plan to conduct the following recruitment efforts to meet its enrollment and retention targets:

- Focusing on recruiting families in the immediate neighborhood of the schools in order to best serve the school's geographic community;
- Creating a set-aside lottery preference for ELLs. The set-aside preference seeks to fill nine of the available 60 kindergarten seats (15%) with ELLs order to match or exceed the school district's ELL population;
- Hosting multiple information sessions on different days of the week to provide convenient options for interested families to attend. In addition to these information sessions, families have the option of attending a variety of other information sessions hosted by staff members both virtually and in-person;
- Making fliers and informational materials available in English and Spanish, and applications are available in English, Spanish, and Haitian Creole;
- Offering a series of family webinars hosted by network staff members and designed to share key information about the educational program and offerings;
- Building a comprehensive canvassing schedule where staff members from the network and the respective schools go around their surrounding neighborhood to share printed material with local businesses, families, and pre-Kindergarten programs to help build relationships and help with branding and name recognition by prospective families;
- Partnering with Vanguard Direct to engage in a direct mailing campaign to encourage Kindergarten enrollment by informing families in the immediate community about Explore Schools as a choice for their child(ren) and providing them with information about the school and an application;
- Leveraging its parent teacher association ("PTA") and current families to spread the word to other families about the school enrollment process. In particular, the each school's leadership reaches out to PTA leaders, as well as families of ELLs and asks for help engaging other ELL families in the enrollment process;
- Leveraging its website and social media pages to spread the word about its recruitment efforts;
- Offering information through the website about family information sessions, the enrollment process, services provided to students with disabilities, and set-aside lottery preference for ELLs;

## STUDENT DEMOGRAPHICS

- Providing robust support services for students who have a disability or require additional academic support, such as Explore Excel's 12:1+1 classroom environment;
- Employing social workers, learning specialists, and special populations coordinators that provide services and support for students who need it and maintain communication with families;
- Providing families the option to request an application be mailed or faxed to them or applying online; and,
- Ensuring at least one Spanish and Haitian-Creole speaking staff member is available to guide families through paperwork and/or meetings and requests an interpreter for family meetings upon request.

## FISCAL ANALYSIS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

*Explore Charter Schools of Brooklyn is fiscally sound as are its charters, Explore Charter School, and Explore Excel Charter School, 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 have demonstrated fiscal soundness over the majority of the charter term.<sup>3</sup> The fiscal dashboard for each charter and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the Explore Charter Schools of Brooklyn because a charter is not a legally distinct fiscal entity.*



Explore Schools is fiscally strong and has posted surpluses for most of the current charter term. The education corporation has historically been successful in using its per pupil revenue to cover its expenses and has made investments with excess cash on hand in recent years into a CD ladder, which is still in effect and growing today with a balance of more than \$4.6 million. The education corporation informed the Institute to expect a small deficit for fiscal year 2023 due to several strategic investments in academic improvements, compensation and benefits, and student culture and experience. Despite the deficits posted in a few years of the term, Explore Schools has adequate cash on hand to weather this temporary challenge and the future budgets submitted plan for a slow and steady movement back to surpluses as to continue supporting their students education experience into this next charter term. On June 30, 2022, Explore Schools reported more than \$15 million in net assets and 2.5 months of cash on hand to cover immediate expenses. Explore Schools currently has the required amounts held in separate accounts in the event of dissolution.



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

***The education corporation operates pursuant to a long-range financial plan in which 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 and budget preparation procedures for each charter.	+

3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

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

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

## FISCAL ANALYSIS

Education corporation board members, charter management, and staff members contribute to the budget process for each charter, 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.

+

The education corporation routinely analyzes budget variances for each charter; the education corporation board addresses material variances and makes necessary revisions.

+

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

+

### DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The education corporation maintains appropriate internal controls and procedures, which are implemented by the charter. 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 the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the FPPM be reviewed and updated on an annual basis.	<b>JULY 2023</b>

## 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 the charter, have been filed in a timely, accurate, and complete manner:*

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

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

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

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of 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).	+

## FISCAL ANALYSIS

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.

+

**EXPLORE CHARTER SCHOOL**

## CHARTER INFORMATION

Opened 2002-03 (Transfer from NYCDOE to SUNY 2020-21)

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# FISCAL ANALYSIS

## EXPLORE CHARTER SCHOOL

NOTE: Effective 2015-16, the charter merged finances with the education corporation, "Explore Charter Schools of Brooklyn." 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
1,505,453	1,793,011	1,918,439	1,886,727	2,104,830
3,550,689	4,060,771	3,858,292	4,388,218	3,849,140
-	-	-	-	-
-	-	-	-	-
<b>5,056,142</b>	<b>5,853,782</b>	<b>5,776,731</b>	<b>6,274,945</b>	<b>5,953,970</b>
1,122,505	1,336,918	1,344,621	1,382,252	1,501,955
53,109	51,796	62,224	50,137	86,769
918,558	992,785	1,061,042	1,069,390	1,065,470
-	-	-	-	-
89,663	132,799	82,335	60,603	121,183
389,135	320,834	283,406	413,363	477,738
36,350	76,598	77,965	75,050	130,565
339,229	339,099	229,642	204,303	351,318
114,975	38,479	21,481	28,062	29,331
728,412	501,188	541,839	687,546	646,472
<b>8,848,078</b>	<b>9,644,278</b>	<b>9,481,286</b>	<b>10,245,651</b>	<b>10,364,771</b>

### 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
540	540	540	540	540
540	540	540	540	540
528	513	541	554	526
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

17,213	18,127	18,616	19,373	21,257
3	32	11	2,219	10
<b>17,216</b>	<b>18,159</b>	<b>18,627</b>	<b>21,593</b>	<b>21,267</b>

##### 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

14,106	15,750	14,616	15,298	15,987
2,652	3,046	2,915	3,203	3,735
<b>16,758</b>	<b>18,795</b>	<b>17,531</b>	<b>18,501</b>	<b>19,721</b>
84.2%	83.8%	83.4%	82.7%	81.1%
15.8%	16.2%	16.6%	17.3%	18.9%
<b>2.7%</b>	<b>-3.4%</b>	<b>6.3%</b>	<b>16.7%</b>	<b>7.8%</b>
<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

#### Student to Faculty Ratio

10.0	8.8	10.0	9.9	9.4
------	-----	------	-----	-----

#### Faculty to Admin Ratio

2.3	2.6	2.7	2.8	2.8
-----	-----	-----	-----	-----

#### 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

### EXPLORE EXCEL CHARTER SCHOOL

NOTE: Effective 2015-16, the charter merged finances with the education corporation, "Explore Charter Schools of Brooklyn." 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 2011-12

	MERGED	MERGED	MERGED	MERGED	MERGED
	2017-18	2018-19	2019-20	2020-21	2021-22
Cash and Cash Equivalents - <b>GRAPH 1</b>	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	-	-	-	-	-

Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	-

Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
<b>Total Net Assets</b>	-	-	-	-	-
<b>Total Liabilities and Net Assets</b>	-	-	-	-	-

Resident Student Enrollment	7,879,787	8,338,985	8,955,843	9,169,289	8,736,814
Students with Disabilities	1,278,309	1,373,328	1,537,505	1,386,109	1,246,864

State and local	40,484	40,591	35,571	44,014	44,330
Federal - Title and IDEA	294,775	348,003	325,060	370,265	368,689
Federal - Other	90,077	59,318	54,423	740,549	796,928
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>9,583,432</b>	<b>10,160,225</b>	<b>10,908,402</b>	<b>11,710,226</b>	<b>11,193,625</b>

Regular Education	5,631,009	6,183,953	6,004,817	6,636,711	6,462,992
SPED	2,420,907	2,786,724	2,776,362	3,037,287	2,870,564
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>8,051,916</b>	<b>8,970,677</b>	<b>8,781,179</b>	<b>9,673,998</b>	<b>9,333,556</b>
Management and General	1,624,344	1,861,377	1,721,023	1,859,220	2,096,994
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>9,676,260</b>	<b>10,832,054</b>	<b>10,502,202</b>	<b>11,533,218</b>	<b>11,430,550</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>(92,828)</b>	<b>(671,829)</b>	<b>406,200</b>	<b>177,008</b>	<b>(236,925)</b>

Contributions	1,532	6,997	40,125	4,000	20,700
Fundraising	-	-	-	-	-
Miscellaneous Income	560	24,291	98,818	1,234,011	(149,349)
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>2,092</b>	<b>31,288</b>	<b>138,943</b>	<b>1,238,011</b>	<b>(128,649)</b>

Total Unrestricted Revenue	9,585,524	10,191,513	11,047,345	12,948,237	11,064,976
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>9,585,524</b>	<b>10,191,513</b>	<b>11,047,345</b>	<b>12,948,237</b>	<b>11,064,976</b>

<b>Change in Net Assets</b>	<b>(90,736)</b>	<b>(640,541)</b>	<b>545,143</b>	<b>1,415,019</b>	<b>(365,574)</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>2,800,547</b>	<b>2,709,811</b>	<b>2,069,270</b>	<b>2,614,413</b>	<b>4,029,432</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>2,709,811</b>	<b>2,069,270</b>	<b>2,614,413</b>	<b>4,029,432</b>	<b>3,663,858</b>

## FISCAL ANALYSIS

### EXPLORE EXCEL CHARTER SCHOOL

NOTE: Effective 2015-16, the charter merged finances with the education corporation, "Explore Charter Schools of Brooklyn." 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)
<b>Total Salaries and Staff</b>
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
1,642,106	2,021,687	1,887,698	2,025,072	2,050,436
4,073,259	4,572,228	4,490,434	4,976,621	4,376,567
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
<b>5,715,365</b>	<b>6,593,915</b>	<b>6,378,132</b>	<b>7,001,693</b>	<b>6,427,003</b>
1,281,550	1,496,905	1,538,089	1,610,318	1,659,530
31,509	41,813	82,656	74,836	69,650
922,477	1,023,774	1,071,842	1,101,173	1,053,968
-	-	-	-	-
137,030	148,513	84,144	72,334	117,738
390,757	390,953	381,186	546,517	702,130
35,519	101,704	101,462	88,532	159,655
322,219	296,953	187,460	190,471	406,315
172,804	41,237	38,781	36,973	37,922
667,030	696,287	638,450	810,371	796,639
<b>9,676,260</b>	<b>10,832,054</b>	<b>10,502,202</b>	<b>11,533,218</b>	<b>11,430,550</b>

#### CHARTER ANALYSIS

##### ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - <b>GRAPH 4</b>
Chartered Grades
Final Chartered Grades (includes any revisions)

2017-18	2018-19	2019-20	2020-21	2021-22
552	552	564	564	564
552	552	564	564	564
529	530	546	569	520
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

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

##### PER STUDENT BREAKDOWN

###### Revenue

Operating
Other Revenue and Support
<b>TOTAL - GRAPH 3</b>

2017-18	2018-19	2019-20	2020-21	2021-22
18,116	19,168	19,966	20,595	21,514
4	59	254	2,177	(247)
<b>18,120</b>	<b>19,227</b>	<b>20,220</b>	<b>22,772</b>	<b>21,266</b>

###### Expenses

Program Services
Management and General, Fundraising
<b>TOTAL - GRAPH 3</b>
% of Program Services
% of Management and Other

2017-18	2018-19	2019-20	2020-21	2021-22
15,221	16,923	16,072	17,014	17,939
3,071	3,512	3,150	3,270	4,030
<b>18,292</b>	<b>20,435</b>	<b>19,222</b>	<b>20,284</b>	<b>21,969</b>
83.2%	82.8%	83.6%	83.9%	81.7%
16.8%	17.2%	16.4%	16.1%	18.3%
<b>-0.9%</b>	<b>-5.9%</b>	<b>5.2%</b>	<b>12.3%</b>	<b>-3.2%</b>
<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>

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

% of Revenue Expended on Facilities

##### Student to Faculty Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
8.8	8.3	9.0	8.7	8.4

##### Faculty to Admin Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
2.9	2.7	3.1	3.4	3.3

##### Financial Responsibility Composite Scores - GRAPH 6

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

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

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

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

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

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

### EXPLORE CHARTER SCHOOLS OF BROOKLYN (COMBINED)

#### CHARTER INFORMATION

##### BALANCE SHEET

###### Assets

###### Current Assets

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

###### Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net  
Other Assets

###### Total Assets - **GRAPH 1**

##### Liabilities and Net Assets

###### Current Liabilities

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

###### Total Current Liabilities - **GRAPH 1**

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

###### Total Liabilities - **GRAPH 1**

###### Net Assets

Without Donor Restrictions  
With Donor Restrictions

###### Total Net Assets

###### Total Liabilities and Net Assets

##### ACTIVITIES

###### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

###### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other  
NYC DoE Rental Assistance  
Food Service/Child Nutrition Program

###### Total Operating Revenue

###### Expenses

Regular Education  
SPED  
Other

###### Total Program Services

Management and General  
Fundraising

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

###### Surplus / (Deficit) From School Operations

###### Support and Other Revenue

Contributions  
Fundraising  
Miscellaneous Income  
Net assets released from restriction

###### Total Support and Other Revenue

###### Total Unrestricted Revenue

###### Total Temporally Restricted Revenue

###### Total Revenue - **GRAPHS 2 & 3**

###### Change in Net Assets

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

Prior Year Adjustment(s)

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

MERGED	MERGED	MERGED	MERGED	MERGED
2017-18	2018-19	2019-20	2020-21	2021-22
13,757,478	9,432,927	11,789,220	10,726,744	9,216,784
941,317	212,172	944,122	2,495,922	1,865,587
-	-	-	-	-
282,226	763,915	190,946	651,294	1,491,314
-	-	-	-	-
14,981,021	10,409,014	12,924,288	13,873,960	12,573,685
1,996,219	2,431,564	2,858,813	2,888,149	3,145,808
300,490	2,816,955	4,915,490	4,924,144	4,758,039
17,277,730	15,657,533	20,698,591	21,686,253	20,477,532

921,476	767,878	645,695	1,217,858	1,597,280
2,427,637	2,694,291	2,555,160	3,475,999	2,799,650
110,015	48,219	-	134,388	195,538
-	-	-	-	-
-	-	-	-	-
103,555	335,395	151,964	1,994	349,767
3,562,683	3,845,783	3,352,819	4,830,239	4,942,235
-	-	-	-	-
-	-	4,901,563	-	-
3,562,683	3,845,783	8,254,382	4,830,239	4,942,235

13,715,047	11,511,119	12,444,209	16,856,014	15,535,297
-	300,631	-	-	-
13,715,047	11,811,750	12,444,209	16,856,014	15,535,297
17,277,730	15,657,533	20,698,591	21,686,253	20,477,532

30,504,638	31,870,270	33,770,525	33,181,507	32,010,455
5,017,039	5,450,850	5,391,534	4,932,977	4,788,412

147,939	154,454	115,808	165,696	155,523
1,168,676	1,297,462	1,234,727	1,304,580	1,396,792
274,158	183,740	162,112	2,345,470	3,823,758
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
37,112,450	38,956,776	40,674,706	41,930,230	42,174,940

21,918,686	23,274,404	23,042,535	24,884,897	24,646,760
8,976,285	11,009,848	10,564,312	10,494,150	10,869,240
-	-	-	-	-
30,894,971	34,284,252	33,606,847	35,379,047	35,516,000
6,067,191	6,649,452	6,591,228	7,064,213	7,866,158
-	-	-	-	-
36,962,162	40,933,704	40,198,075	42,443,260	43,382,158
150,288	(1,976,928)	476,631	(513,030)	(1,207,218)

3,187	32,247	55,500	14,500	35,700
-	-	-	-	-
16,828	41,384	100,328	4,910,334	(149,199)
-	-	-	-	-
20,015	73,631	155,828	4,924,834	(113,499)

37,132,465	39,030,407	40,830,534	46,855,064	42,061,441
-	-	-	-	-
37,132,465	39,030,407	40,830,534	46,855,064	42,061,441

170,303	(1,903,297)	632,459	4,411,804	(1,320,717)
13,544,743	13,715,047	11,811,750	12,444,209	16,856,014
-	-	-	-	-
13,715,046	11,811,750	12,444,209	16,856,013	15,535,297

## FISCAL ANALYSIS

### EXPLORE CHARTER SCHOOLS OF BROOKLYN (COMBINED)

#### CHARTER INFORMATION - (Continued)

##### Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
<b>Total Salaries and Staff</b>
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
6,462,965	7,584,791	7,919,123	7,871,433	8,206,473
15,018,245	16,982,409	16,632,494	18,042,704	16,550,296
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
21,481,210	24,567,200	24,551,617	25,914,137	24,756,769
4,892,991	5,676,355	5,868,535	6,051,072	6,421,413
160,748	188,777	265,556	250,595	319,494
3,570,720	3,914,266	4,047,424	3,980,825	3,859,289
-	-	-	-	-
469,780	545,090	312,004	263,909	469,610
1,724,811	1,854,317	1,358,672	1,692,497	2,414,612
190,135	389,314	346,235	369,685	631,666
1,250,917	1,267,432	946,259	822,541	1,588,531
575,325	157,833	90,565	105,070	107,107
2,645,525	2,373,120	2,411,208	2,992,929	2,813,667
36,962,162	40,933,704	40,198,075	42,443,260	43,382,158

#### CHARTER ANALYSIS

##### ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - <b>GRAPH 4</b>
Chartered Grades
Final Chartered Grades (includes any revisions)

2017-18	2018-19	2019-20	2020-21	2021-22
2,952	2,436	2,748	2,880	3,000
2,196	2,196	2,208	2,220	2,220
2,049	2,021	2,063	2,036	1,907
-	-	-	-	-
-	-	-	-	-

##### 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
<b>TOTAL - GRAPH 3</b>

18,112	19,273	19,715	20,593	22,120
10	36	76	2,419	(60)
18,122	19,309	19,790	23,012	22,061

###### Expenses

Program Services
Management and General, Fundraising
<b>TOTAL - GRAPH 3</b>
% of Program Services
% of Management and Other

15,078	16,961	16,289	17,376	18,628
2,961	3,290	3,195	3,469	4,126
18,039	20,251	19,484	20,845	22,753
83.6%	83.8%	83.6%	83.4%	81.9%
16.4%	16.2%	16.4%	16.6%	18.1%
0.5%	-4.6%	1.6%	10.4%	-3.0%
0.0%	0.0%	0.0%	0.0%	0.0%

% of Revenue Exceeding Expenses - <b>GRAPH 5</b>
% of Revenue Expended on Facilities

##### Student to Faculty Ratio

9.2	8.5	8.8	8.7	8.0
-----	-----	-----	-----	-----

##### Faculty to Admin Ratio

2.6	2.7	2.8	3.1	3.2
-----	-----	-----	-----	-----

##### Financial Responsibility Composite Scores - GRAPH 6

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

2.6	2.1	2.8	3.0	2.4
Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

##### Working Capital - GRAPH 7

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

11,418,338	6,563,231	9,571,469	9,043,721	7,631,450
30.8%	16.8%	23.4%	19.3%	18.1%
4.2	2.7	3.9	2.9	2.5
LOW	MEDIUM	LOW	MEDIUM	MEDIUM
Excellent	Good	Excellent	Good	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)

4.1	2.5	3.8	2.7	2.2
LOW	LOW	LOW	LOW	MEDIUM
Excellent	Excellent	Excellent	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)

0.2	0.2	0.4	0.2	0.2
LOW	LOW	LOW	LOW	LOW
Excellent	Excellent	Excellent	Excellent	Excellent

##### Months of Cash - GRAPH 8

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

4.5	2.8	3.5	3.0	2.5
LOW	MEDIUM	LOW	LOW	MEDIUM
Excellent	Good	Excellent	Excellent	Good

## FUTURE PLANS



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

*Explore Schools implements a strong academic program supported by an effective, viable organization. The education corporation plans to continue serving Kindergarten – 8<sup>th</sup> grade in the next charter term. As such, the charter's plans for the next charter term are reasonable, feasible, and achievable.*

#### EXPLORE CHARTER SCHOOLS OF BROOKLYN

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

**Plans for the Educational Program.** Explore Schools plans to implement the same core elements of its educational program that enabled the charters to meet or come close to meeting their key Accountability Plan goals in the current charter term.

**Plans for Board Oversight & Governance.** The board plans to remain largely the same in the next charter term, with the exception of adding a parent representative member. The board plans to fill the seat within the current academic year.

**Fiscal & Facility Plans.** Explore Schools has presented conservative and achievable budget projections for the upcoming charter terms. The budgeted enrollment numbers present a reasonable assumption of revenue based on past trends while also keeping expense projections as low as possible. This process projects continued fiscal strength for Explore Schools and for surpluses to return throughout the following charter term.

#### EXPLORE CHARTER SCHOOL

**Facility Plans.** Explore plans to continue serving its Kindergarten – 8<sup>th</sup> grade program in its co-located facility.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	540	532
<b>Grade Span</b>	K – 8	K – 8
<b>Teaching Staff</b>	50	49
<b>Days of Instruction</b>	180	180



# FUTURE PLANS

## EXPLORE EXCEL CHARTER SCHOOL

**Facility Plans.** Explore Excel plans to continue serving both its lower school and upper school programs in the two co-located facilities both schools currently occupy.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	564	564
Grade Span	K – 8	K – 8
Teaching Staff	58	55
Days of Instruction	180	180

Explore Charter  
Schools of Brooklyn

# Ax

## APPENDICES

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CHARTER  
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**EO<sup>B</sup>**  
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REPORT  
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### EXPLORE CHARTER SCHOOLS OF BROOKLYN BOARD OF TRUSTEES

#### CHAIR

Angela Brice-Thomas

#### VICE CHAIR

Shawn Jenkins

#### TREASURER

Henry Mannix

#### TRUSTEES

Kevin Bryant

Lindsay Danon

Karen A. Francois

Lisa Lurie

### EXPLORE SCHOOLS, INC. BOARD OF TRUSTEES

#### CHAIR

Reshma Patel

#### VICE CHAIR

Shawn Jenkins

#### TREASURER

Brian Coad

#### TRUSTEES

Morty Ballen

Lindsay Matovich

Jana Reed

## APPENDIX A: CHARTER SCHOOL OVERVIEW

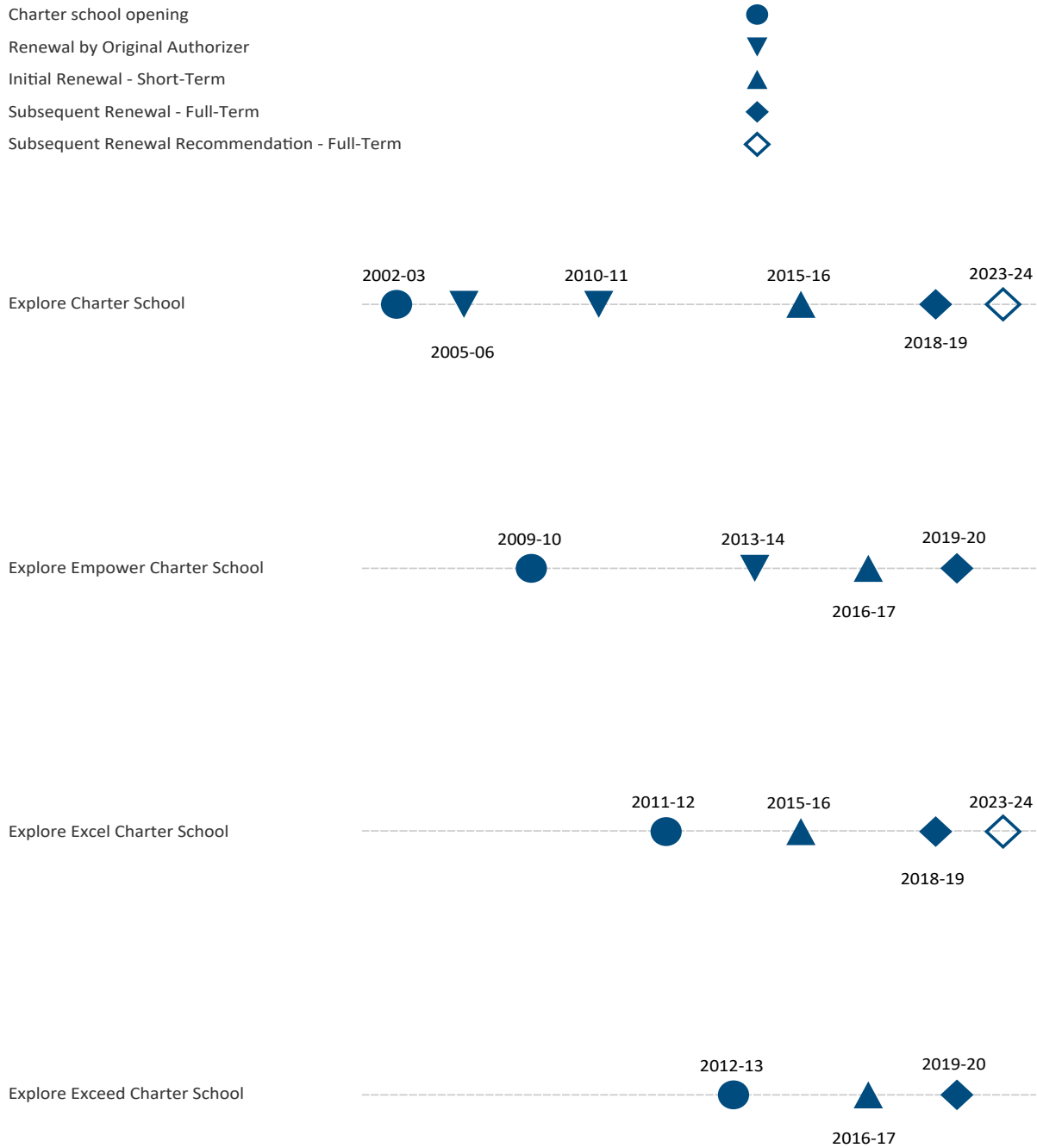
### CHARTER VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2011-12	Explore Excel – First Year Visit	May 9, 2012
2012-13	Explore Exceed – First Year Visit	May 17, 2013
2015-16	Explore – Initial Renewal Explore Excel – Initial Renewal Explore Exceed – Evaluation Visit Explore Empower – Evaluation Visit	October 26 – 27, 2015 October 28 – 29, 2015 May 11 – 12, 2016 May 9 – 10, 2016
2016-17	Explore Exceed – Initial Renewal Explore Exceed – Return Visit Explore Empower – Initial Renewal	October 26 – 27, 2016 December 1, 2016 October 24 – 25, 2016
2017-18	Explore – Evaluation Visit Explore Excel – Evaluation Visit	May 28 – 30, 2018 May 30 – June 1, 2018
2018-19	Explore – Subsequent Renewal Explore Excel – Subsequent Renewal	October 17 – 18, 2018 October 15 – 16, 2018
2019-20	Explore Exceed – Subsequent Renewal Explore Empower – Subsequent Renewal	September 23 – 24, 2019 September 25 – 26, 2019
2023-24	Explore – Subsequent Renewal Explore Excel – Subsequent Renewal	October 3 – 4, 2023 October 5 – 6, 2023

### CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
October 3 – 6, 2023	Katy Clayton	School Evaluation Analyst
	Heather Wendling	External Consultant
	Carl Anthony Watson	External Consultant
	Kathryn Connell-Espinosa	Executive Director

## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

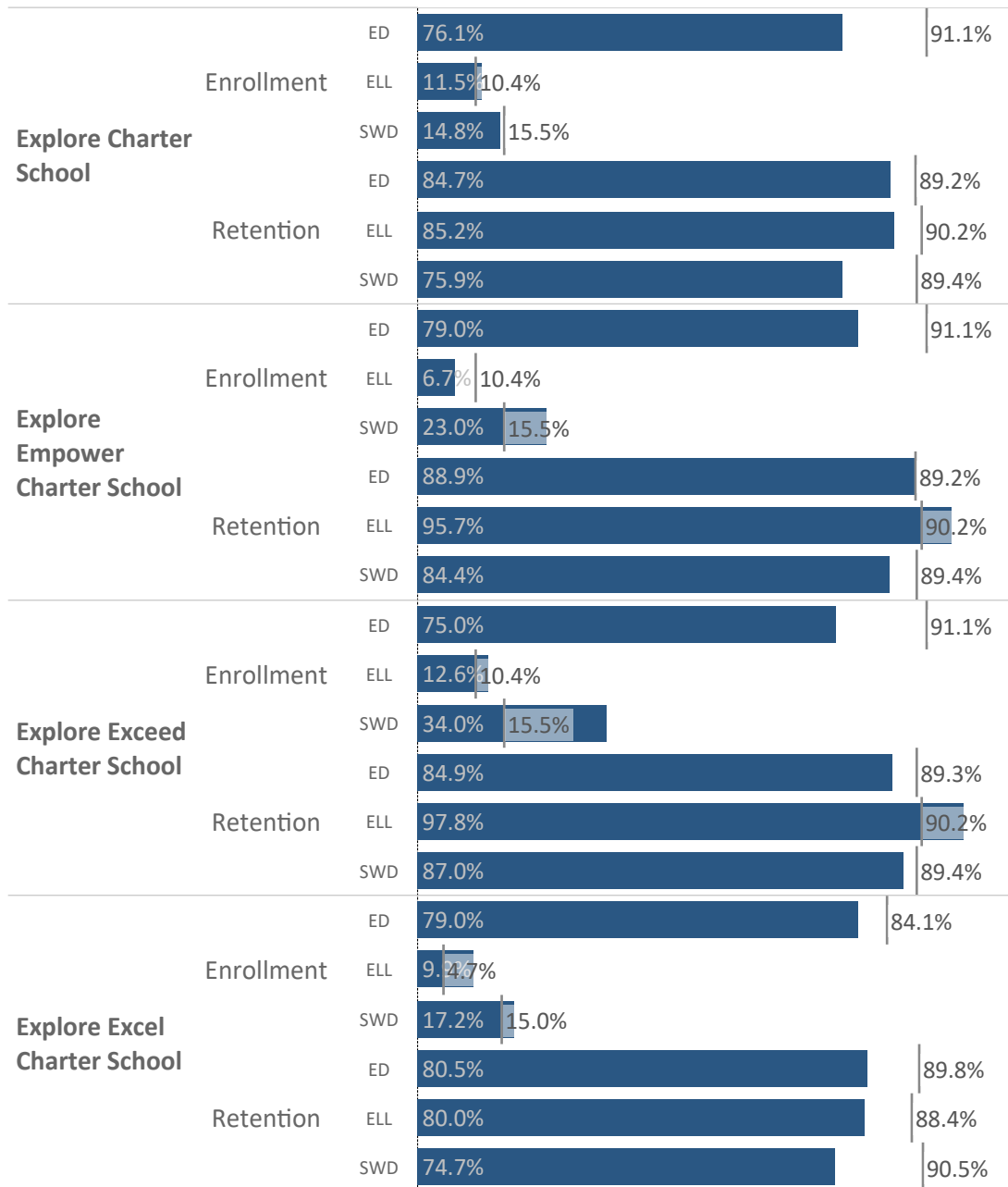


## APPENDIX B: EDUCATION CORPORATION OVERVIEW

### EDUCATION CORPORATION CHARTER CHARACTERISTICS

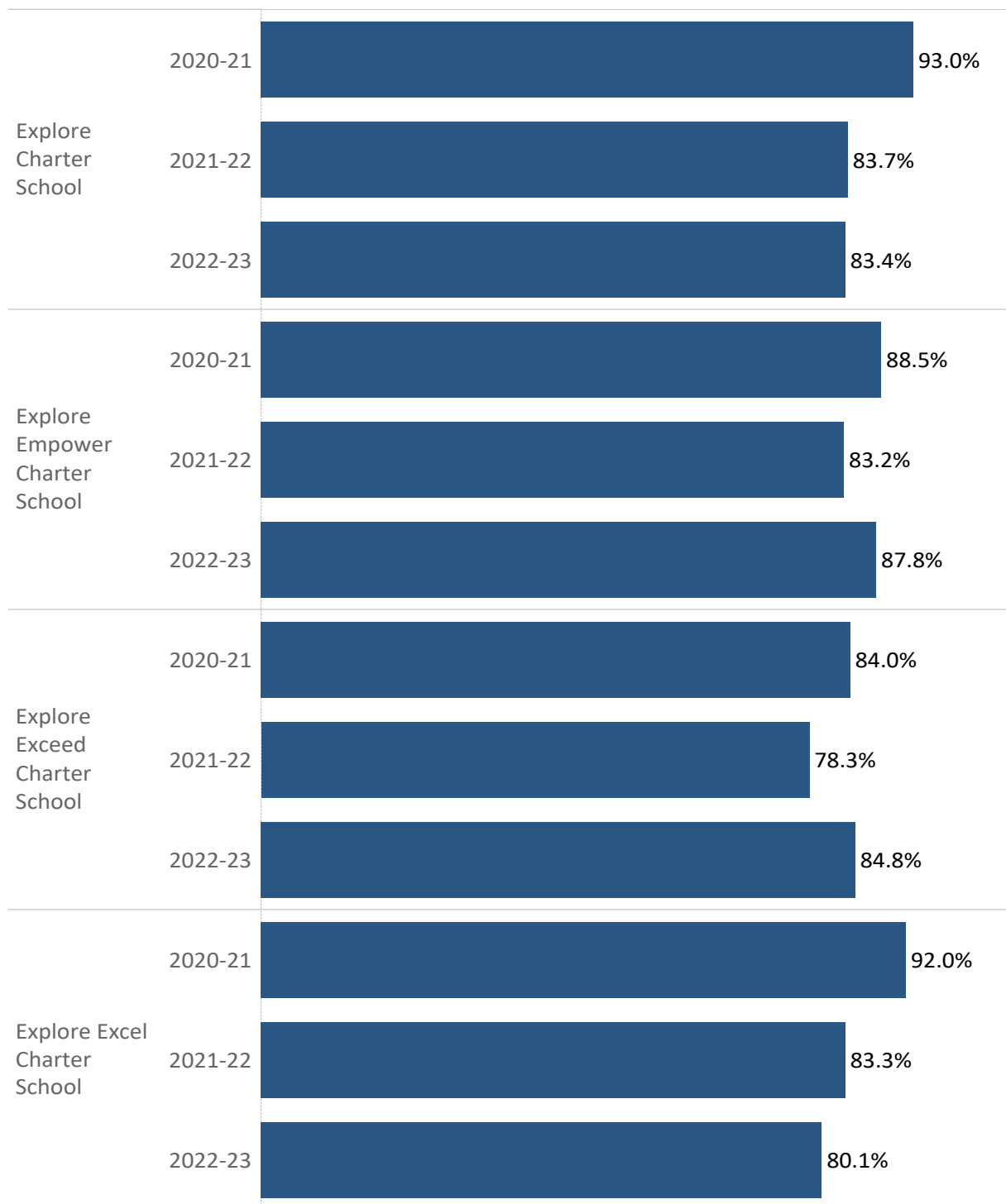
CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Explore Charter School	CSD-17	Yes	540	K – 8
Explore Empower Charter School	CSD-17	Yes	540	K – 8
Explore Exceed Charter School	CSD-17	Yes	576	K – 8
Explore Excel Charter School	CSD-18	Yes	564	K – 8

### ENROLLMENT AND RETENTION TARGETS

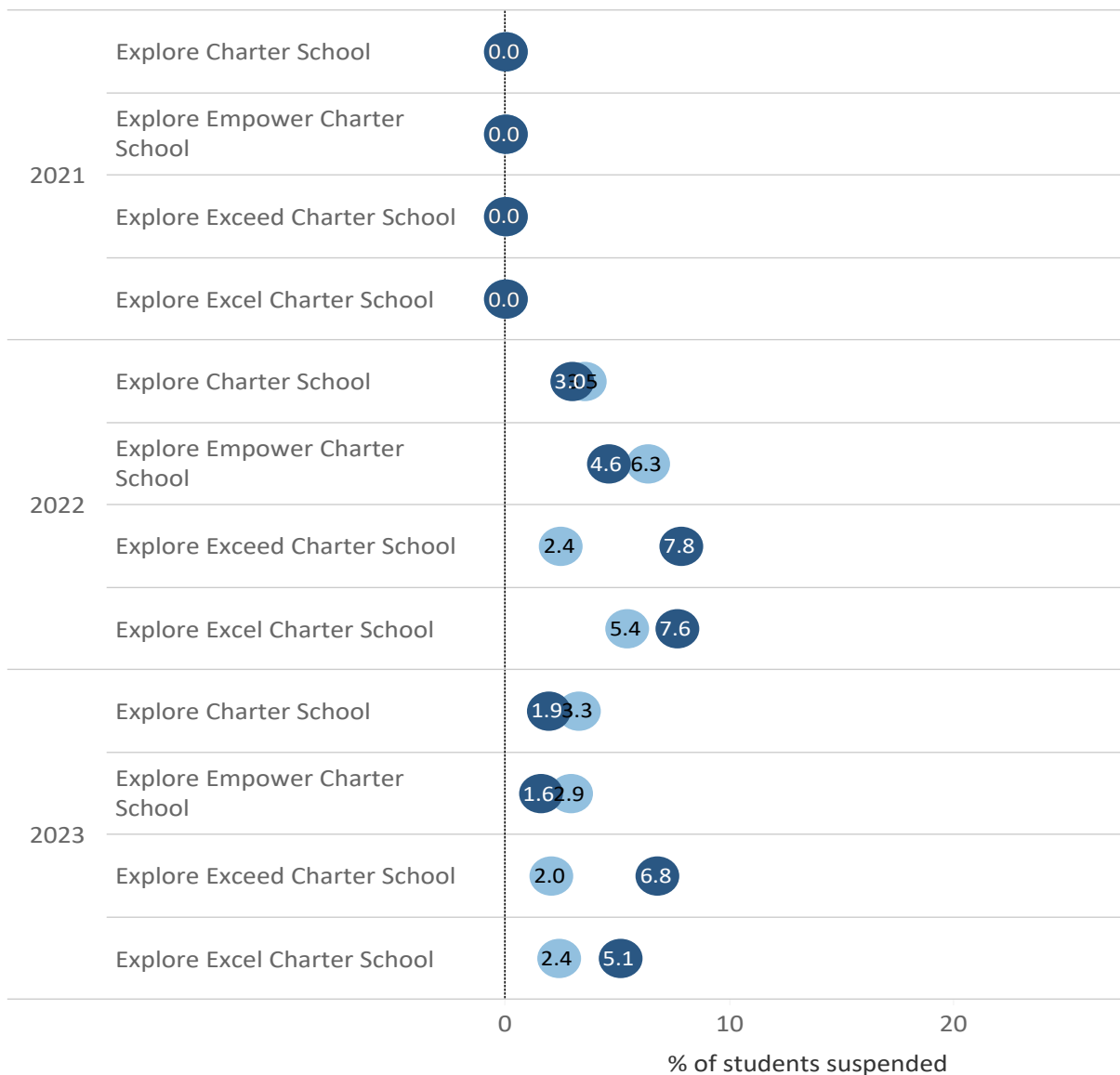


The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts 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.

## EXPLORE CHARTER SCHOOLS OF BROOKLYN PERSISTENCE IN ENROLLMENT



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



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

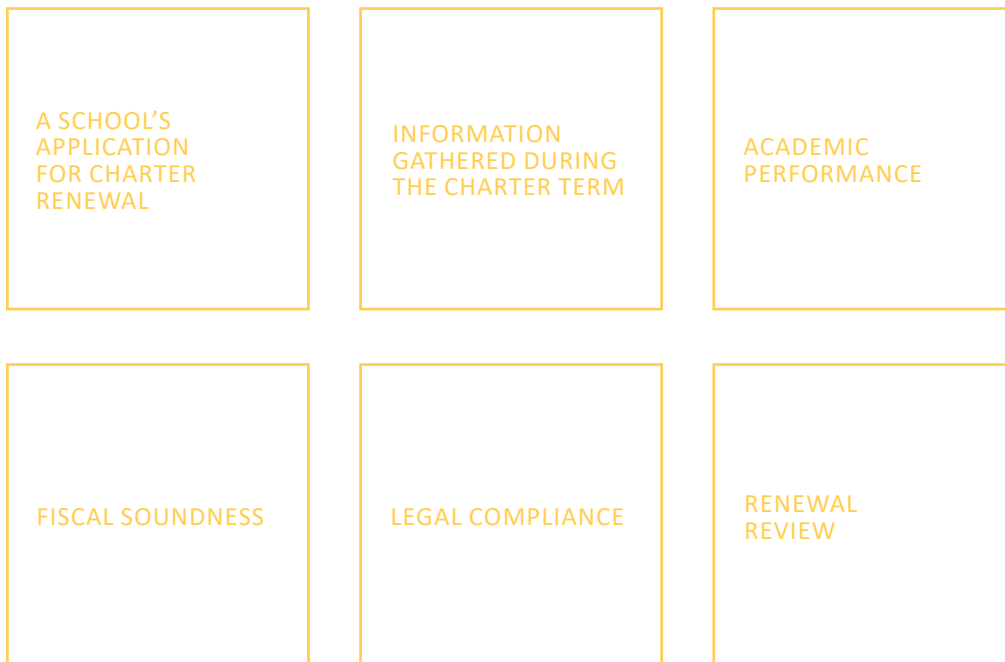
During the most recent school year, the education corporation expelled 0 students.

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

#### REPORT FORMAT

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

#### THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



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

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

## REPORT FORMAT

This renewal recommendation report compiles evidence using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),<sup>2</sup> which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

## 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 school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation, its schools and student achievement of those schools.



Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the [Institute’s website](#).

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



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

At the beginning of the Accountability Period,<sup>3</sup> the school 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"<sup>4</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>5</sup> 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 PERFOR-  
MANCE, I.E., HOW DID THE  
SCHOOL DO AS COMPARED  
TO SCHOOLS IN THE  
DISTRICT AND SCHOOLS  
THAT SERVE SIMILAR  
POPULATIONS OF ECO-  
NOMICALLY DISADVAN-  
TAGED STUDENTS?

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

Absolute, comparative, and growth achievement provide a basis for triangulating school 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 school's board and approved by the Institute is included in the charter and frames the analysis of the school'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 school's Accountability Plan to determine its level of academic success, including the extent to which each school 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 school includes additional measures in its Accountability Plan, the Institute considers all available evidence of school 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 school 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 3<sup>rd</sup> – 8<sup>th</sup> 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 school 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, schools reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates school performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



**Charter Schools Institute**  
The State University of New York