



**THE SUNY CHARTER SCHOOLS**  
**INSTITUTE**

*RENEWAL RECOMMENDATION REPORT  
BEDFORD STUYVESANT COLLEGIATE  
CHARTER SCHOOL*

**Report Date: December 4, 2017**

**Visit Date: September 13, 2017**

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

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# INTRODUCTION & 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

A SCHOOL’S  
APPLICATION  
FOR CHARTER  
RENEWAL

INFORMATION  
GATHERED DURING  
THE CHARTER TERM

ACADEMIC  
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL  
EVALUATION VISIT



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 at: [www.  
newyorkcharters.org/SUNY-  
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).

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## REPORT FORMAT

This renewal recommendation report compiles the evidence below 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

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

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

2. Version 5.0, May 2012, available at: [www.newyorkcharters.org/SUNY-Renewal-Benchmarks/](http://www.newyorkcharters.org/SUNY-Renewal-Benchmarks/).

This report contains appendices that provide additional statistical and organizationally related information including a largely 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 and its schools including additional evidence on student achievement of other education corporation schools.



# RENEWAL RECOMMENDATION

**Full-Term Renewal** The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Bedford Stuyvesant Collegiate Charter School and renew Uncommon New York City Charter Schools’ authority to operate the school for a period of five years with authority for a period of five years with authority to provide instruction to students in Kindergarten - 8<sup>th</sup> grade in such configuration as set forth in the Application for Charter Renewal, with a projected total enrollment of 780 students.



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.<sup>3</sup>

## REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees’ specific renewal criteria, the Institute makes the following findings required by the Act:

- 1:** the school, 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 school 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 school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>4</sup>

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute’s Request for Proposal (“RFP”) processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. Bedford Stuyvesant Collegiate Charter School (“BedStuy Collegiate”) received a full-term renewal from the SUNY Trustees in 2013 and was given targets at that time. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program.

3. SUNY Renewal Policies  
(p. 13).

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

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students. SUNY and the New York State Board of Regents (the "Board of Regents") finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive targets at renewal.

BedStuy Collegiate makes good faith efforts to meet its enrollment and retention targets. Previous lack of success in meeting its targets has led the school to implement additional strategies. The school employs the following efforts:

- The associate director of school support constantly evaluates the efficacy of the network's recruitment efforts for English language learners and students with disabilities and uses the results of the analysis to adjust and increase the effectiveness of the strategies;
- This year, the network hired an additional student recruitment leader to support the network's outreach to community based organizations in order to disseminate information about the school's programs for ELLs and students with disabilities;
- The network submitted to the Institute a request to revise its admissions preferences for at-risk students to expand the preference to all schools in the network;
- This year, the network reduced the amount of admissions paperwork the network teams collect thereby increasing the accessibility and transparency of the process for families and freeing up network personnel to perform targeted canvassing and follow up with applicants;
- The network posted the entire website in Spanish and translated more recruitment materials into Spanish and nearly 40 other languages through a partnership with schoolmint (a student enrollment management software);
- Targeted specific outreach to community based organizations ("CBOs"), including those that specifically serve students with disabilities;
- Targeted outreach to CBOs resulting in the intake of ELLs recently displaced from Puerto Rico by hurricane Maria;
- Mailing information packets in multiple languages to families in the neighborhood;
- Posting advertisements in local newspapers, on public transit buses, and on public transit shelters;

- Partnering with Spanish-language newspapers to send direct emails to families that live in the community;
- Increasing the number of languages into which the application is translated; and,
- Targeting head start and preschool programs serving students with disabilities.

For additional information on the school's enrollment and retention target progress, see Appendix A.

#### CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

*As of the date of this report, the Institute has received no district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.*

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

### BACKGROUND

The SUNY Trustees approved BedStuy Collegiate’s original charter on October 26, 2007. It opened its doors in the fall of 2008, initially serving 79 students in 5th grade. The school is authorized to serve 344 students in Kindergarten and 5<sup>th</sup>- 8<sup>th</sup> grade during the 2017-18 school year. On December 7, 2015, the Trustees approved a grade expansion that would allow the school to grow to serve students in Kindergarten- 8<sup>th</sup> grade. If granted renewal, BedStuy Collegiate plans to serve students in Kindergarten- 8<sup>th</sup> grade, with a projected total enrollment of 780 students. Due to facility constraints, the school has delayed the opening of Kindergarten while it acquires adequate space for the new grade to start during the 2018-19 school year.

The term of authority to operate the school expires on July 31, 2018. A subsequent renewal would enable the school to operate through July 31, 2023. The school is co-located in a New York City Department of Education (“NYCDOE”) building at 800 Gates Avenue, 4<sup>th</sup> Floor, Brooklyn, NY in Community School District (“CSD”) 16. The building also houses M.S. 267 Math, Science, and Technology serving 6<sup>th</sup>- 8<sup>th</sup> grade and La Cima Charter School serving Kindergarten- 5<sup>th</sup> grade, which is authorized by the New York State Board of Regents (the “Board of Regents”).

BedStuy Collegiate’s mission states:



*The mission of Bedford Stuyvesant Collegiate Charter School is to prepare each student for college.*

BedStuy Collegiate is one of 13 schools that Uncommon New York City Charter Schools (“Uncommon Schools NYC”), a not-for-profit charter school education corporation, has authority to operate. Uncommon Schools, Inc. (the “network”), a New Jersey not-for-profit corporation, serves as the charter management organization (“CMO”) for Uncommon Schools NYC. In its first two charter terms, BedStuy Collegiate grew to serve students in 5<sup>th</sup>- 11<sup>th</sup> grade. During the current charter term, the education corporation operated three physical high schools, each owned, for accountability purposes, by multiple schools of the education corporation. At that time, BedStuy Collegiate funneled into Uncommon Collegiate Charter High School with Brownsville Collegiate Charter School. The education corporation and the Institute transferred ownership of Uncommon Collegiate Charter High School’s accountability

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

to Leadership Preparatory Bedford Stuyvesant Charter School (“LP BedStuy”). As a result, BedStuy Collegiate no longer enrolls students in high school grades. The SUNY Trustees reviewed Uncommon Collegiate Charter High School as part of Leadership Preparatory Bedford Stuyvesant Charter School’s most recent renewal approved in February 2016. LP BedStuy is authorized to serve 582 students in 9<sup>th</sup> – 12<sup>th</sup> grades by the end of its charter term. The network operates charter schools across New York, Massachusetts, and New Jersey and provides operational, instructional, and performance management support to schools pursuant to a contract. The SUNY Trustees authorize 16 schools across three not-for-profit education corporations, including Uncommon Schools NYC, that contract with the network in New York City, Rochester, and Troy for education management services. The 16 schools collectively educate over 8,500 students. All Uncommon Schools are legally compliant, and academically and fiscally strong.

## EXECUTIVE SUMMARY

BedStuy Collegiate is an academic and organizational success. The school has established a strong leadership team that provides sustained and systemic coaching to teachers. Leaders observe teachers regularly, provide actionable feedback that identifies strengths and areas for growth, and monitor progress during follow-up classroom observations. The school and network provide teachers with effective and relevant professional development, differentiating supports based on grade, content area, teaching experience, and leadership responsibilities. Strong supports and rigorous network-developed curricular materials enable teachers to implement high quality lessons that improve student learning.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and, a renewal visit to the school, the Institute finds that the school meets the required criteria for a charter renewal. Given these findings, the school's program is likely to continue to improve student learning in the future. The Institute recommends the SUNY Trustees grant BedStuy Collegiate a Subsequent Full-Term Renewal.

## NOTEWORTHY

Because of its best practices, BedStuy Collegiate is one of 11 co-located schools selected to participate in the NYCDOE District-Charter Partnership focused on building campus community and sharing instructional best practices. The school is hosting a lunch with its co-located schools to foster a sense of community among students.

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# ACADEMIC PERFORMANCE



## IS THE SCHOOL AN ACADEMIC SUCCESS?

BedStuy Collegiate is an academic success. In its second charter term, the school continues to meet or exceed its key Accountability Plan goals. Based on evidence the Institute compiled throughout the charter term and at the time of the renewal review, the school's academic program is strong, effective, and supported by high quality instructional and organizational leadership.

The Act outlines the requirement that authorizers “change from rule-based to performance-based accountability systems by holding [charter] schools . . . accountable for meeting measurable student achievement results.”<sup>6</sup> As described in this report, BedStuy Collegiate has satisfied the requirements of the Act as well as the SUNY Renewal Policies<sup>7</sup> as it has met or exceeded its Accountability Plan goals and implements an effective educational program. BedStuy Collegiate’s curriculum, assessment system, instructional design, and leadership combine into a demonstrably successful implementation of Uncommon Schools’ model. The strength of that model, detailed in Appendix E, along with strong and sustained student performance outcomes at BedStuy Collegiate provide the foundation for the Institute’s analysis that: 1) the school posts sufficient evidence to support the conclusion it meets the academic and organizational criteria required by the SUNY Renewal Benchmarks; and, 2) the school merits a five-year renewal recommendation.

At the beginning of the Accountability Period,<sup>8</sup> the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts (“ELA”) and mathematics. 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 five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”<sup>9</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>10</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 PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?**

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

6. Education Law § 2850(2)(f).

7. SUNY Renewal Policies (pp. 12-15).

8. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in 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.

9. Education Law § 2850(2)(f).

10. Education Law § 2854(1)(d).

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

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Performance Level Index attainment, comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of BedStuy Collegiate relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of BedStuy Collegiate's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of BedStuy Collegiate's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50<sup>th</sup> percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

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The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.



**SUNY  
RENEWAL  
BENCHMARK  
:GOALS**

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

BedStuy Collegiate met each of its key academic Accountability Plan goals during the charter term. The school demonstrated strong comparative performance and growth in both ELA and mathematics throughout the term. BedStuy Collegiate also exceeded its performance expectations for science and met its NCLB goal as it has never been identified as a focus or priority school under the state's NCLB accountability system.

BedStuy Collegiate met its ELA Accountability Plan goal over the charter term. The school outperformed Brooklyn CSD 16 (the "district") during every year of its charter term, notably exceeding the district's proficiency rate by 30 percentage points in 2016-17. BedStuy Collegiate met the comparative effect size measure under its ELA goal during the majority of its charter term. In 2013-14, 2015-16, and 2016-17, the school performed higher than expected by at least a meaningful degree in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. The school demonstrated consistently strong growth over the term, posting mean growth percentiles that met the target of the state median of 50 during each year.

The school also met its mathematics Accountability Plan goal, exceeding the target under all comparative and growth measures for every year of the charter term. The school's students enrolled in at least their second year outperformed the district's students enrolled in similar grades during every year. In 2016-17, the school posted a proficiency rate that exceeded the district's by 39 percentage points. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, the school performed higher than expected to at least a meaningful degree during each year of the term. Further, the school posted mean growth scores surpassing the state median of 50 by at least 10 percentile points each year of the charter term. Commendably, BedStuy Collegiate's mean growth percentile in mathematics was 72 in 2016-17, 22 percentile points above the target.

The school met its science goal over the charter term. The school administered the Regents Living Environment exam to its 8<sup>th</sup> grade students in lieu of the 8<sup>th</sup> grade science exam. As such, comparison data is not available. The school posted commendable achievement during each year of the charter term, with 91 percent of the school's 8<sup>th</sup> graders scoring at or above proficiency in 2016-17.

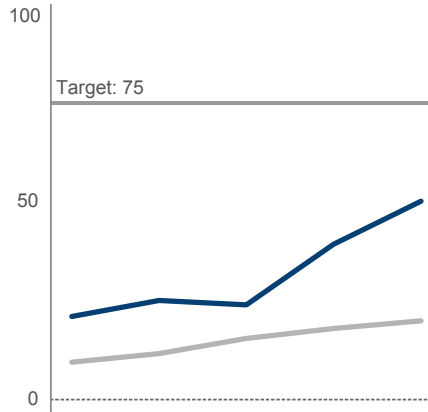
The school met its NCLB goal during the charter term and remains in good standing under the state's accountability system.

# ACADEMIC PERFORMANCE

## BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

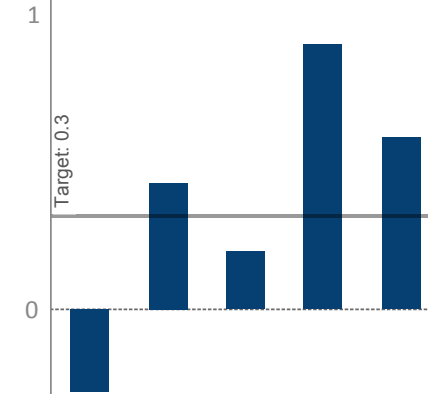
### ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



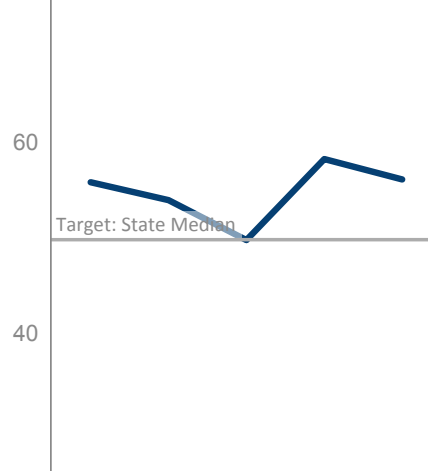
Test Year	Comp Grades	District %	School %
2013	6-8	10	21
2014	6-8	12	25
2015	6-8	16	24
2016	6-8	18	40
2017	6-8	20	50

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



Test Year	Test Grades	Effect Size
2013	5-8	-0.27
2014	5-8	0.40
2015	5-8	0.18
2016	5-8	0.85
2017	5-8	0.57

**Comparative Growth Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA**.



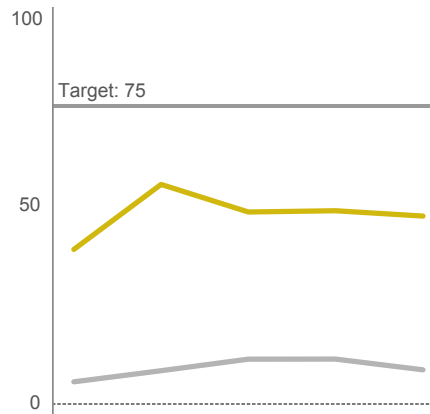
Test Year	School Mean Growth
2013	56.0
2014	54.1
2015	50.0
2016	58.4
2017	56.3

# ACADEMIC PERFORMANCE

## BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

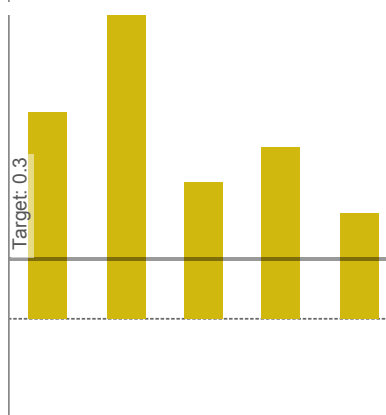
### MATHEMATICS ACCOUNTABILITY PLAN GOAL

**Comparative Measure: District Comparison.** Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in **the district**.



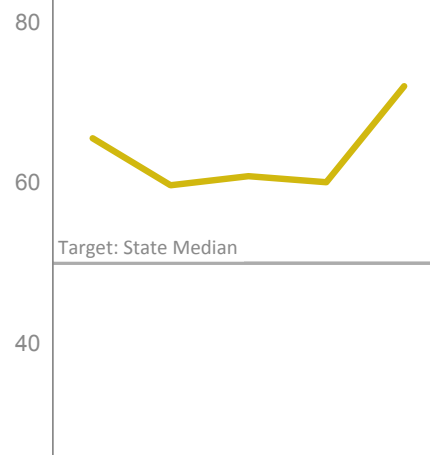
Test Year	Comp Grades	District %	School %
2013	6-8	6	39
2014	6-8	9	56
2015	6-7	11	49
2016	6-7	11	49
2017	6-7	9	48

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



Test Year	Test Grades	Effect Size
2013	5-8	1.02
2014	5-8	1.51
2015	5-7	0.68
2016	5-7	0.85
2017	5-7	0.56

**Comparative Growth Measure: Mean Growth Percentile.** Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **mathematics**.



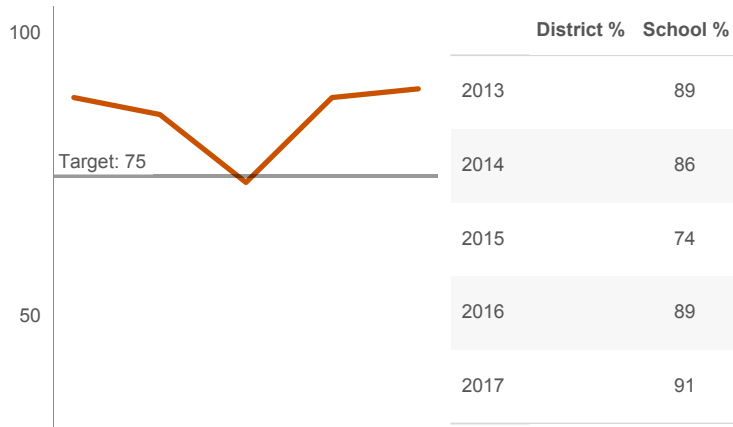
Test Year	School Mean Growth
2013	65.7
2014	59.8
2015	60.9
2016	60.2
2017	72.2

# ACADEMIC PERFORMANCE

## BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

### SCIENCE ACCOUNTABILITY PLAN GOAL

**Science:** The school administered the Regents Living Environment exam to its 8th graders in lieu of the 8th grade science exam. Although not included in its Accountability Plan, the percentage of students scoring at or above proficient is presented here.



### SPECIAL POPULATIONS PERFORMANCE

	2015	2016	2017
<b>Enrollment Receiving Mandated Academic Services</b>	54	64	62
<b>Tested on State Exam</b>	44	50	57
<b>School Percent Proficient on ELA Exam</b>	11.4	12.0	8.8
<b>District Percent Proficient</b>	3.6	5.3	6.9

	2015	2016	2017
<b>ELL Enrollment</b>	10	10	9
<b>Tested on NYSESLAT Exam</b>	7	6	6
<b>School Percent 'Commanding' or Making Progress on NYSESLAT</b>	28.6	16.7	0.0

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the 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.

## ACADEMIC PROGRAM SUMMARY

With support from the network, BedStuy Collegiate has established a strong and effective instructional leadership team. Teachers internalize and echo the high expectations that leaders set regarding performance and schoolwide priorities. School leaders provide regular support to develop teachers' instructional skills, as well as an annual evaluation that accurately assesses teachers' performance as it relates to student achievement. Leaders observe teachers weekly and facilitate in-person debrief meetings to discuss teachers' strengths and areas for improvement. Instructional leaders monitor teachers' implementation of feedback during the following week's coaching cycle. Leaders store and access observation and debrief feedback on an online portal to monitor teachers' progress throughout the year. In addition to strong coaching supports, the school provides differentiated professional development based on experience level and content area. The frequent and effective supports contribute to the high quality instruction in BedStuy Collegiate's classrooms.

BedStuy Collegiate has a robust assessment system aligned to the school's curriculum and state standards. The school regularly administers network-provided assessments to monitor student performance. After schoolwide interim assessments, teachers receive detailed data reports identifying performance on skills and concepts assessed. Teachers submit weekly data analyses of classroom performance to school leaders and include action steps to meet students' needs. Teachers meet twice per month to discuss student performance data and develop action plans that outline adjustments to instruction. Leaders also use assessment data to develop professional development and schoolwide priorities. For example, in response to 5<sup>th</sup> and 6<sup>th</sup> grade mathematics state assessment data, school leaders met during the summer to identify students who are to receive intervention at the start of the academic year. Prior to that, starting in 2015-16 with support from the network, BedStuy Collegiate made changes to its ELA program in response to interim and state assessment data. These changes included expanding the targeted guided and independent reading program to provide individualized support to students struggling in reading, adjusting the school schedule to increase the amount of time students spent in ELA instruction and small-group instruction, increasing the amount of time teachers spent in professional development focused on evidence-based questions, close reading, and habits of discussion.

BedStuy Collegiate's intervention programs meet the needs of at-risk students. The school offers integrated co-teaching classrooms and builds remediation and homework support into the daily schedule for students struggling academically. Additionally, at-risk program staff members coordinate with teachers to differentiate lesson materials such as homework assignments and class assessments for students struggling academically and for ELLs. Close

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review of the school's NYSESLAT results reveal that, while students did not move up at least one level of proficiency, scaled scores for ELL students increased within the Expanding proficiency level and approach Commanding. Increased network supports for ELLs (detailed in Appendix E) should help move more ELLs up in English language proficiency. The school has an extensive Response to Intervention ("RTI") system that identifies students in need of differentiated support in the form of small group instruction, one-on-one support from teachers, and before- and after-school tutoring. At the start of the school year, school leaders review student performance data from the previous year in order to identify students struggling academically and implement interventions immediately. The RTI team meets weekly throughout the school year to discuss teachers' concerns and to evaluate the effectiveness of interventions. When students do not make adequate progress after six to eight weeks of differentiated supports, the school makes a referral to the district Committee on Special Education ("CSE"), which holds statutory responsibility for evaluating special service needs and making Individualized Education Program ("IEP") determinations. Charter schools must then implement the IEPs approved by the CSE. BedStuy Collegiate's academic program has proven effective for both ELLs and students with disabilities, as demonstrated by these students' higher performance on state assessments compared to their district peers. ELL students posted a mean growth percentile of 57 in ELA and 80.2 in mathematics and students with disabilities posted a mean growth percentile of 48.4 and 66.5. This performance demonstrates that the students targeted in the school's newly implemented enrollment and retention efforts will benefit from a strong instructional program.

Please refer to Appendix E for additional information on the BedStuy Collegiate program model and how it meets the demands of the SUNY Renewal Benchmarks.

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# ORGANIZATIONAL PERFORMANCE



## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Strong oversight from the network ensures that BedStuy Collegiate continues to operate as an effective and viable organization that delivers a high quality educational program with fidelity to its charter agreement.

## IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

BedStuy Collegiate is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. The implemented school design has produced the academic results promised at the time the SUNY Trustees granted the charter.

## ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school’s program, the Institute used 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.** The Institute compiled data from NYCDOE’s 2016-17 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. Given the participation rate of 53%, survey results are representative of the school community. The vast majority of survey responses (95%) indicate high satisfaction with the school.

**Parent Focus Group.** The Institute asks all schools 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 school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 13 parents in attendance at the focus group indicated satisfaction with the BedStuy Collegiate program. Parents are pleased with the frequency of communication they receive from the school and feel informed about their students’ progress. Parents also expressed satisfaction with the rigor of the curriculum. Some parents identified a desire to receive additional information on the academic program in order to support their students at

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:MISSION

**SUNY RENEWAL BENCHMARK**  
:SATISFACTION

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home and concern with the rigidity of the discipline system as areas of improvement for the school. Recognizing student discipline as an area for improvement, the school has recently begun implementing preventative measures to minimize suspensions and maximize time spent learning in class. The school increased the size of its staff dedicated to school culture and ensured all staff members align to the shift away from punitive measures. School leaders also train all teachers on effective management techniques to avoid escalation of low-level misbehaviors.

**Persistence in Enrollment.** An additional indicator of parent satisfaction is persistence in enrollment. In 2016-17, most BedStuy Collegiate students (84%) returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

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.

## DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

The Uncommon Schools NYC board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the network and school leadership accountable for both academic results and fiscal soundness.

- The board effectively uses committees, including audit, finance, academic and executive committees, and they report to the full board during meetings.
- The board regularly updates policies and procedures upon recommendation of the network including, recently, the employee handbook and family handbook.
- The board complies with the staggered terms for trustees set forth in its by-laws, and properly elects trustees.
- The board has avoided creating conflicts of interest, and where conflicts exist, the board has managed those conflicts in a transparent manner.

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- The board reserves a portion of its meeting for public comment.
- The board provides common oversight of multiple charter schools with fidelity.
- Board minutes reflect attention given to planning for growth of the education corporation’s schools and sites.
- The board receives specific and extensive reports from the network on each school including fiscal, academic, student performance, personnel and other information, which allows for ready comparison between schools.
- With input from the audit committee, the board properly approves the auditing firm for the annual audit of the education corporation’s finances.

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

**SUNY  
 RENEWAL  
 BENCHMARK**  
 :COMPLIANCE

The education corporation substantially complies with applicable laws, rules, and regulations and the provisions of its charter with certain, minor exceptions.

- **Annual Reports.** The education corporation has not posted the school’s annual reports on its website in accordance with the charter and the New York Education Law. The Institute will ensure compliance prior to the start of the next charter term.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **Open Meetings Law.** The board meeting minutes list trustees who are present via telephone. While it does not appear that such trustees are being counted toward quorum or voting in violation of the New York Open Meetings Law, such trustees should be listed as not present in the minutes with notation about calling into the meeting.
- **Compliance.** The Institute did not issue any violation letters to the school during the charter term.

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# FISCAL PERFORMANCE



11. 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.

## IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Uncommon New York City Charter Schools is fiscally sound as is its school, BedStuy Collegiate. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that BedStuy Collegiate and the education corporation have demonstrated fiscal soundness over the majority of the charter term.<sup>11</sup> (The SUNY Fiscal Dashboard for BedStuy Collegiate is included in Appendix D and the Fiscal Dashboard for the Uncommon New York City Charter Schools merged education corporation is included in Appendix F). The discussion that follows relates mainly to the Uncommon New York City Charter Schools education corporation because a school is not a legally distinct fiscal entity.

The network supports BedStuy Collegiate in the area of academic program, facility, fundraising, recruiting, training, professional development, financial management, and human resources under the terms of a 2015 post-merger management contract covering all Uncommon Schools NYC's schools. The network management fee for each school varies from 10% to 8% over the charter term, depending on whether the school is in its initial charter term or has opened a new site. The financial model is intended to ensure that a fully enrolled school is financially sustainable, operating the academic program solely through public funding. The network currently charges an 8% fee for BedStuy Collegiate, and the fee will not change during the renewal term.

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

BedStuy Collegiate has adequate financial resources to ensure stable operations. Working with the network, BedStuy Collegiate has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The network director of finance is the guardian of the school's fiscal health and leads the development of the annual and five-year budget process with the assistance of the school's leadership team. Although the principal and education corporation board have

**SUNY  
RENEWAL  
BENCHMARK  
:BUDGETS**

the final say on fiscal matters, the school's director of operations is the driving force within the school on key financial decisions. The budgets are based on historical actual revenues and expenses and programmatic changes to ensure that the staff can properly support the proposed enrollment.

- The projected five-year renewal budget reflects anticipated increases in revenues and expenses associated with planned enrollment growth as the school grows to scale with Kindergarten - 8<sup>th</sup> grade.
- BedStuy Collegiate is housed in a co-located NYCDOE site which will continue to accommodate the middle school grades through the next charter term.

## DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

BedStuy Collegiate has a history of sound fiscal policies, procedures, and practices and maintains appropriate internal controls.

- The Uncommon Schools Fiscal Policies and Procedures Manual – NY Schools guides all internal controls and procedures. The manual contains fiscal policies and procedures that undergo ongoing reviews and updates.
- The most recent merged Uncommon New York City Charter Schools audit report had no findings or deficiencies.

## DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

BedStuy Collegiate and the education corporation have complied with financial reporting requirements.

- The Institute, NYCDOE, and NYSED have received the required financial reports on time, complete, and following generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions.
- The school and education corporation have generally filed key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.

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CONTROLS

**SUNY  
RENEWAL  
BENCHMARK**  
:FINANCIAL  
REPORTING

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## SUNY RENEWAL BENCHMARK :OPERATIONS

- The Institute received the most recent audited financial statements for June 30, 2017 by the due date of November 1, 2017 and the report reflects strong fiscal health and compliance with all reporting requirements.

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

BedStuy Collegiate and the education corporation have maintained adequate financial resources to ensure stable operations.

- Effective July 1, 2015, the SUNY Trustees approved BedStuy Collegiate and nine other education corporations to merge into one education corporation, Uncommon Schools NYC. Prior to merging into Uncommon Schools NYC, BedStuy Collegiate experienced operating losses offset by contributions. Now in its second charter term, the school demonstrates fiscal health.
- The merged education corporation fiscal dashboard in Appendix F reflects that it is fiscally strong.
- The merged education corporation benefits from a combined balance sheet that is a combination of the individual schools' assets and liabilities.
- In order to track the operations of any individual school within an education corporation operating multiple schools, the Institute tracks each school's revenues and expenses in order to report operating surpluses or deficits and any contributions. The education corporation had total net assets of approximately \$36 million unrestricted and \$7 million as board restricted for stability fund as of the June 30, 2017. BedStuy Collegiate as an individual school reported an operating surplus for the year. The education corporation maintained cash on hand of 3.3 months to cover liabilities coming due shortly.
- As a new requirement of charter agreements, Uncommon New York City Charter Schools has established the separate bank account for the merged dissolution fund reserve of \$350,000.

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# FUTURE PLANS



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

BedStuy Collegiate has met its Accountability Plan goals and maintains an effective educational program. The school operates as an effective and viable organization, and the education corporation is fiscally sound. Thus, the plans to implement the educational program are reasonable, feasible, and achievable.

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

**Plans for the Educational Program.** On December 7, 2015, the SUNY Trustees approved a grade expansion that would allow the school to serve students in Kindergarten – 4<sup>th</sup> grade, commencing with Kindergarten in the 2017-18 school year. Due to facility constraints, the school delayed the opening of Kindergarten while it acquires adequate space for the new grade to start during the 2018-19 school year. If granted renewal, BedStuy Collegiate will execute its approved plan to serve students in Kindergarten- 8<sup>th</sup> grade. As set forth in the revision approved in 2015, the elementary grades will replicate the design and curriculum of Leadership Prep Ocean Hill Charter School's ("LP Ocean Hill's") elementary grades, another Uncommon Schools NYC school. LP Ocean Hill's elementary design and curriculum has demonstrated success, with 95% of students scoring proficient on the state mathematics assessments and 87% of students scoring proficient on the ELA assessment. BedStuy Collegiate plans to continue to implement the same core elements that have led the school to meet its Accountability Plan goals during its charter term. These core elements are likely to enable the school to meet its goals in the future. The renewal review confirms the school's capacity to implement the elementary program during the renewal term, and the board's capacity to oversee its expansion.

	CURRENT	END OF NEXT CHARTER TERM
<b>Enrollment</b>	344	780
<b>Grade Span</b>	5-8	K-8
<b>Teaching Staff</b>	30	65
<b>Days of Instruction</b>	185	185

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**Plans for Board Oversight & Governance.** Board members express interest in continuing to serve Uncommon Schools NYC in the next charter term.

**Fiscal & Facility Plans.** Based on evidence collected through the renewal review, including a review of the five-year financial plan, Uncommon Schools NYC presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the network. The Institute has reviewed the proposed terms of such contract, and will review and approve the final contract, and any other network contracts, when executed.

If granted renewal, BedStuy Collegiate will execute its approved plan to provide instruction for Kindergarten- 8<sup>th</sup> grade in NYCDOE public school space over the next charter term.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.



BedStuy  
Collegiate

# Ax

APPENDICES

PAGES Ax 1-41

<b>SO<sup>A</sup></b> SCHOOL OVERVIEW	<b>PS<sup>B</sup></b> PERFORMANCE SUMMARIES	<b>DC<sup>C</sup></b> DISTRICT COMMENTS	<b>FD<sup>D</sup></b> FISCAL DASHBOARD	<b>EO<sup>E</sup></b> ED CORP OVERVIEW	<b>EF<sup>F</sup></b> ED CORP FISCAL
PAGE Ax 1	PAGE Ax 6	PAGE Ax 8	PAGE Ax 9	PAGE Ax 13	PAGE Ax 38

# APPENDIX A: School Overview

## BOARD OF TRUSTEES UNCOMMON NEW YORK CITY CHARTER SCHOOLS THAT HOLD THE AUTHORITY TO OPERATE BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

CHAIR	TRUSTEES	
Linton Mann, III	John Greenstein	Arvind Krishnamurthy
VICE CHAIR	Ian Sacks	John Kim
Tony Pasquariello	St. Claire Gerald	Michael Hall
TREASURER	David Saltzman	
Joseph Wayland	Brett Peiser	
SECRETARY	Chrystal Stokes Williams	
Ekwutozia Nwabuzor	Shakima Jones	
	Alison Mass	

### SCHOOL LEADERS

PRINCIPAL
<i>Justin Pigeon, Principal (2014-15 to Present)</i>
<i>Jesse Corburn, 9<sup>th</sup> Grade Principal (2012-13 to 2014-15)</i>
<i>Mabel Lajes-Guiteras, 5<sup>th</sup>-8<sup>th</sup> Grade Principal (2008-09 to 2014-15)</i>

### SCHOOL CHARACTERISTICS

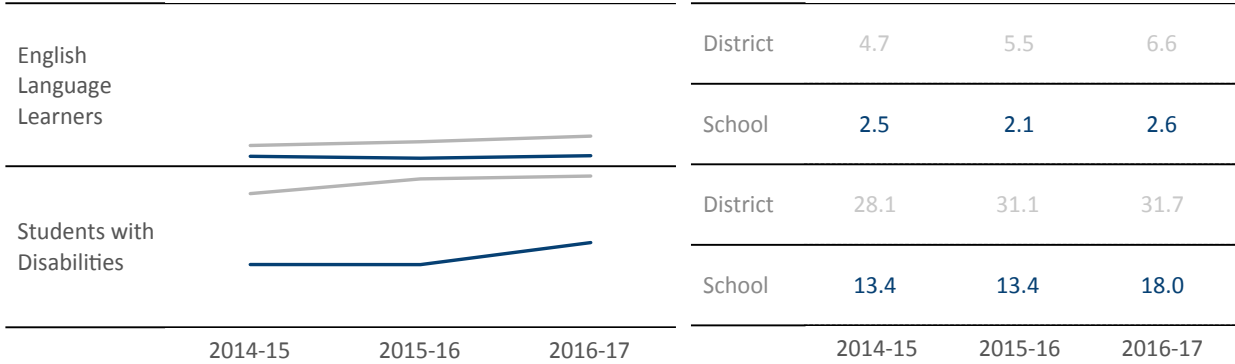
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2013-14	352	351	100%	5-10	5-10
2014-15	402	395	98%	5-11	5-11
2015-16	312	322	103%	5-8	5-8
2016-17	312	337	108%	5-8	5-8
2017-18	398	348	112%	K, 5-8	5-8

# APPENDIX A: School Overview

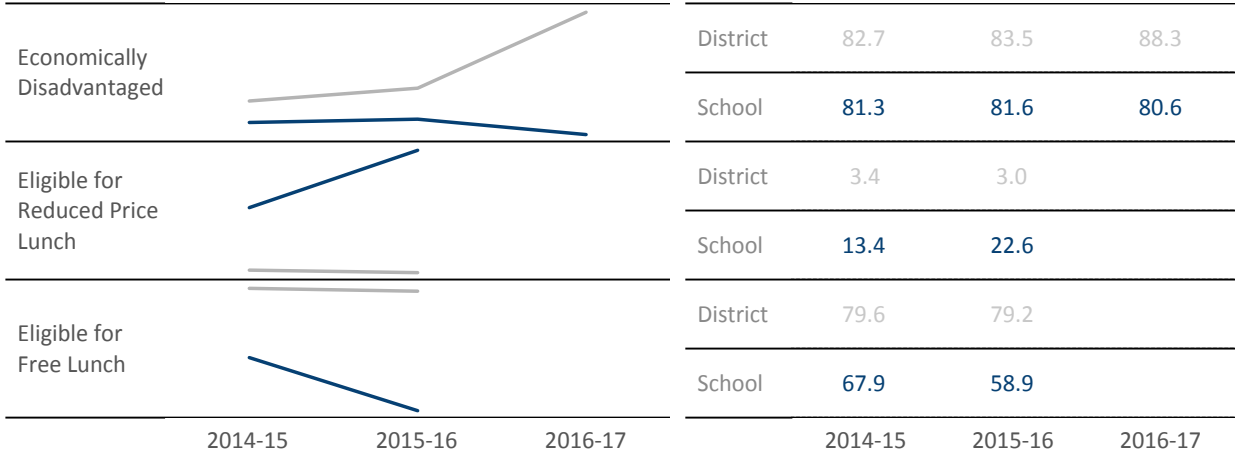
Bedford Stuyvesant Collegiate Charter School

Brooklyn CSD 16

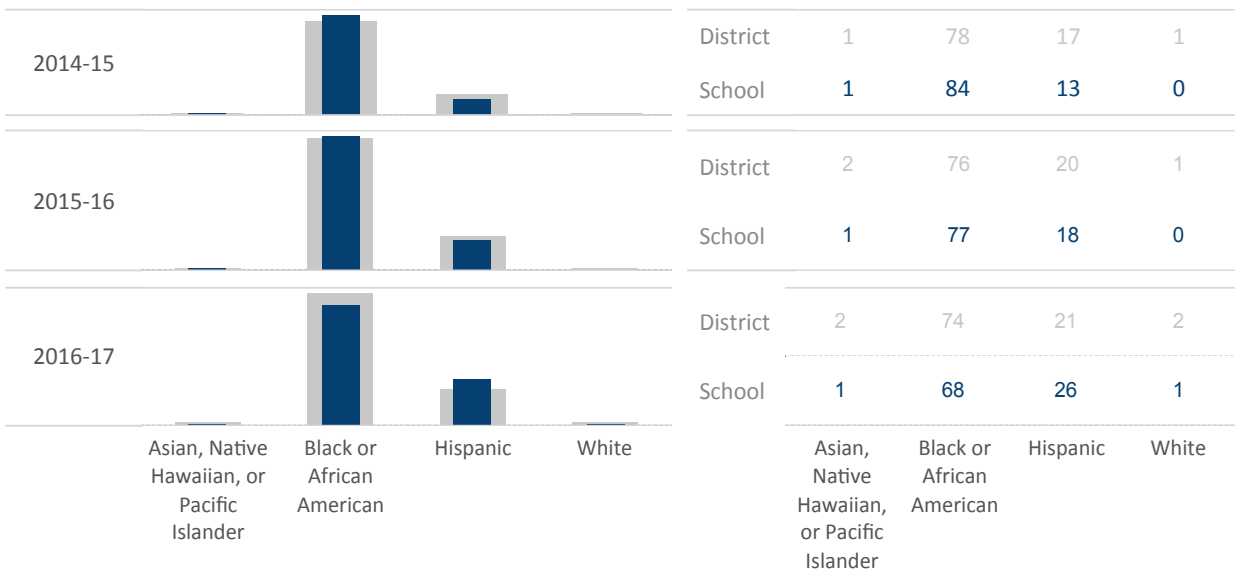
## Student Demographics: Special Populations



## Student Demographics: Free/Reduced Lunch



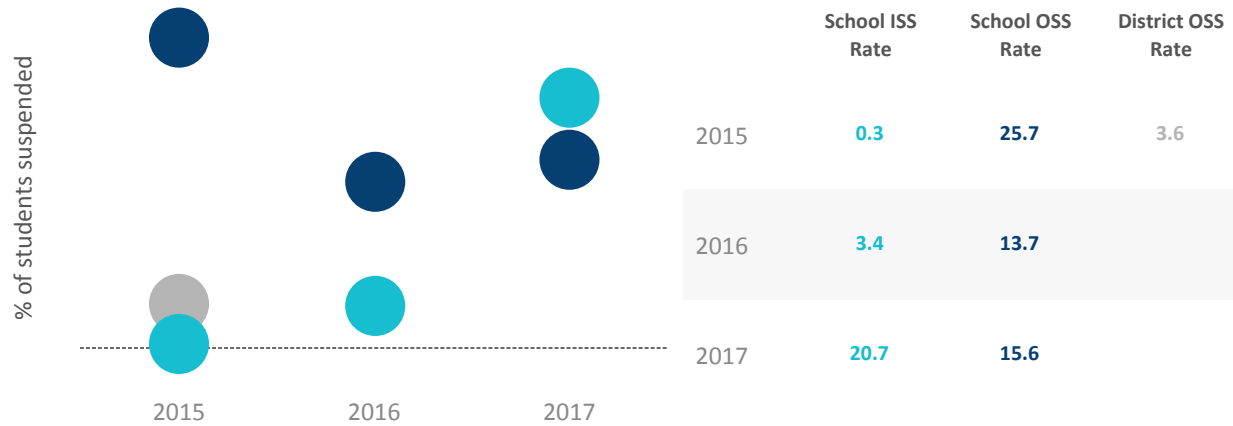
## Student Demographics: Race/Ethnicity



# APPENDIX A: School Overview

## Bedford Stuyvesant Collegiate Charter School

## Brooklyn CSD 16



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through high school grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the duration of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in-school and out-of-school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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



**Expulsions:** The number of students expelled from the school each year.

Year	2015	2016	2017
Expulsions	0	0	0

### Bedford Stuyvesant Collegiate Charter School's Enrollment and Retention Status: 2016-17

		District Target	School
Enrollment	Economically disadvantaged	88.2	83.2
	English language learners	4.2	10.8
	Students with disabilities	22.9	17.4
Retention	Economically disadvantaged	81.9	83.0
	English language learners	79.5	100.0
	Students with disabilities	82.6	76.7

# APPENDIX A: School Overview

## PARENT SATISFACTION: SURVEY RESULTS



## TIMELINE OF CHARTER SCHOOL RENEWAL



## SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2008-09	First Year	March 26, 2009
2009-10	Evaluation	May 11-12, 2010
2012-13	Initial Renewal	December 3-4, 2012
2017-18	Subsequent Renewal	September 13, 2017

## CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
September 13, 2017	Chastity McFarlan, PhD	School Evaluation Analyst
	Hannah Colestock	School Evaluation Analyst

# APPENDIX A: School Overview

## KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Expect excellence;	+
Recruit, develop, and retain great teachers;	+
Assess early and often to inform effective instruction;	+
Focus on literacy;	+
Employ research-proven curricula;	+
Make more time;	+
Help students until they master it;	+
Provide structure and order;	+
Keep it personal; and,	+
Develop character.	+

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: English Language Arts Bedford Stuyvesant Collegiate Charter School

	2014-15 Grades Served: 5-11			2015-16 Grades Served: 5-8			2016-17 Grades Served: 5-8			MET	
	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)		
<b><u>ABSOLUTE MEASURES</u></b> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)	3	(0)	(0)	3	(0)	(0)	MET	
	4	(0)	(0)	4	(0)	(0)	4	(0)	(0)		
	5	23.3 (73)	0.0 (2)	5	36.9 (84)	0.0 (1)	5	30.2 (86)	0.0 (1)		
	6	21.2 (85)	19.4 (72)	6	36.7 (90)	32.8 (64)	6	38.1 (84)	38.5 (78)		
	7	30.6 (72)	30.9 (68)	7	41.9 (74)	41.7 (72)	7	47.7 (88)	47.6 (84)		
	8	24.2 (66)	23.0 (61)	8	45.1 (71)	44.1 (68)	8	66.2 (74)	68.7 (67)		
	All	24.7 (296)	24.1 (203)	All	39.8(319)	39.5 (205)	All	44.9 (332)	50.4 (230)		
		Grades	PLI	AMO	Grades	PLI	AMO	Grades	PLI		AMO
		5-8	89	97	5-8	121	104	5-8	125		111
	<b><u>COMPARATIVE MEASURES</u></b> 2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system. 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district. 4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	Comparison: Brooklyn District 16			Comparison: Brooklyn District 16			Comparison: Brooklyn District 16			YES
Grades		School	District	Grades	School	District	Grades	School	District		
6-8		24.1	15.6	6-8	39.5	18.1	6-8	50.4	20.1		
		% ED	Actual	Predicted	% ED	Actual	Predicted	% ED	Actual	Predicted	
74.9		24.7	21.8	78.6	39.8	26.1	61.2	44.9	35.7		
		Effect	Size		Effect	Size		Effect	Size		
		0.19	0.19	NO	0.85	0.85	YES	0.55	0.55		
		Grades	School	State	Grades	School	State	Grades	School	State	
4		0.0	50.0	YES	4	0.0	50.0	4	0.0	50.0	
5		48.1	48.1	YES	5	60.3	60.3	5	49.6	49.6	
6	51.8	51.8	YES	6	55.4	55.4	6	58.0	58.0		
7	55.5	55.5	YES	7	62.6	62.6	7	58.8	58.8		
8	43.9	43.9	YES	8	54.2	54.2	8	59.2	59.2		
All	50.0	50.0	YES	All	58.4	50.0	All	56.3	50.0		
<b><u>GROWTH MEASURE</u></b> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Comparison: Brooklyn District 16			Comparison: Brooklyn District 16			Comparison: Brooklyn District 16			YES	
	Grades	School	State	Grades	School	State	Grades	School	State		
	4	0.0	50.0	4	0.0	50.0	4	0.0	50.0		
	5	48.1	48.1	5	60.3	60.3	5	49.6	49.6		
	6	51.8	51.8	6	55.4	55.4	6	58.0	58.0		
	7	55.5	55.5	7	62.6	62.6	7	58.8	58.8		
	8	43.9	43.9	8	54.2	54.2	8	59.2	59.2		
	All	50.0	50.0	All	58.4	50.0	All	56.3	50.0		

# APPENDIX B: Performance Summaries

## SCHOOL PERFORMANCE SUMMARY: Mathematics Bedford Stuyvesant Collegiate Charter School

	2014-15 Grades Served: 5-11			2015-16 Grades Served: 5-8			2016-17 Grades Served: 5-8			MET
	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)	
<b>ABSOLUTE MEASURES</b> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)	3	(0)	(0)	3	(0)	(0)	NO
	4	(0)	(0)	4	(0)	(0)	4	(0)	(0)	
	5	23.3 (73)	0.0 (2)	5	31.0 (84)	0.0 (1)	5	42.4 (85)	0.0 (1)	
	6	50.6 (85)	48.6 (72)	6	31.1 (90)	29.7 (64)	6	55.3 (85)	54.4 (79)	
	7	48.6 (72)	50.0 (68)	7	67.6 (74)	66.7 (72)	7	41.6 (89)	41.7 (84)	
	8	(0)	(0)	8	(0)	(0)	8	(0)	(0)	
	All	41.3 (230)	48.6 (142)	All	41.9 (248)	48.9 (137)	All	46.3 (259)	47.6 (164)	
	Grades	PLI	AMO	Grades	PLI	AMO	Grades	PLI	AMO	
	5-8	120	94	5-8	119	101	5-8	128	109	
<b>COMPARATIVE MEASURES</b> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 16			Comparison: Brooklyn District 16			Comparison: Brooklyn District 16			YES
	Grades	School	District	Grades	School	District	Grades	School	District	
	6-7	48.6	11.4	6-7	48.9	11.4	6-7	47.6	8.7	
	% ED			% ED			% ED			
	75.4	41.3	27.7	80.5	41.9	25.6	61.7	46.3	36.3	
	Effect Size			Effect Size			Effect Size			
			0.69			0.85			0.53	
	Grades	School	State	Grades	School	State	Grades	School	State	
	4	0.0		4	0.0		4	0.0		
5	51.4		5	46.3		5	65.4			
6	66.6		6	59.6		6	75.2			
7	63.8		7	75.7		7	75.7			
8	0.0		8	0.0		8	0.0			
All	60.9	50.0	All	60.2	50.0	All	72.2	50.0		
<b>GROWTH MEASURE</b> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Comparison: Brooklyn District 16			Comparison: Brooklyn District 16			Comparison: Brooklyn District 16			YES
	Grades	School	State	Grades	School	State	Grades	School	State	
	4	0.0		4	0.0		4	0.0		
	5	51.4		5	46.3		5	65.4		
	6	66.6		6	59.6		6	75.2		
	7	63.8		7	75.7		7	75.7		
	8	0.0		8	0.0		8	0.0		
	All	60.9	50.0	All	60.2	50.0	All	72.2	50.0	

## SUMMARY OF PUBLIC COMMENTS

The NYCDOE held a hearing, which generated no public comments.

The Institute received a letter from Community Education Council (“CEC”) for District 16 not specific to the renewal but sharing its thoughts regarding expectation for current and potential charter schools in its CSD. First, it requested that charter schools be partners in education and commended Uncommon Schools for its Uncommon Impact Grant wherein it shares best practices with district schools. Second, CEC 16 wanted a commitment from charter schools to serve all students, then retain and support them, and reflect the diversity of the CSD. CEC 16 made no specific comment as to BedStuy Collegiate. Finally, CEC 16 requested that charter schools provide quarterly reports to the CEC reflecting student demographic and other information not required by statute.

# APPENDIX D: Fiscal Dashboard

## BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTE: Effective 2015-16 the school merged into the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the Merged Ed Corp Dashboard containing the "Balance Sheet" for all schools merged into the education corporation.

### SCHOOL 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

L-T Debt and Notes Payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Unrestricted  
 Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
 Students with Disabilities

##### Grants and Contracts

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

Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
 SPED  
 Regular Education & SPED (combined)  
 Other

##### Total Program Services

Management and General  
 Fundraising

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

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

##### Support and Other Revenue

Contributions  
 Fundraising  
 Miscellaneous Income  
 Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

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

##### Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

Opened 2008-09

MERGED

	2011-12	2012-13	2013-14	2014-15	2015-16
Cash and Cash Equivalents - GRAPH 1	1,152,771	1,447,971	1,556,061	1,514,238	-
Grants and Contracts Receivable	202,612	165,009	102,884	94,666	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	93,759	55,053	41,185	25,518	-
Contributions and Other Receivables	-	-	-	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>1,449,142</b>	<b>1,668,033</b>	<b>1,700,130</b>	<b>1,634,422</b>	<b>-</b>
Property, Building and Equipment, net	243,089	405,339	469,005	727,804	-
Other Assets	-	-	-	-	-
<b>Total Assets - GRAPH 1</b>	<b>1,692,231</b>	<b>2,073,372</b>	<b>2,169,135</b>	<b>2,362,226</b>	<b>-</b>

Accounts Payable and Accrued Expenses	503,131	395,953	363,838	282,174	-
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>	<b>503,131</b>	<b>395,953</b>	<b>363,838</b>	<b>282,174</b>	<b>-</b>
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>503,131</b>	<b>395,953</b>	<b>363,838</b>	<b>282,174</b>	<b>-</b>

Unrestricted	1,189,100	812,419	940,297	1,215,052	-
Temporarily restricted	-	865,000	865,000	865,000	-
<b>Total Net Assets</b>	<b>1,189,100</b>	<b>1,677,419</b>	<b>1,805,297</b>	<b>2,080,052</b>	<b>-</b>
<b>Total Liabilities and Net Assets</b>	<b>1,692,231</b>	<b>2,073,372</b>	<b>2,169,135</b>	<b>2,362,226</b>	<b>-</b>

Resident Student Enrollment	3,537,581	4,164,003	4,729,917	5,443,568	4,527,007
Students with Disabilities	243,645	237,391	296,936	445,741	494,699

State and local	17,720	16,150	-	-	-
Federal - Title and IDEA	138,509	184,324	154,178	192,984	197,512
Federal - Other	94,299	97,126	88,579	88,205	67,845
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>4,031,754</b>	<b>4,698,994</b>	<b>5,269,610</b>	<b>6,170,498</b>	<b>5,287,063</b>

Regular Education	3,511,767	4,047,907	4,707,748	5,972,572	3,984,966
SPED	-	245,335	294,351	-	551,112
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Program Services</b>	<b>3,511,767</b>	<b>4,293,242</b>	<b>5,002,099</b>	<b>5,972,572</b>	<b>4,536,078</b>

Management and General	390,032	545,554	576,981	666,705	560,639
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>3,901,799</b>	<b>4,838,796</b>	<b>5,579,080</b>	<b>6,639,277</b>	<b>5,096,717</b>

<b>Surplus / (Deficit) From School Operations</b>	<b>129,955</b>	<b>(139,802)</b>	<b>(309,470)</b>	<b>(468,779)</b>	<b>190,346</b>
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Contributions	-	607,187	414,905	715,000	-
Fundraising	147,400	509	-	-	-
Miscellaneous Income	129	20,426	22,443	28,534	20,267
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>147,529</b>	<b>628,122</b>	<b>437,348</b>	<b>743,534</b>	<b>20,267</b>

Total Unrestricted Revenue	4,179,283	5,327,116	5,706,958	6,914,032	5,307,330
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>4,179,283</b>	<b>5,327,116</b>	<b>5,706,958</b>	<b>6,914,032</b>	<b>5,307,330</b>

<b>Change in Net Assets</b>	<b>277,484</b>	<b>488,320</b>	<b>127,878</b>	<b>274,755</b>	<b>210,613</b>
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Net Assets - Beginning of Year - GRAPH 2	911,616	1,189,100	1,677,419	1,805,297	2,080,682
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Prior Year Adjustment(s)	-	-	-	-	-
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Net Assets - End of Year - GRAPH 2	1,189,100	1,677,420	1,805,297	2,080,052	2,291,295
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# APPENDIX D: Fiscal Dashboard

## BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTE: Effective 2015-16 the school merged into the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the Merged Ed Corp Dashboard containing the "Balance Sheet" for all schools merged into the education corporation.

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service					
Administrative Staff Personnel	143,590	205,041	236,454	1,110,180	857,159
Instructional Personnel	2,333,498	2,626,623	3,150,079	2,703,348	2,127,945
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	<b>2,477,088</b>	<b>2,831,664</b>	<b>3,386,533</b>	<b>3,813,528</b>	<b>2,985,104</b>
Fringe Benefits & Payroll Taxes	372,599	454,989	548,238	657,309	446,578
Retirement	-	-	-	-	63,518
Management Company Fees	374,058	414,168	441,764	486,583	417,537
Building and Land Rent / Lease	-	1,274	1,934	99	247
Staff Development	82,168	142,465	177,615	225,236	137,516
Professional Fees, Consultant & Purchased Services	17,687	18,546	24,176	28,791	142,752
Marketing / Recruitment	-	-	-	-	24,620
Student Supplies, Materials & Services	179,643	270,590	390,966	507,792	329,320
Depreciation	114,766	158,954	168,971	227,191	124,376
Other	283,790	546,146	438,883	692,748	425,149
<b>Total Expenses</b>	<b>3,901,799</b>	<b>4,838,796</b>	<b>5,579,080</b>	<b>6,639,277</b>	<b>5,096,717</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	300	366	352	402	443
Revised Enroll	-	-	-	-	312
Actual Enroll - <b>GRAPH 4</b>	255	305	351	395	322
Chartered Grades	5-8	5-9	5-10	5-11	5-12
Revised Grades	-	-	-	-	5-8

#### Primary School District: Yes

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Per Pupil Funding	13,527	13,527	13,527	13,877	13,877
Increase over prior year	100.0%	0.0%	0.0%	2.5%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	15,811	15,407	14,996	15,617	16,419
Other Revenue and Support	579	2,059	1,245	1,882	63
<b>TOTAL - GRAPH 3</b>	<b>16,389</b>	<b>17,466</b>	<b>16,241</b>	<b>17,499</b>	<b>16,482</b>

##### Expenses

Program Services	13,772	14,076	14,235	15,116	14,087
Management and General, Fundraising	1,530	1,789	1,642	1,687	1,741
<b>TOTAL - GRAPH 3</b>	<b>15,301</b>	<b>15,865</b>	<b>15,877</b>	<b>16,803</b>	<b>15,828</b>
% of Program Services	90.0%	88.7%	89.7%	90.0%	89.0%
% of Management and Other	10.0%	11.3%	10.3%	10.0%	11.0%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	<b>7.1%</b>	<b>10.1%</b>	<b>2.3%</b>	<b>4.1%</b>	<b>4.1%</b>

#### Student to Faculty Ratio

Student to Faculty Ratio	8.0	8.8	8.8	10.4	11.1
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#### Faculty to Admin Ratio

Faculty to Admin Ratio	16.0	12.9	13.3	2.8	3.2
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#### Financial Responsibility Composite Scores - GRAPH 6

Score	2011-12	2012-13	2013-14	2014-15	2015-16
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.8	2.9	2.6	2.6	0.0
	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	n/a

#### Working Capital - GRAPH 7

Net Working Capital	946,011	1,272,080	1,336,292	1,352,248	0
As % of Unrestricted Revenue	22.6%	23.9%	23.4%	19.6%	0.0%
Working Capital (Current) Ratio Score	2.9	4.2	4.7	5.8	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	LOW	LOW	LOW	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Excellent	Excellent	Excellent	N/A

#### Quick (Acid Test) Ratio

Score	2.7	4.1	4.6	5.7	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	LOW	LOW	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	N/A

#### Debt to Asset Ratio - GRAPH 7

Score	0.3	0.2	0.2	0.1	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	N/A

#### Months of Cash - GRAPH 8

Score	3.5	3.6	3.3	2.7	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	LOW	LOW	LOW	MEDIUM	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Excellent	Excellent	Excellent	Good	N/A

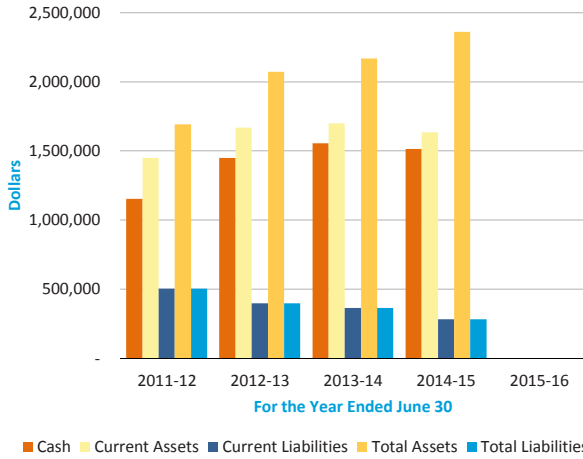
# APPENDIX D: Fiscal Dashboard

## BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTE: Effective 2015-16 the school merged into the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the Merged Ed Corp Dashboard containing the "Balance Sheet" for all schools merged into the education corporation.

GRAPH 1

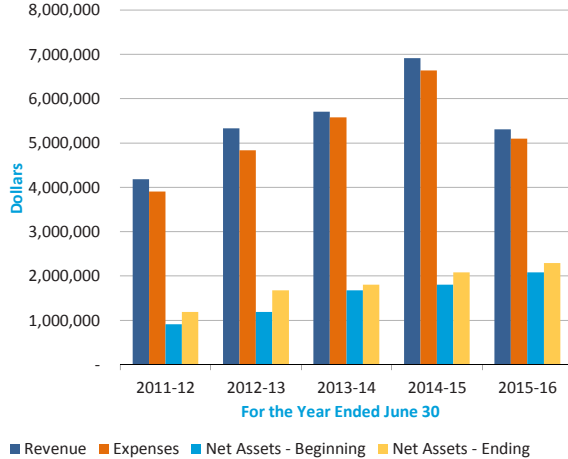
Cash, Assets and Liabilities



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

GRAPH 2

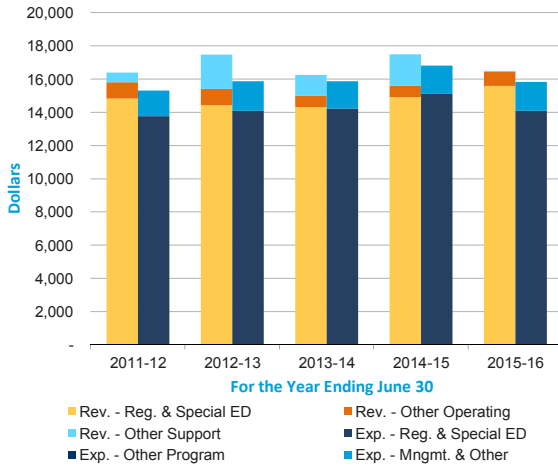
Revenue, Expenses and Net Assets



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

GRAPH 3

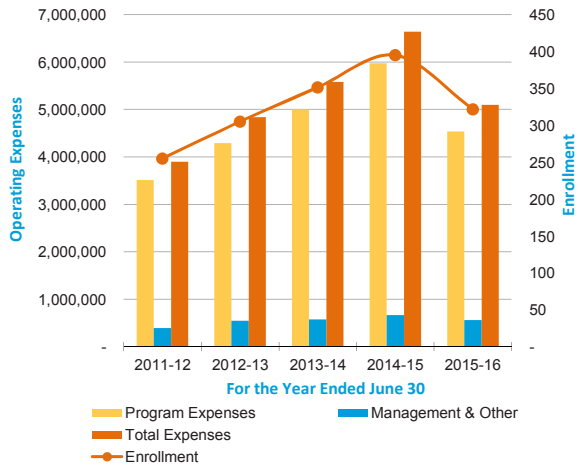
Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4

Enrollment vs. Operating Expenses



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

# APPENDIX D: Fiscal Dashboard

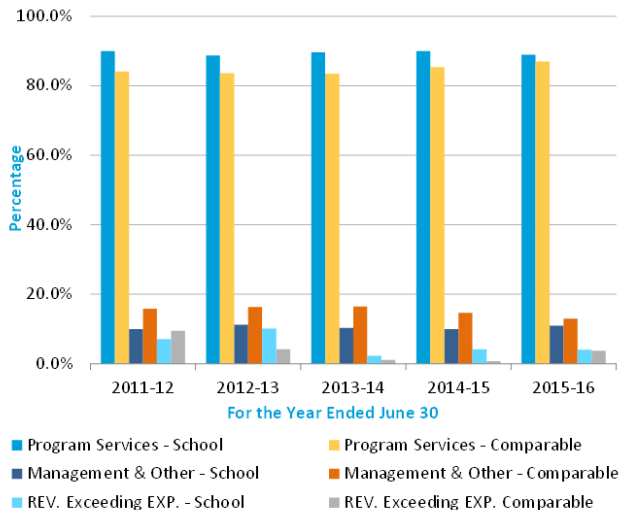
## BEDFORD STUYVESANT COLLEGIATE CHARTER SCHOOL

NOTE: Effective 2015-16 the school merged into the education corporation, "Uncommon New York City Charter Schools." Accordingly, see the Merged Ed Corp Dashboard containing the "Balance Sheet" for all schools merged into the education corporation.

Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5

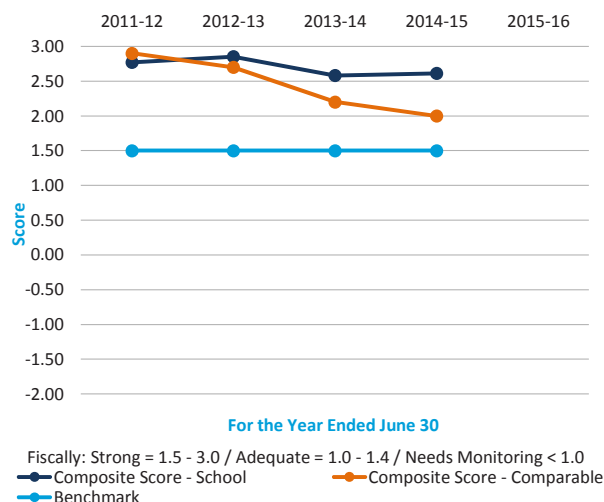
% Breakdown of Expenses



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

GRAPH 6

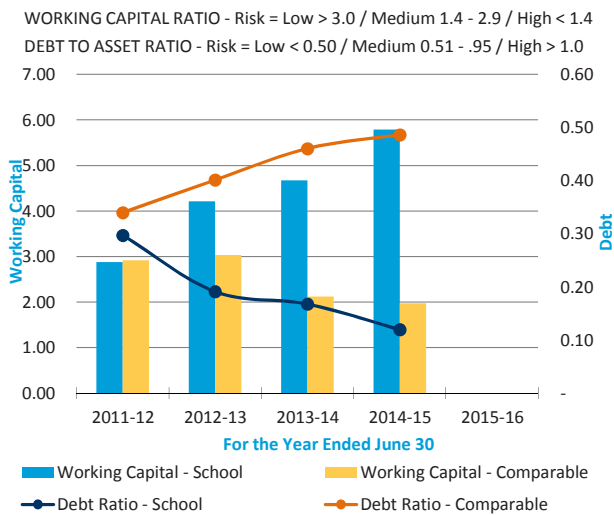
Composite Score



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

GRAPH 7

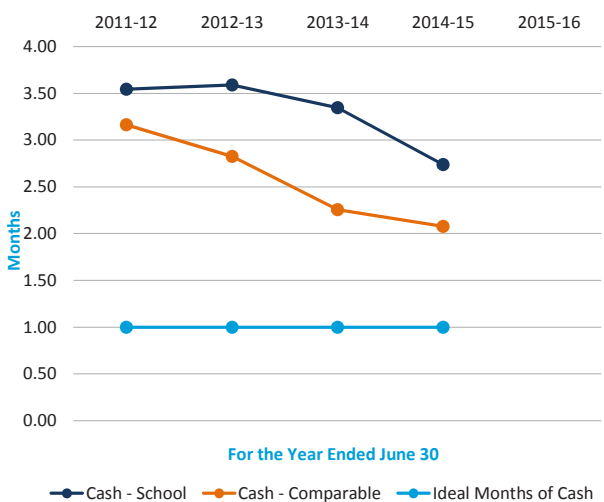
Working Capital & Debt to Asset Ratios



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

GRAPH 8

Months of Cash



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

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS<sup>1</sup>

For strong performing SUNY authorized charter schools that implement a common school design across multiple schools, the Institute provides an analysis and description of the schools' academic design structured using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on instruction, assessment, curriculum, leadership, and organizational capacity. The following program description analyzes and reports on the school design that produced the high quality outcomes captured in the body of this renewal report. The analysis below reflects information gathered from the education corporation's charter and founding documents<sup>2</sup> and Institute visits across all schools implementing the common design as well as information submitted in annual and other reports required of New York charter schools.

## DOES UNCOMMON NEW YORK CITY CHARTER SCHOOLS HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

Uncommon New York City Charter Schools' ("Uncommon Schools NYC's") assessment system is robust and provides valid and reliable data to inform its instructional program. Uncommon Schools NYC administers a variety of diagnostic, formative, and benchmark assessments throughout the school year to determine students' level of mastery and identify student needs at each grade level. To measure literacy and mathematics skills in elementary grades, Uncommon Schools NYC administers the Strategic Teaching and Evaluation of Progress ("STEP") Assessment<sup>3</sup> for Kindergarten- 4<sup>th</sup> grade and the Terra Nova Assessment<sup>4</sup> for Kindergarten. Uncommon Schools NYC also creates English language arts ("ELA") and mathematics interim assessments ("IAs") it administers in Kindergarten- 4<sup>th</sup> grade. For middle grades, Uncommon Schools NYC administers practice ELA and mathematics state exams and IAs in ELA, mathematics, science, and history. During the 2016-17 school year, 100% of Uncommon Schools NYC students took the Algebra 1 and Living Environment Regents exams in lieu of taking the 8<sup>th</sup> grade state assessments. Of the students taking the exams, 85% scored proficient on the Algebra 1 exam and 86% of students scored proficient on the Living Environment exam. At the high school level, students take quarterly and final course exams in addition to Regents exams. Uncommon's high school programs require all 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> graders to enroll in at least one AP course including Biology, Calculus AB and BC, English Language, English Literature and Composition, US Government and Politics, US History, World History, Chemistry, Physics, Seminar, Research, Environmental Science, Computer Science, and Spanish Language and Culture. The schools focus on AP coursework upon students' completion of the five required Regents exams. As such, the schools prioritize measures of college preparation that supplant the Advanced Diploma measure. During 2016-17, 50% of students in the Graduation Cohort passed at least one AP exam at Uncommon Charter High School. The same year, 72% of students in the Graduation Cohort passed at least one AP exam at Uncommon Collegiate Charter High School.

Appropriate training prepares teachers to implement valid and reliable processes for scoring assessments and evaluating results. For example, during pre-service training, teachers collectively grade and analyze student work samples to norm their understanding of grading rubrics. This norming helps ensure teachers score student work and assessments in the same manner across schools and individual classrooms, and that the collected data are reliable. Schools work with the network to provide thorough analyses of assessment data at the student, class, grade, and school

## SUNY RENEWAL BENCHMARK 1B

1. Uncommon Schools, Inc. serves as the charter management organization ("CMO") for the Uncommon Schools NYC network. For additional information on the managing organization, refer to [www.uncommonschools.org](http://www.uncommonschools.org).

2. Primary sources: 2015 Leadership Preparatory Bedford Stuyvesant Charter School Renewal Application and Pre-Visit Documents.

3. The STEP Assessment measures student reading growth and performance from pre-Kindergarten to 3<sup>rd</sup> grade. For more information please refer to [www.uchicagoimpact.org/step](http://www.uchicagoimpact.org/step).

4. The Terra Nova Assessment is a nationally normed assessment that measures student performance against Common Core Standards. For more information, please refer to [www.ctb.com](http://www.ctb.com).

# APPENDIX E: Education Corporation Overview

levels using Illuminate, an online software that houses student information. This portal serves as a repository for student academic and culture data. The network generates visually engaging performance reports to enable school-to-school comparisons across grade levels and to assist in developing instructional adjustments at the network, school, and classroom level.

Additionally, leaders and the network use data to identify topics for professional development and to identify strategies needed for general coaching. For example, after reviewing classroom observation and student performance data, principals create specific professional development activities around working with teachers to identify standards students did not previously master and incorporating or “spiraling” those standards into mini-review lessons to increase student mastery. Uncommon Schools NYC continually uses assessment data to evaluate teacher, leader, and program effectiveness. The network also creates in-depth packets and data dashboards it distributes to Uncommon Schools NYC’s board of trustees, which describe student data across all Uncommon Schools NYC schools.

## DOES THE NETWORK’S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Uncommon Schools NYC develops a rigorous and comprehensive in-house curriculum that supports teachers in their instructional planning within and across grades. At the elementary and middle school levels, the Uncommon Schools NYC curriculum and assessment team creates scope and sequence documents aligned to state standards for each subject and grade level under the guidance of the chief schools officer. Scope and sequence documents include flexibility to allow for adjustment based on individual school schedules and student needs. Lead lesson planners from each grade level and content area help develop the curriculum materials collaboratively with network staff. The network chooses lead planners based on student performance data and demonstrated ability to create strong lesson plans. At the high school level, teachers receive curricular frameworks and supporting documents for most classes from the network. During the school year, teachers work collaboratively with instructional leaders at each school to review and internalize instructional plans and provide feedback to the network if necessary. Lead lesson planners hold roll out conferences for teachers one to two weeks before the start of each new mathematics and ELA unit to ensure schools implement units with fidelity. As part of roll-out conferences, staff members discuss the upcoming unit, lesson plans, and logistics that will ensure effective implementation of the unit.

In addition to the network curriculum framework that details what students will learn in each grade, Uncommon Schools NYC provides teachers with a variety of supporting tools including pacing guides, unit plans, and individual lesson plans that provide a bridge between the framework and daily lessons. As stated above, network lead planners create daily lesson plans and class assignments. Each lesson plan includes sections that instructional leaders may assist teachers in modifying based on the needs of their particular students. These materials detail what students should learn and be able to do throughout the school year, therefore allowing teachers to know what to teach and when to teach it.

## SUNY RENEWAL BENCHMARK 1D

### IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE NETWORK?

High quality instruction that creates a consistent focus on academic achievement and develops students' higher-order thinking and problem-solving skills is evident across Uncommon Schools NYC. During first year visits, mid-charter term visits, and renewal visits to a sample of network schools in recent years, Institute teams have found well-crafted lessons, effective questioning, and ongoing formal and informal assessment of students' progress toward concept mastery. Particularly, daily work packets in classrooms serve as a primary means to support adherence to clear objectives generally built on previously taught concepts.

Typically, lessons include opportunities for students to work with peers to solve problems or complete assignments that require higher-order thinking skills. Teachers regularly use "The Taxonomy of Effective Teaching Practices" found in *Teach Like A Champion*<sup>5</sup> to help guide instruction. Some techniques to gauge student understanding of taught concepts include circulating the classroom to conference with students or peer groups, as well as requiring students to orally articulate correct answers. These strategies help ensure teachers have clear understandings of student mastery in order to plan future instruction and address any student misunderstandings during or after lessons.

A high urgency for learning is an integral part of Uncommon Schools NYC's approach to instruction. The majority of teachers maximize learning time, often with use of timers to regulate pacing and effective classroom management techniques the network and individual schools train teachers to implement. Routines for transitioning students from one lesson to the next ensure students remain focused on learning tasks.

### DOES THE NETWORK HAVE STRONG INSTRUCTIONAL LEADERSHIP?

Uncommon Schools NYC has a common school leadership structure consisting of a principal and a director of operations for each school. Other members of the school leadership team may include a dean of curriculum and instruction, a dean of students, and a special education coordinator. One of the main roles of instructional leaders is to provide extensive coaching and professional development to support student learning. Teacher coaching consists of daily classroom observations by school and network leaders, which they follow-up with post-observation feedback through regularly scheduled one-on-ones with teachers and weekly grade-level meetings. Uncommon Schools NYC also emphasizes the importance of "in the moment" feedback in which leaders may provide suggestions or co-teach with teachers during classroom observations.

Uncommon Schools NYC sets high expectations for student and teacher performance, measured largely by student achievement results. For example, the network expects schools to show at least 80% student mastery on specific mathematics and ELA IAs. Network schools monitor progress toward meeting network-wide and school performance goals and use this data to adjust plans if necessary.

5. Taxonomy of Effective Teaching Practices and Teach Like a Champion are part of Uncommon Impact, an Uncommon Schools, Inc. initiative. Please refer to [www.teachlikeachampion.com](http://www.teachlikeachampion.com) for more information.

# APPENDIX E: Education Corporation Overview

## SUNY RENEWAL BENCHMARK 1F

Uncommon Schools NYC’s strong, differentiated professional development program begins with summer pre-service training. The content and duration of pre-service training varies with years of teaching experience and area of specialization. For example, teachers new to Uncommon Schools NYC participate in an additional week of network orientation, and members of schools’ at-risk programs staff attend sessions focusing on identifying students struggling academically, providing student interventions, and working with English language learners (“ELLs”). In addition to ongoing network-wide activities, weekly professional development sessions led by school leaders address particular teacher needs by grade and content area.

### DOES THE NETWORK MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Uncommon Schools NYC continually adjusts its programs designed to meet the needs of at-risk students. Network schools implement clear procedures for identifying and serving students with disabilities, ELLs, and students at risk of academic failure. Students with special needs represent 12% of enrollment across the network, and current and former ELLs comprise 6% of total enrollment. School leaders and at-risk program staff disaggregate student performance data regularly to monitor the effectiveness of instructional and behavioral interventions.

Network schools use a tiered Response to Intervention (“RTI”) process to identify students struggling academically and to modify interventions as necessary. tier 1 interventions involve the implementation of schoolwide behavior systems and differentiated instruction in general education classrooms. Teachers refer students who do not respond to tier 1 supports, as reflected in low performance on IAs or in-class assignments, to student study teams (“SSTs”) that comprise grade-level teams and at-risk program staff at each school. SSTs identify specific learning gaps and assign tier 2 interventions as appropriate. tier 2 interventions usually last between six and 12 weeks and include pull-out classes in groups of no more than eight students for up to one hour per day. These skills-specific (for reading, writing and/or mathematics) groups often follow research-based commercial intervention programs including SRA Corrective Mathematics,<sup>6</sup> Stern Structural Arithmetic,<sup>7</sup> Foundations, the Wilson Reading System,<sup>8</sup> and Lindamood Bell Visualizing and Verbalizing.<sup>9</sup> SSTs monitor students’ progress in meeting performance goals throughout the time specifically allotted to each intervention. If a student does not make sufficient progress, the SST determines next steps including tier 3 supports that may include adjustments to pull-out and push-in supports, individualized interventions, and referral to the local school district’s committee on special education (“CSE”) as necessary.

Uncommon Schools NYC uses the Home Language Identification Survey and the New York State Identification Test for English Language Learners (“NYSITELL”) to identify students requiring English language acquisition supports. The network utilizes effective strategies it provides to other students struggling academically to serve the network’s 194 identified current ELLs. Schools serve ELLs using a structured English language immersion program in combination with various effective instructional strategies, such as guided reading and modification of vocabulary complexity during instruction. Network professional development activities help develop teachers’ abilities in identifying and supporting ELLs in their classrooms. Teachers incorporate speaking, listening,

6. SRA Corrective Mathematics is designed to teach math problem solving skills to students at least one grade level behind. For more information, please refer to [www.info.mheducation.com](http://www.info.mheducation.com).

7. Stern Structural Arithmetic provides a hands-on approach to learning, where students actively participate and develop abstract understanding of mathematical principals. For more information, please refer to [www.sternmath.com](http://www.sternmath.com).

8. Foundations and the Wilson Reading System allows students to access research-based materials and strategies essential to comprehensive reading, spelling and writing. For more information, please refer to [www.wilsonlanguage.com](http://www.wilsonlanguage.com).

9 The Lindamood Bell Visualizing and Verbalizing Program aims to develop the sensory-cognitive processes that help students with reading and comprehension. For more information, please refer to [www.lindamoodbell.com](http://www.lindamoodbell.com).

# APPENDIX E: Education Corporation Overview

reading, and writing across the curricula. Programmatically, these supports meet students' learning needs due to the strength of Uncommon Schools NYC's program. As discussed with the Institute recently, Uncommon Schools NYC recently hired an associate director of special education and English language learners to assess the network's identification and provision of services to ELLs and to improve the support schools are able to offer these students. The associate director is in the process of a full review of ELL programming across schools and is aware that using the same staff to assist ELLs and students with disabilities is not viewed as a best practice. The network remains committed to hiring more staff so that all ELLs have teachers with sufficient training in ELL supports. Network schools monitor student progress annually with the New York State English as a Second Language Achievement Test ("NYSESLAT") and IAs. The Institute will continue to monitor the school's ELL compliance, proficiency, and enrollment and retention targets. The Institute will also continue to communicate with the network regarding the supports it is putting in place in schools for ELLs.

To meet the needs of students with Individualized Education Programs ("IEPs") mandating academic services, network schools utilize a number of instructional settings including push-in and pull-out special education teacher support services ("SETSS"), as well as resource room supports that special education teachers provide. Uncommon Schools NYC enrolls 883 students who have IEPs, 663 of whom receive SETSS services or integrated co-teaching ("ICT") services. The supports the network provides to students with disabilities are effective, as exemplified through mean growth percentiles that exceeded SUNY's targets on state tests. Teachers are aware of students' IEP goals and work regularly with at-risk program staff to address student needs. SSTs also meet regularly to discuss students' progress toward meeting IEP goals using quantitative and qualitative data from general education teachers, special education teachers, and the SIS.

## DOES THE NETWORK EFFECTIVELY SUPPORT THE DELIVERY OF THE EDUCATIONAL PROGRAM?

Uncommon Schools NYC establishes effective organizational structures with staff, systems, and procedures that support student achievement and undergird the holistic delivery of the educational program. Clear roles and responsibilities at the school and network level allow school leaders to focus on student achievement and teacher support. The directors of operations serve as school leaders, allowing principals to focus on implementing a strong academic program. Principals receive support from directors of curriculum and instruction at the elementary, middle, and high school levels. Network schools also employ deans of students that focus mainly on school culture and behavior management as well as directors of operations and additional operational staff members that manage the non-instructional business of the schools. Network associate superintendents ("ASUPs") visit schools regularly to coach principals and supervise the instructional and academic program at the schools they manage.

To help recruit and retain high quality staff, Uncommon Schools NYC emphasizes promoting high quality talent from within the organization to leadership positions at the school and network level. Uncommon Schools NYC's "leadership pathways" provide high-performing teachers with secondary leadership positions that exist within all network schools at scale. These positions include dean of students, dean of curriculum and instruction, instructional leader, grade level

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## APPENDIX E: Education Corporation Overview

leader, special education coordinator, or director of special projects. It is customary for staff to hold one of these secondary leadership positions before moving to higher positions in a school or at the network level. School leaders and network staff use student achievement results, classroom observations, coaching feedback, and other data to identify particularly strong teachers and staff to fill these leadership roles, ultimately supplying top talent to support its portfolio of schools.

Uncommon Schools NYC also utilizes its Instructional Fellowship Program to develop high quality candidates into future network school leaders. This fellowship program prepares participants to run high-performing schools and, like standard school principals, the ASUP manages and supports these fellows. Although fellows can participate in the program for one year before leading their own school, the fellowship also offers a two-year option for those that need further development in areas such as data analysis and school culture. Much like the Instructional Fellowship Program, Uncommon Schools NYC also offers an Operations Fellowship that trains those interested in the non-instructional responsibilities of schools to open a new network school, take over an existing school or join an existing Kindergarten- 8<sup>th</sup> grade school as an academy director of operations. As of the 2017-18 school year, the Instructional Fellowship Program and the Operations Fellowship Program have trained 41 fellows in New York City, in addition to 16 individuals currently participating in the fellowship.

With assistance from the network, Uncommon Schools NYC directors of operations manage student recruitment and efforts to meet enrollment and retention targets for students with disabilities, ELLs, and students who are eligible applicants to the federal Free and Reduced Price Lunch program (“FRPL”). See page Ax-31 for information on enrollment and retention targets. Few network schools face enrollment challenges. Efforts to recruit at-risk students include multilingual mailings to residences, multilingual print and transportation advertisements, and canvassing of local day care centers. Uncommon Schools NYC continually monitors its programs and makes changes as necessary. The network and school leaders regularly analyze student assessment data in order to identify gaps in the educational program. This determination may result in adjustments to curricular materials or to ways in which schools or the network respond to student behavior or parent engagement. While school leaders are important players in decision-making at their individual school sites, major changes that affect all network schools are mainly driven by the CMO’s analyses of data gathered from assessments, classroom observations, and formal and informal feedback from teachers and school leaders.

## SUNY RENEWAL BENCHMARK 2D

### DOES THE EDUCATION CORPORATION BOARD WORK EFFECTIVELY TO ACHIEVE SCHOOLS' ACCOUNTABILITY PLAN GOALS?

The Uncommon Schools NYC board works effectively to achieve the school's Accountability Plan goals. Previously, SUNY authorized the following 10 education corporations with the authority to operate 11 schools located in the borough of Brooklyn that partner with Uncommon Schools, Inc.: Excellence Charter Schools, with the authority to operate: Excellence Boys Charter School of Bedford Stuyvesant and Excellence Girls Charter School; Bedford Stuyvesant Collegiate Charter School; Brooklyn East Collegiate Charter School; Brownsville Collegiate Charter School; Kings Collegiate Charter School; Leadership Preparatory Bedford Stuyvesant Charter School; Leadership Preparatory Brownsville Charter School; Leadership Preparatory Canarsie Charter School; Leadership Preparatory Ocean Hill Charter School; and, Ocean Hill Collegiate Charter School. In 2015, SUNY approved those 10 education corporations, as well as Williamsburg Collegiate Charter School authorized by the Chancellor of NYCDOE,<sup>10</sup> to merge into one education corporation. The successor corporation is known as Uncommon New York City Charter Schools. The merger of the SUNY authorized schools became effective July 1, 2015. Several board members from the previously separate education corporation boards make up the current Uncommon Schools NYC merged board. After a thoughtful process to choose the most appropriate board members to serve on the merged board, the board possesses more than adequate skills, enabling it to provide effective oversight to the school on educational, corporate, and financial matters. During the 2015-16 year, the SUNY Trustees approved the board's authority to operate an additional charter school (Uncommon New York City Charter School 1), which will open in the 2019-20 school year in CSD 13, 14, 16, 17, 18, 19, or 23 and grow to serve students in Kindergarten- 8<sup>th</sup> grade. Uncommon Schools NYC seeks to continue its growth in New York City and may apply for new charters in the future.

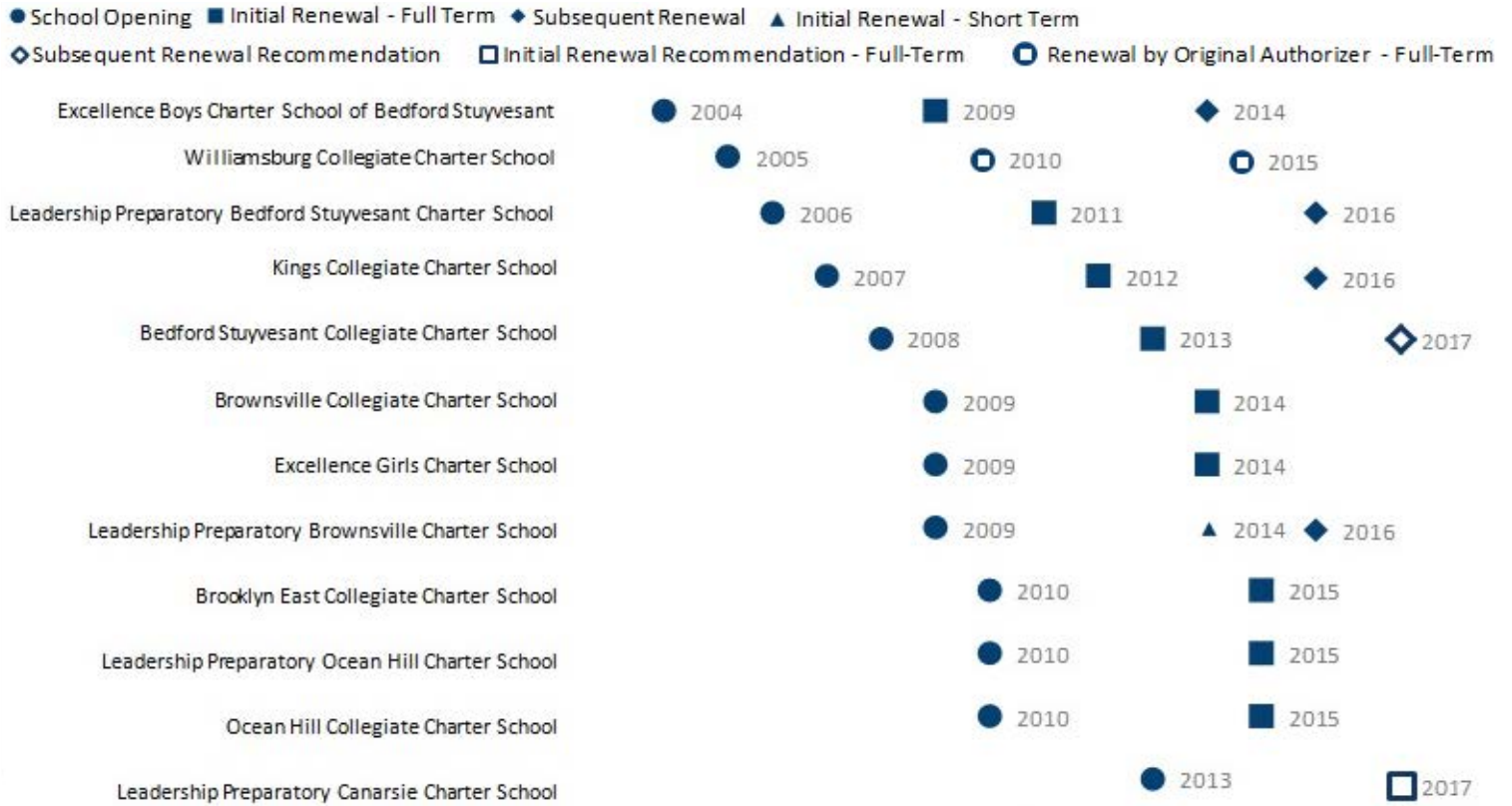
The board effectively uses a committee structure, including the executive, academic, audit, and finance committees, to focus attention on specific areas of Uncommon Schools NYC's program. The CMO and school leaders provide the board with robust data dashboards that present student performance results for each grade level, in addition to student culture and staff data. The board establishes clear priorities and objectives as well as long-range goals, and tracks its progress toward meeting these goals.

While CMO staff evaluates principals, the board is aware of these evaluations and provides input. The board also makes final principal hiring decisions across Uncommon Schools NYC. In addition, the board implements an annual review process by which it analyzes the network's academic performance, financial health, teacher turnover, and student and teacher recruitment.

10. Williamsburg Collegiate Charter School merged effective April 1, 2016.

# APPENDIX E: Education Corporation Overview

## EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



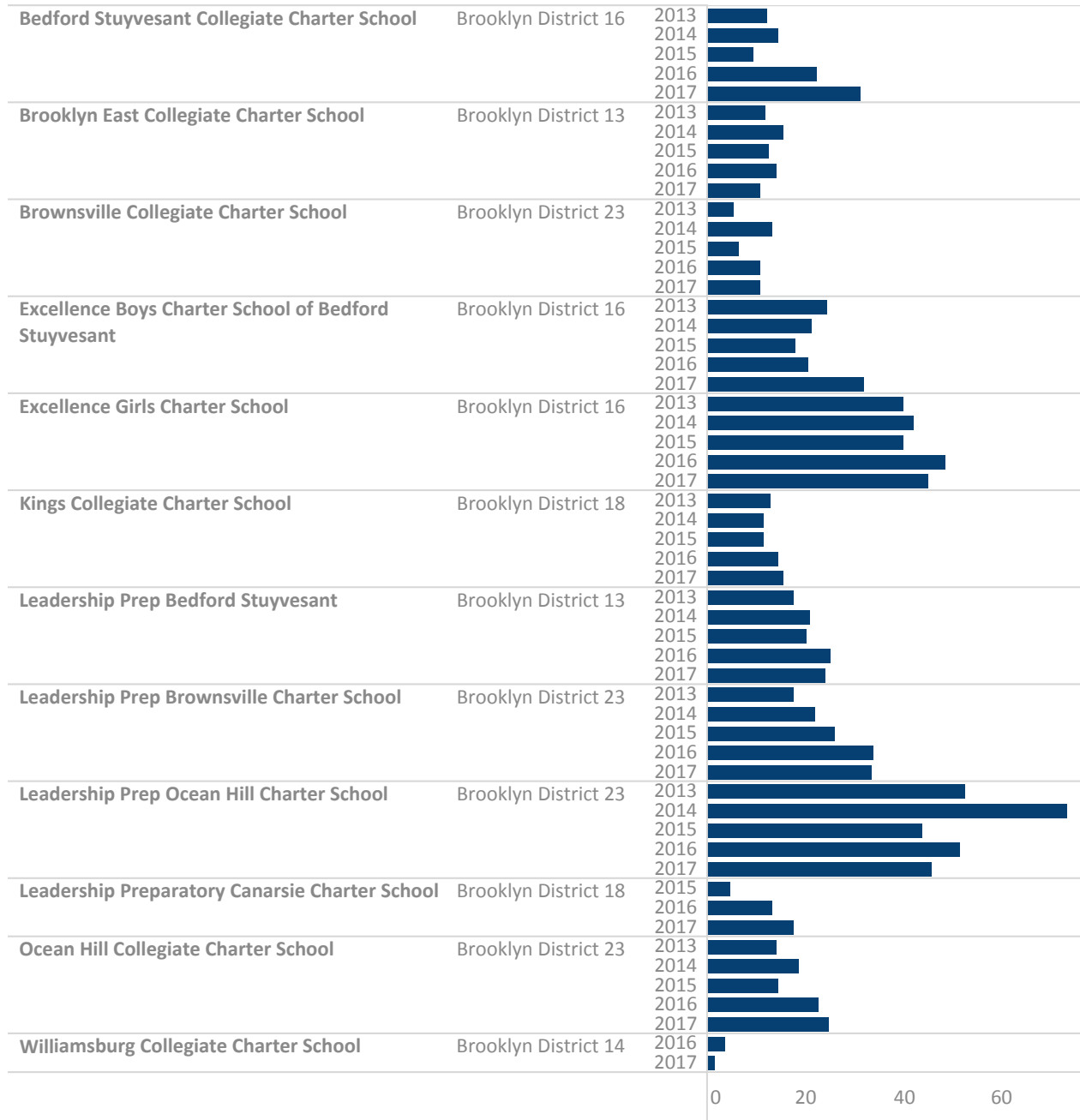
# APPENDIX E: Education Corporation Overview

## EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Bedford Stuyvesant Collegiate Charter School	CSD 16	Yes	398	5-8
Brooklyn East Collegiate Charter School	CSD 13	Yes	312	5-8
Brownsville Collegiate Charter School	CSD 23	Yes	398	5-8
Excellence Boys Charter School of Bedford Stuyvesant	CSD 16	No	736	K-8
Excellence Girls Charter School	CSD 16	Yes	1352	K-12
Kings Collegiate Charter School	CSD 18	Yes	634	K-1, 5-9
Leadership Prep Bedford Stuyvesant Charter School	CSD 13	Yes	1166	K-12
Leadership Prep Brownsville Charter School	CSD 23	Yes	736	K-8
Leadership Prep Canarsie Charter School	CSD 18	Yes	736	K-8
Leadership Prep Ocean Hill Charter School	CSD 23	Yes	1134	K-12
Ocean Hill Collegiate Charter School	CSD 23	Yes	398	5-8
Williamsburg Collegiate Charter School	CSD 14	Yes	312	5-8

# APPENDIX E: Education Corporation Overview

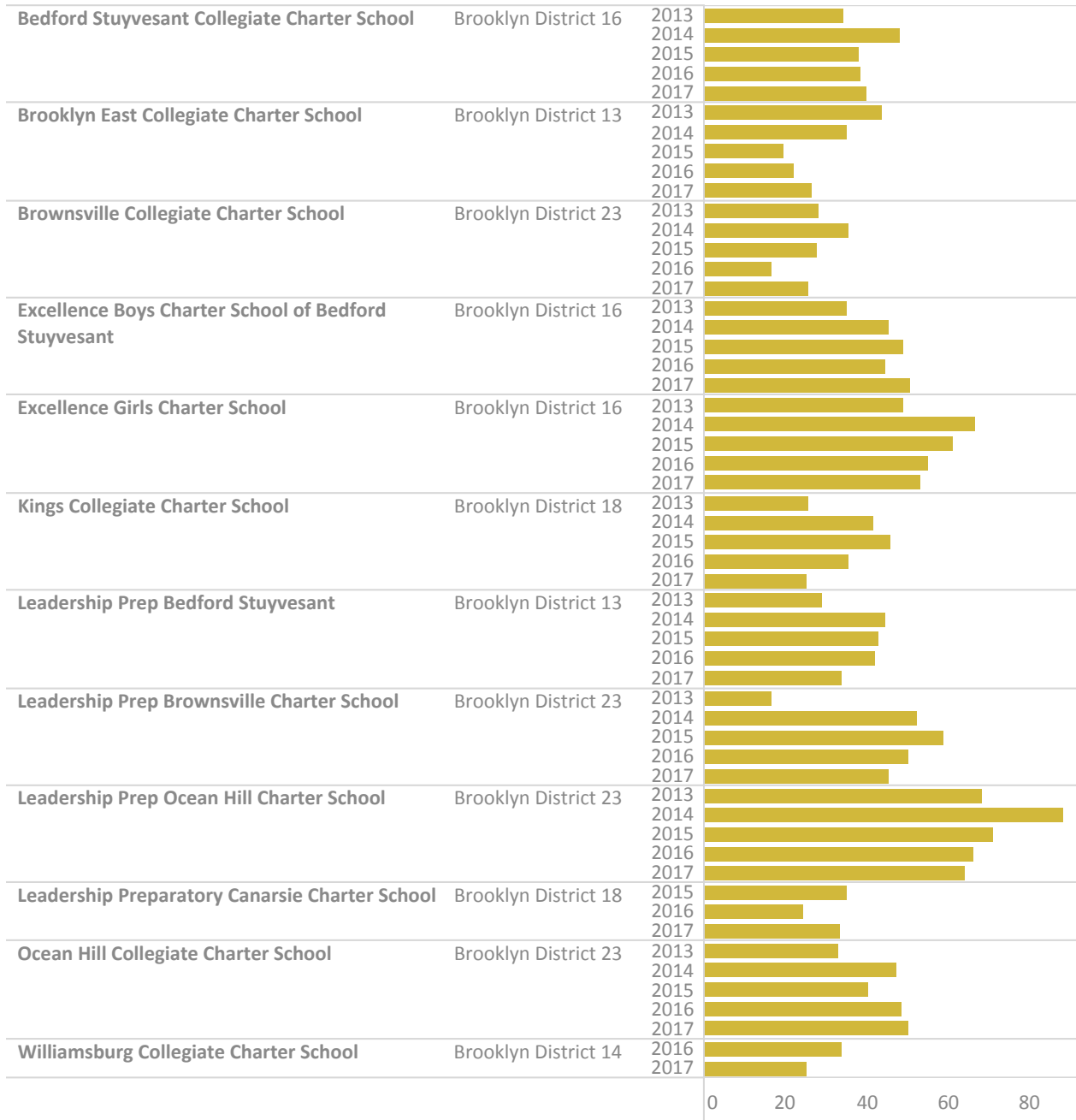
## DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

# APPENDIX E: Education Corporation Overview

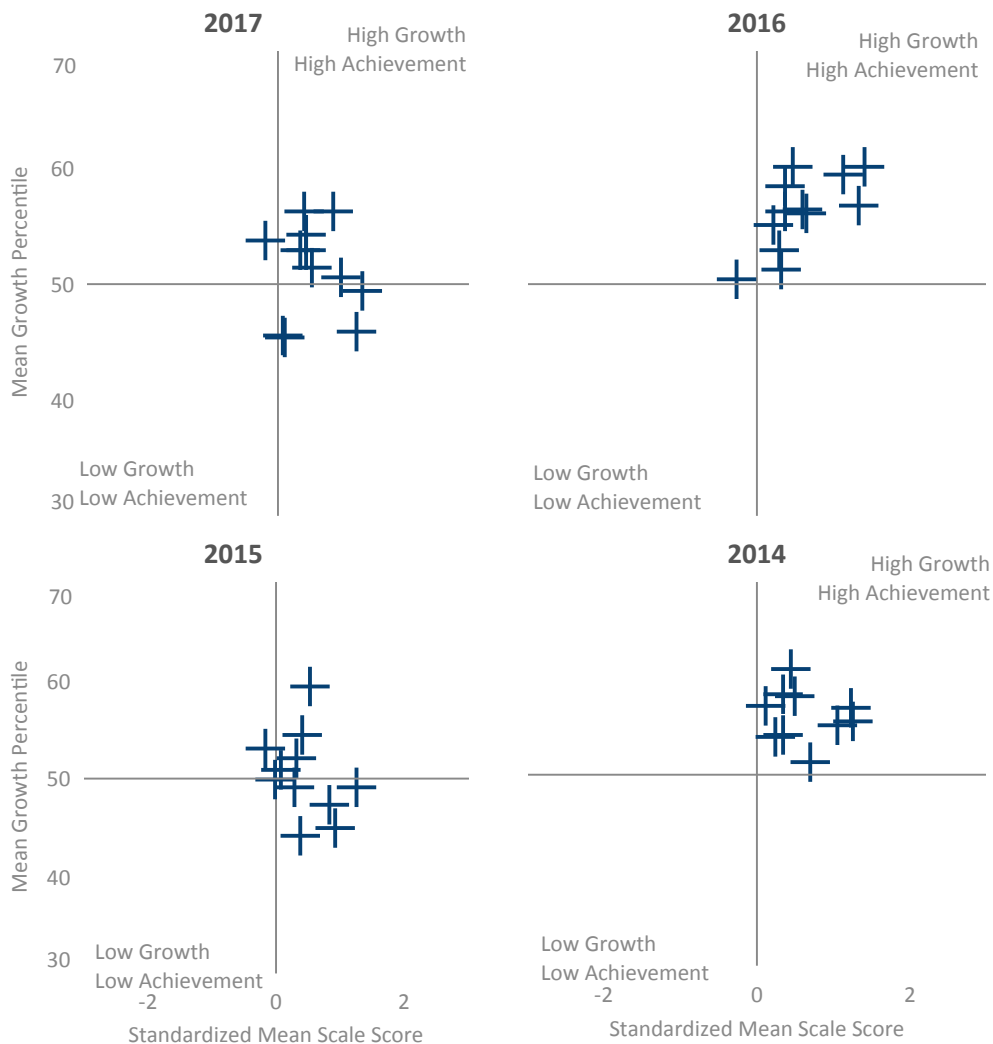
## DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

# APPENDIX E: Education Corporation Overview

## ELA GROWTH AND ACHIEVEMENT: 2013-14 THROUGH 2016-17

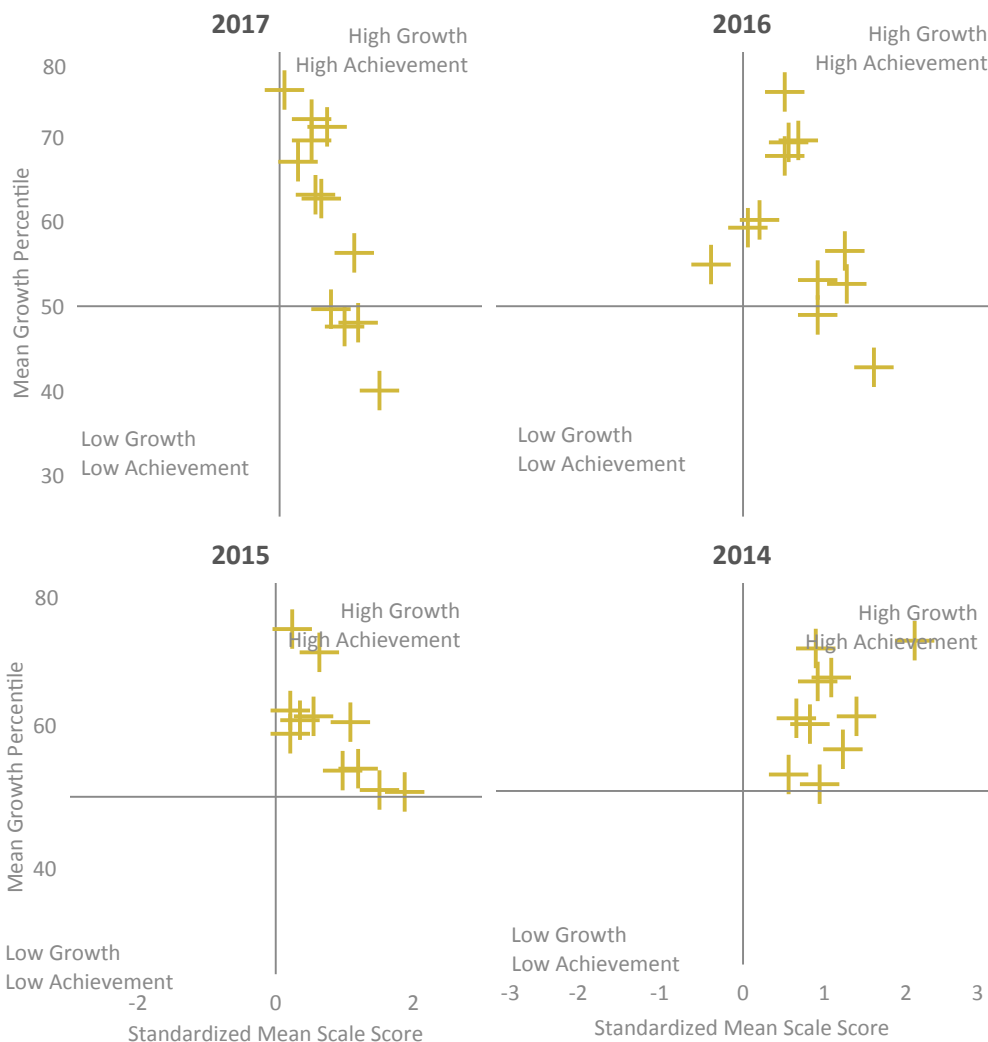


These charts compare a school’s ability to grow student achievement with a school’s absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year’s scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state’s student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

# APPENDIX E: Education Corporation Overview

## MATH GROWTH AND ACHIEVEMENT: 2013-14 THROUGH 2016-17



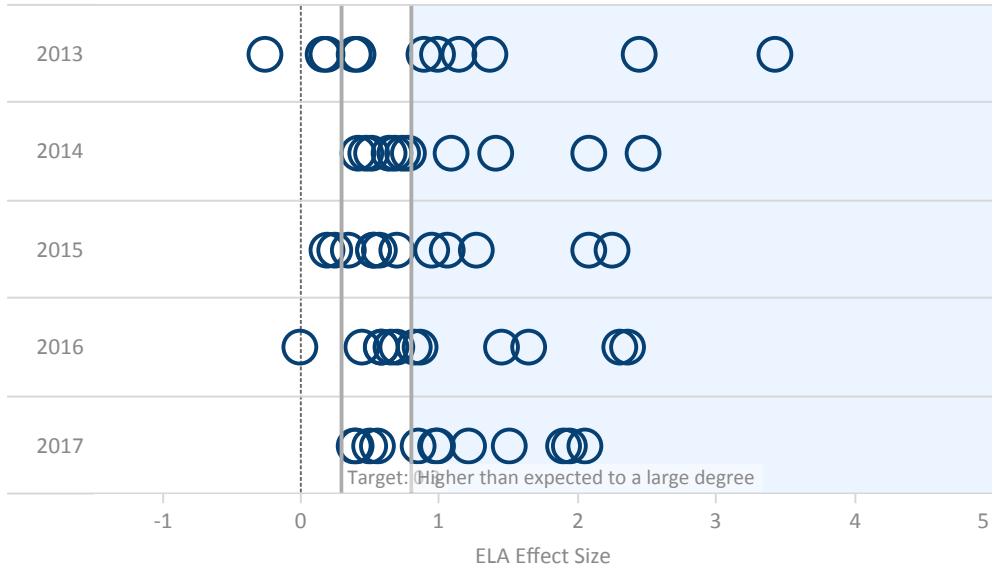
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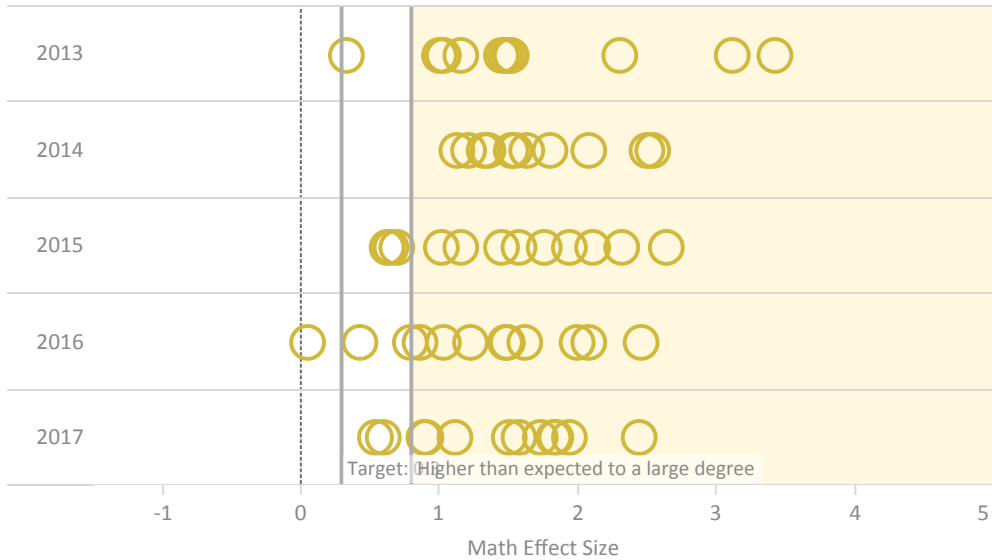
# APPENDIX E: Education Corporation Overview

## ELA AND MATH EFFECT SIZE DOT PLOTS: 2012-13 THROUGH 2016-17

**ELA Effect Size by Year and School**



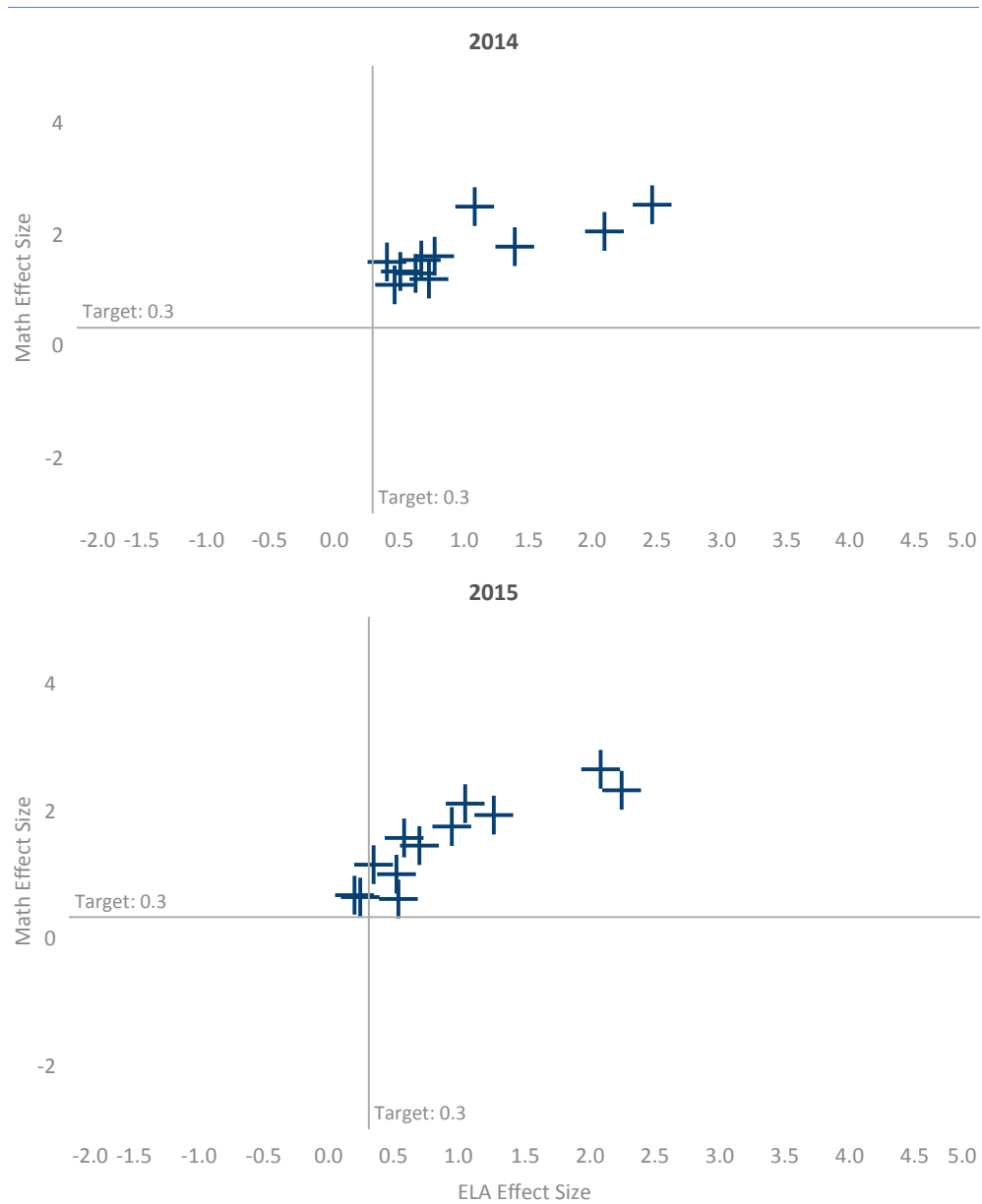
**Math Effect Size by Year and School**



The charts illustrate the comparative effect size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher than expected to a large degree in comparison to schools enrolling similar levels of economically disadvantaged students.

# APPENDIX E: Education Corporation Overview

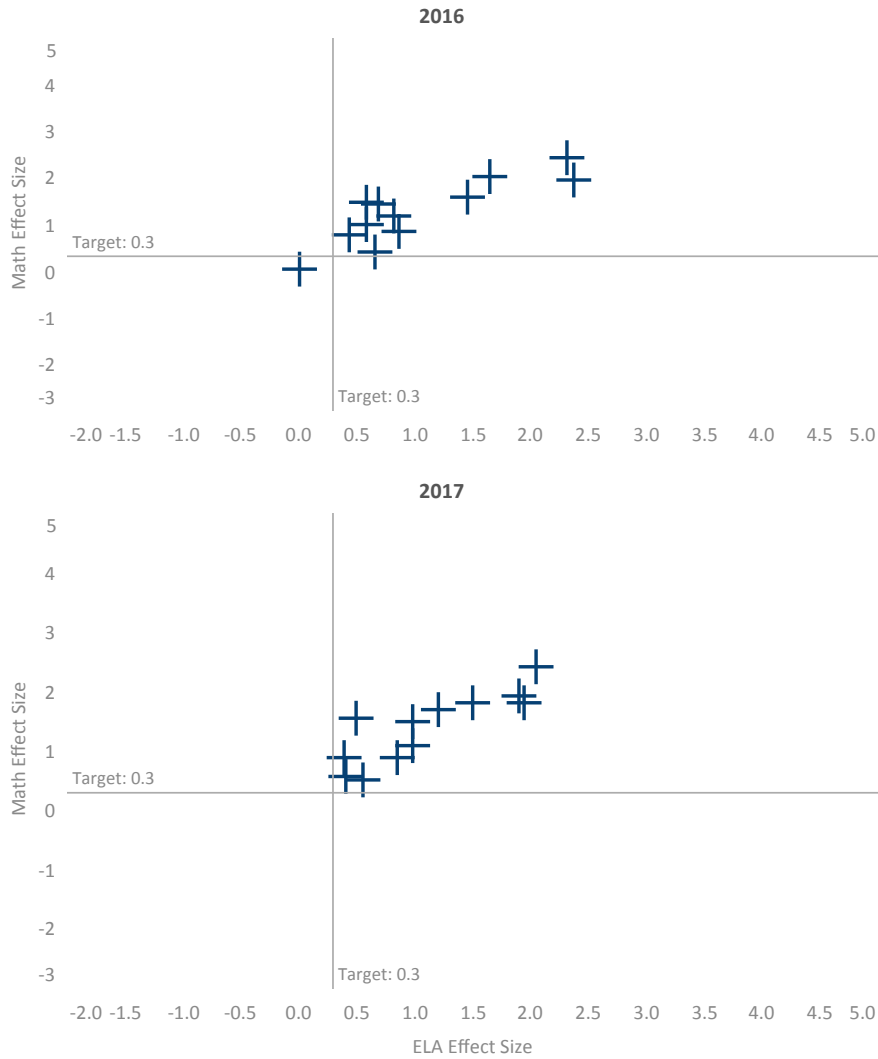
## ELA AND MATH EFFECT SIZE SCATTER PLOTS 2013-14 THROUGH 2014-15



The charts compare a school’s ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY’s performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

# APPENDIX E: Education Corporation Overview

## ELA AND MATH EFFECT SIZE SCATTER PLOTS 2015-16 THROUGH 2016-17



The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

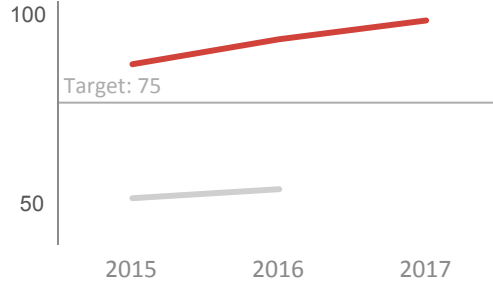
# APPENDIX E: Education Corporation Overview

Excellence Girls Charter School

Brooklyn CSD 16

## HIGH SCHOOL GRADUATION RATE

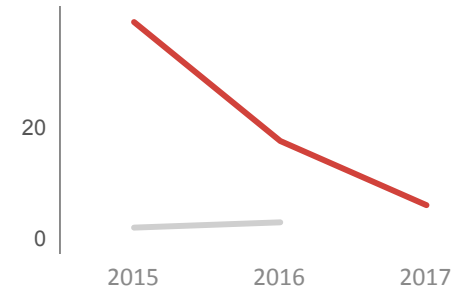
**Comparative Measure: Graduation Rate.** Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



	District	School
2015	51.8	84.8
2016	54.0	91.0
2017		95.7

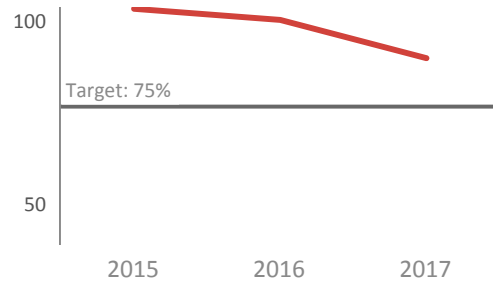
## COLLEGE PREPARATION AND ATTAINMENT

**College Preparation Measure: Advanced Regents Diploma.** Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of **the district**.



	District Adv Diploma	School Adv Diploma
2015	4.3	37.5
2016	5.2	18.3
2017		8.0

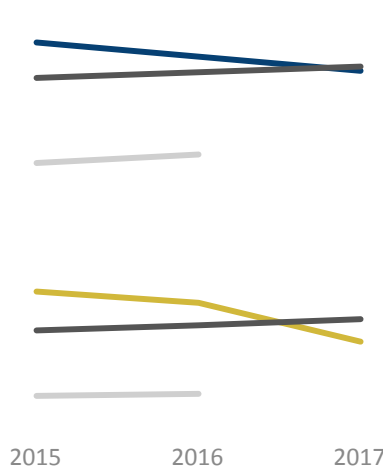
**College Attainment Measure: Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2015	56	100.0
2016	71	97.2
2017	88	87.5

## ENGLISH LANGUAGE ARTS AND MATHEMATICS

**Comparative and Absolute Measure: District Comparison.** Each year, the school's **ELA Accountability Performance Level** and the **math APL** will exceed the **district's Performance Index** and the **state's AMO**.



	AMO	District PI	School APL
2015	170	110	195
2016	174	116	185
2017	178		175

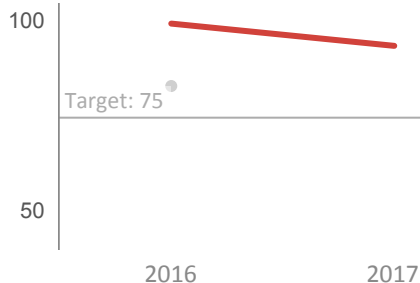
# APPENDIX E: Education Corporation Overview

Leadership Prep Bedford Stuyvesant

Brooklyn CSD 13

## HIGH SCHOOL GRADUATION RATE

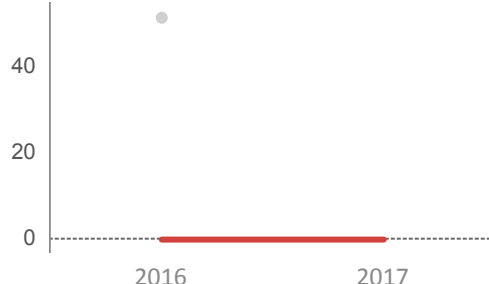
**Comparative Measure: Graduation Rate.** Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



	District	School
2016	83.5	100.0
2017		94.1

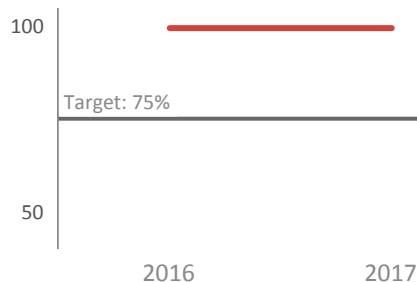
## COLLEGE PREPARATION AND ATTAINMENT

**College Preparation Measure: Advanced Regents Diploma.** Each year, the percentage of **students graduating** with an Advanced Regents diploma will exceed that of **the district**.



	District Adv Diploma	School Adv Diploma
2016	51.8	0.0
2017		0.0

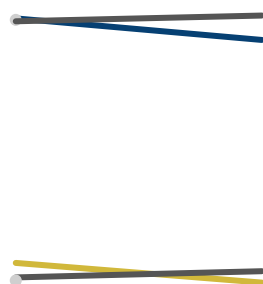
**College Attainment Measure: Matriculation into College.** Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2016	32	100.0
2017	48	100.0

## ENGLISH LANGUAGE ARTS AND MATHEMATICS

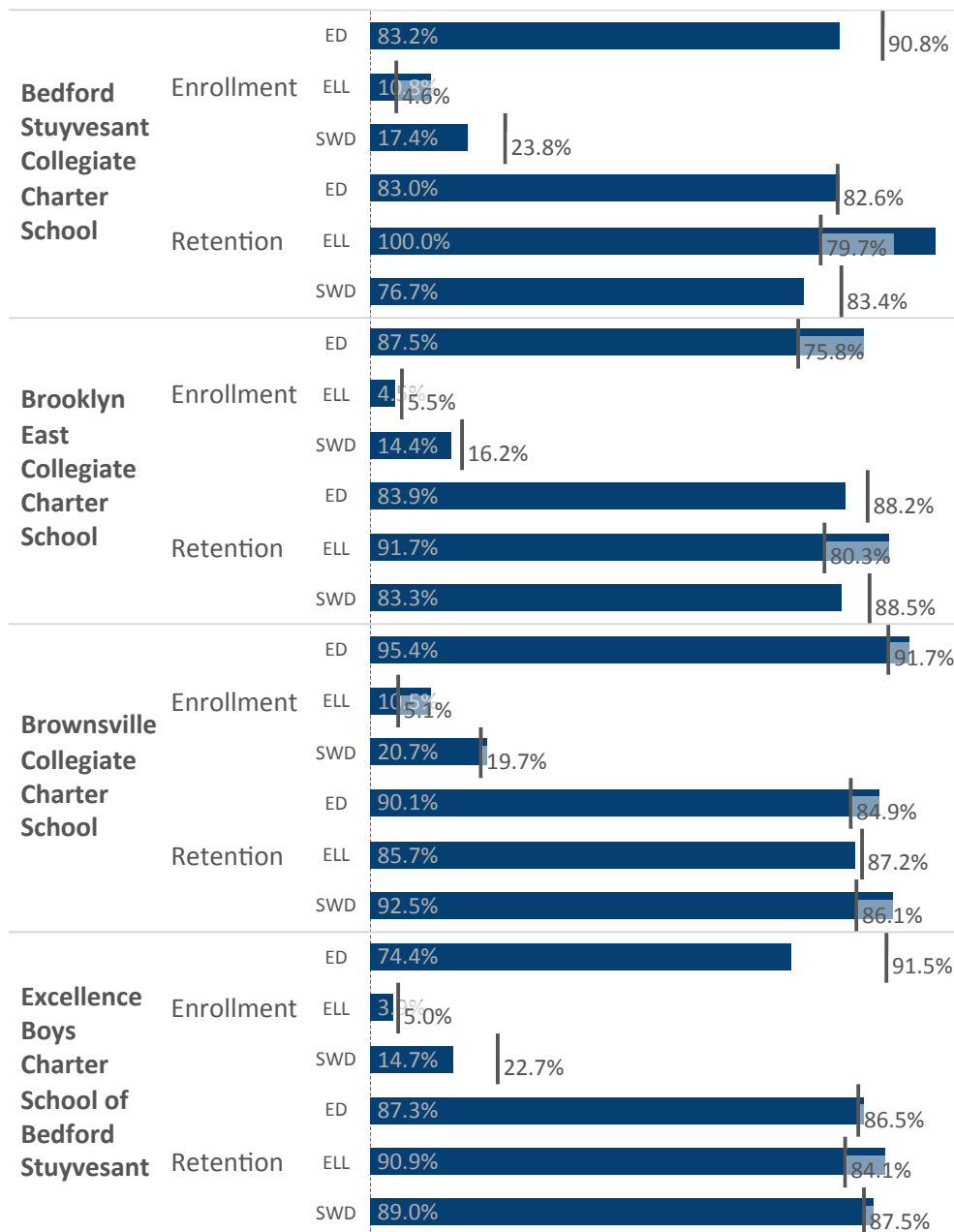
**Comparative and Absolute Measure: District Comparison.** Each year, the school's **ELA Accountability Performance Level** and the **math APL** will exceed **the district's Performance Index** and the **state's AMO**.



	AMO	District PI	School APL
2016	174	175	176
2017	178		161
2016	159	156	173
2017	165		154

# APPENDIX E: Education Corporation Overview

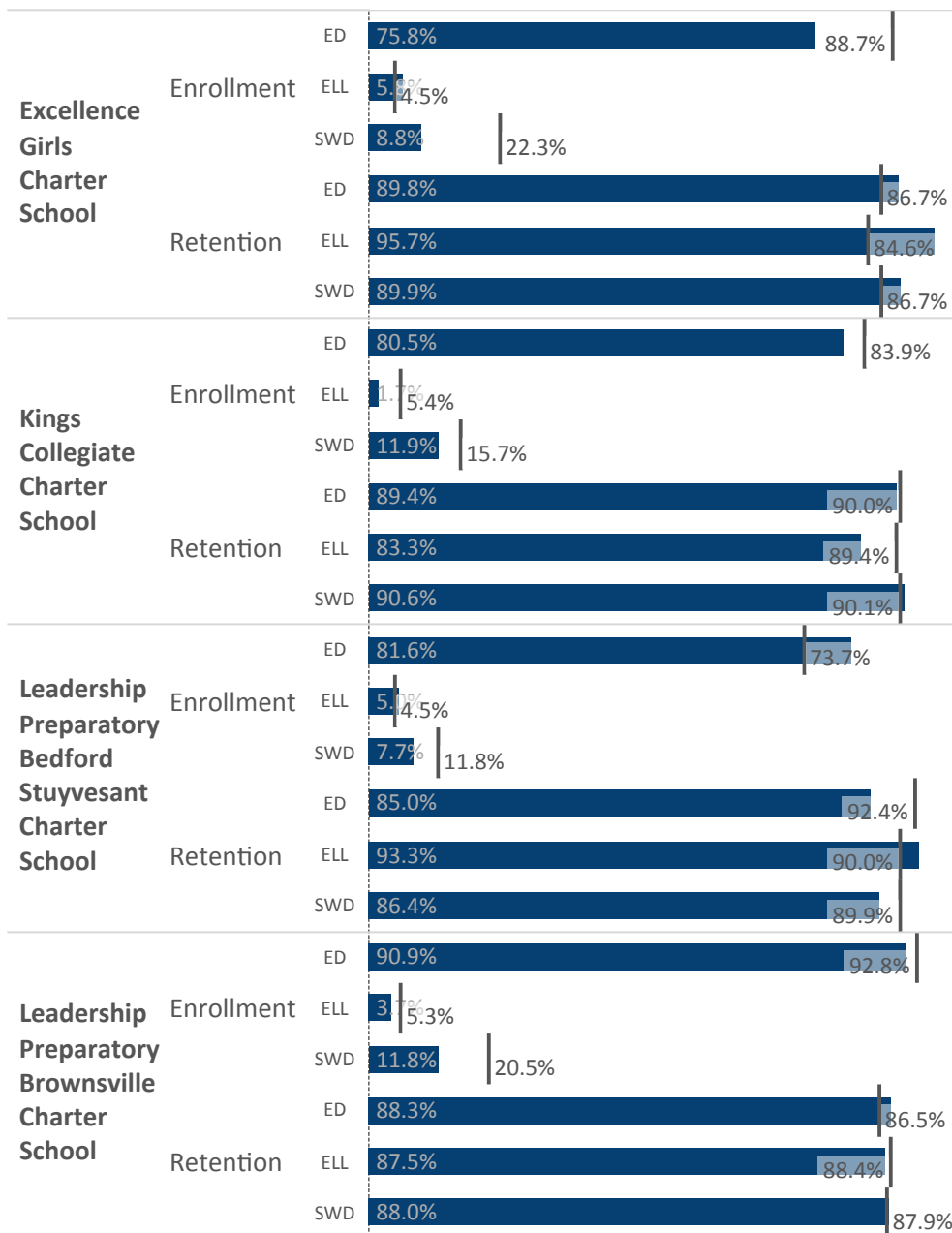
## ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2016-17 enrollment and retention data supplied to the Institute by the network.

# APPENDIX E: Education Corporation Overview

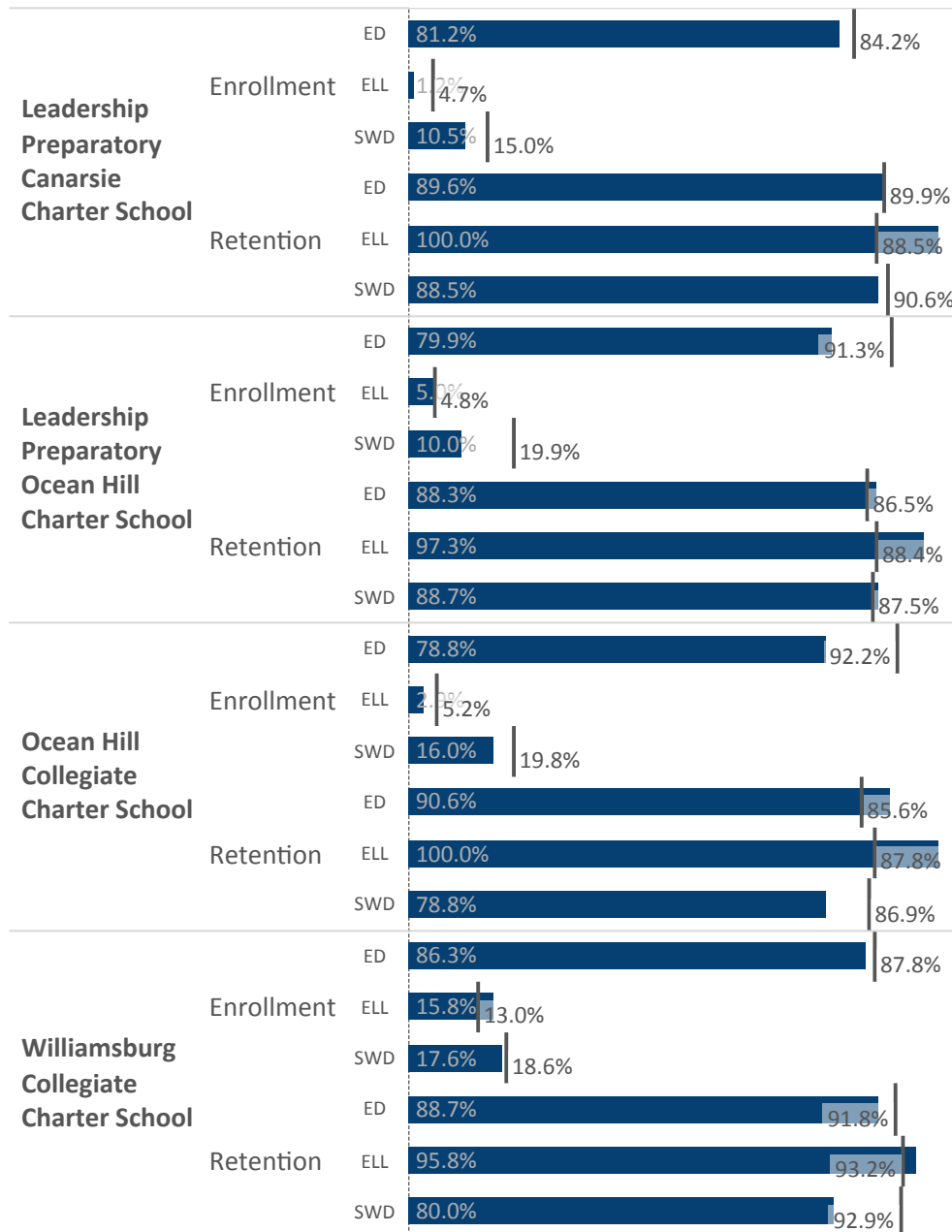
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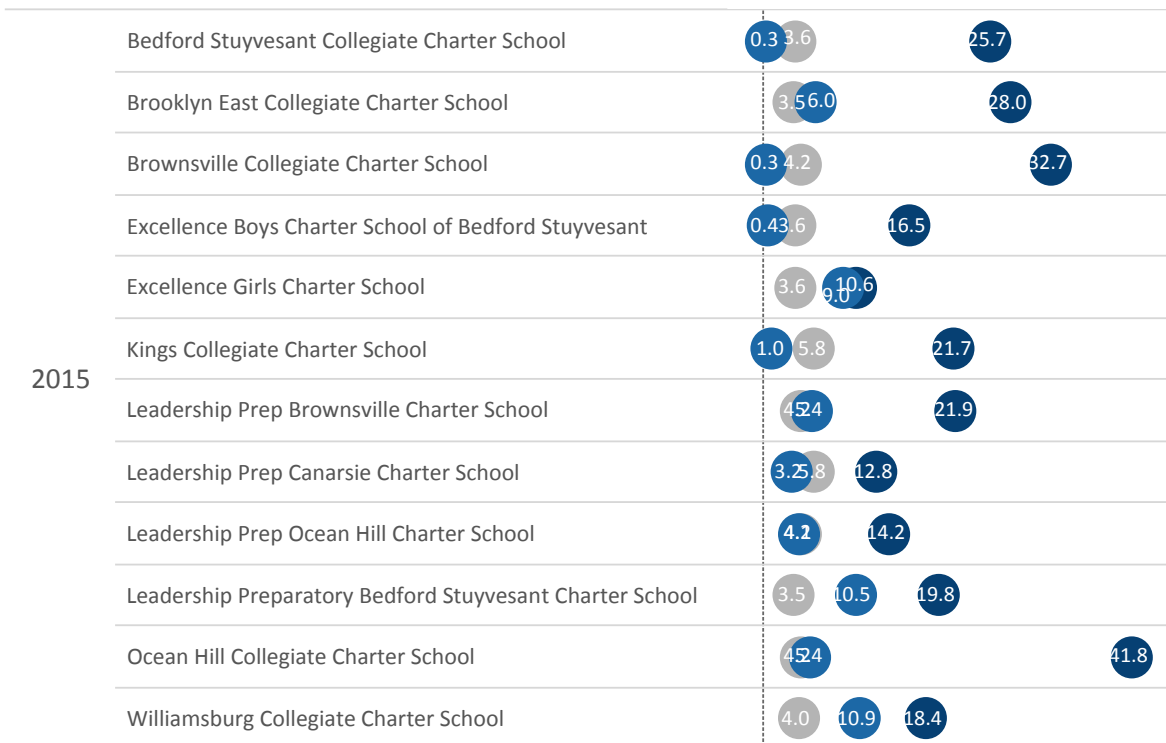
## ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2016-17 enrollment and retention data supplied to the Institute by the network.

# APPENDIX E: Education Corporation Overview

## Suspensions: Uncommon Charter Schools' out of school suspension rate, in school suspension rate, and the district overall suspension rate.

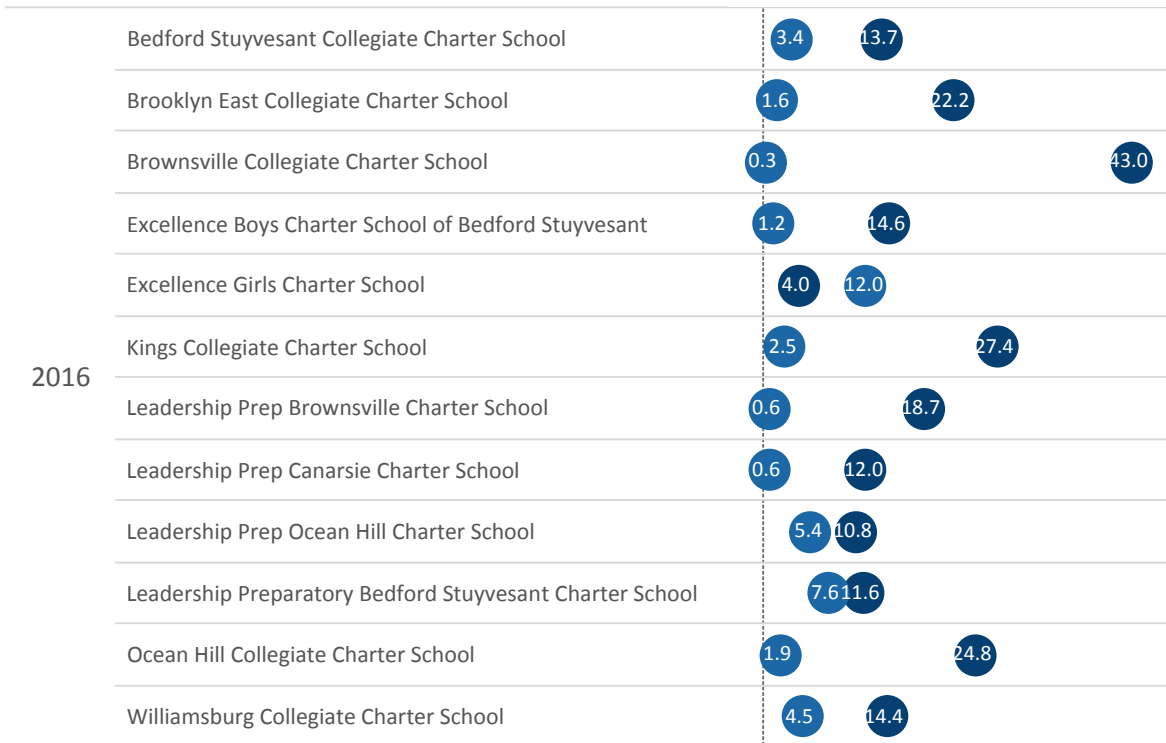


Although district and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible because available district data includes Kindergarten through 12<sup>th</sup> grades and school data includes only the grades served by the school. The percentage rate 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 school year ending in 2015, Uncommon NYC schools expelled 0 students.

# APPENDIX E: Education Corporation Overview

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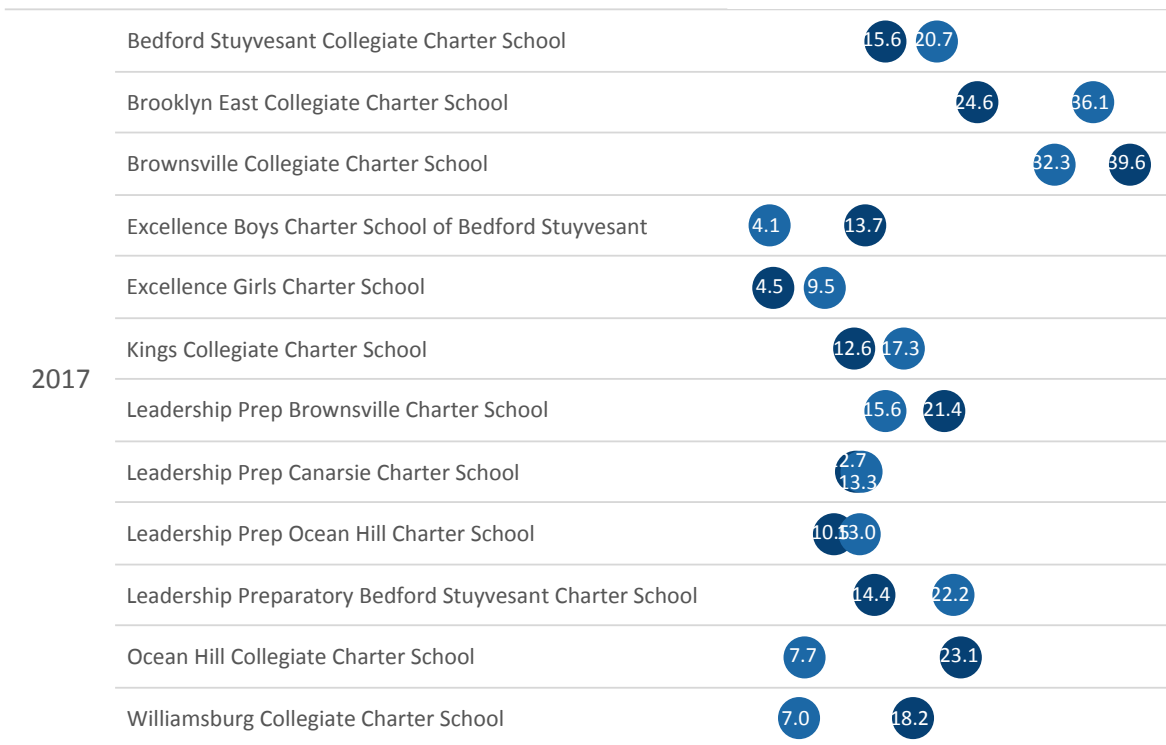


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# APPENDIX E: Education Corporation Overview

## PERSISTENCE IN ENROLLMENT (PERCENT OF STUDENTS RETURNING)



# APPENDIX F: Ed Corp Fiscal Dashboard

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS (MERGED)

### SCHOOL 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

L-T Debt and Notes Payable, net current maturities

##### Total Liabilities - GRAPH 1

##### Net Assets

Unrestricted  
 Temporarily restricted

##### Total Net Assets

##### Total Liabilities and Net Assets

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
 Students with Disabilities

##### Grants and Contracts

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

Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
 SPED  
 Regular Education & SPED (combined)  
 Other

##### Total Program Services

Management and General  
 Fundraising

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

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

##### Support and Other Revenue

Contributions  
 Fundraising  
 Miscellaneous Income  
 Net assets released from restriction

##### Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

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

##### Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

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

Opened 2015-16

MERGED

	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Assets</b>					
<b>Current Assets</b>					
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	20,045,644
Grants and Contracts Receivable	-	-	-	-	3,251,506
Accounts Receivable	-	-	-	-	1,478,683
Prepaid Expenses	-	-	-	-	626,187
Contributions and Other Receivables	-	-	-	-	1,488,033
<b>Total Current Assets - GRAPH 1</b>	-	-	-	-	<b>26,890,053</b>
Property, Building and Equipment, net	-	-	-	-	7,594,963
Other Assets	-	-	-	-	375,433
<b>Total Assets - GRAPH 1</b>	-	-	-	-	<b>34,860,449</b>
<b>Liabilities and Net Assets</b>					
<b>Current Liabilities</b>					
Accounts Payable and Accrued Expenses	-	-	-	-	3,846,060
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	1,500
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Current Liabilities - GRAPH 1</b>	-	-	-	-	<b>3,847,560</b>
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	-	-	-	-	<b>3,847,560</b>
<b>Net Assets</b>					
Unrestricted	-	-	-	-	25,238,889
Temporarily restricted	-	-	-	-	5,774,000
<b>Total Net Assets</b>	-	-	-	-	<b>31,012,889</b>
<b>Total Liabilities and Net Assets</b>	-	-	-	-	<b>34,860,449</b>
<b>ACTIVITIES</b>					
<b>Operating Revenue</b>					
Resident Student Enrollment	-	-	-	-	95,183,249
Students with Disabilities	-	-	-	-	6,426,232
<b>Grants and Contracts</b>					
State and local	-	-	-	-	-
Federal - Title and IDEA	-	-	-	-	3,479,575
Federal - Other	-	-	-	-	1,114,784
Other	-	-	-	-	70,523
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	-	-	-	-	<b>106,274,363</b>
<b>Expenses</b>					
Regular Education	-	-	-	-	83,494,777
SPED	-	-	-	-	7,933,338
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
<b>Total Program Services</b>	-	-	-	-	<b>91,428,115</b>
Management and General	-	-	-	-	11,112,287
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	-	-	-	<b>102,540,402</b>
<b>Surplus / (Deficit) From School Operations</b>	-	-	-	-	<b>3,733,961</b>
<b>Support and Other Revenue</b>					
Contributions	-	-	-	-	2,386,842
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	-	415,726
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	-	-	-	-	<b>2,802,568</b>
Total Unrestricted Revenue	-	-	-	-	109,076,931
Total Temporarily Restricted Revenue	-	-	-	-	-
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	-	-	-	<b>109,076,931</b>
<b>Change in Net Assets</b>	-	-	-	-	<b>6,536,529</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	-	-	-	<b>33,672,988</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	-	-	-	-	<b>40,209,517</b>

# APPENDIX F: Ed Corp Fiscal Dashboard

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS (MERGED)

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service					
Administrative Staff Personnel	-	-	-	-	16,537,638
Instructional Personnel	-	-	-	-	42,432,793
Non-Instructional Personnel	-	-	-	-	435,322
Personnel Services (Combined)	-	-	-	-	-
<b>Total Salaries and Staff</b>	-	-	-	-	59,405,753
Fringe Benefits & Payroll Taxes	-	-	-	-	8,603,439
Retirement	-	-	-	-	1,128,326
Management Company Fees	-	-	-	-	8,976,079
Building and Land Rent / Lease	-	-	-	-	234,505
Staff Development	-	-	-	-	3,099,447
Professional Fees, Consultant & Purchased Services	-	-	-	-	2,747,316
Marketing / Recruitment	-	-	-	-	488,721
Student Supplies, Materials & Services	-	-	-	-	5,946,076
Depreciation	-	-	-	-	2,491,060
Other	-	-	-	-	9,419,678
<b>Total Expenses</b>	-	-	-	-	102,540,400

### SCHOOL ANALYSIS

#### ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	-	-	-	-	6,079
Revised Enroll	-	-	-	-	-
Actual Enroll - <b>GRAPH 4</b>	-	-	-	-	6,232
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-

#### Primary School District: Yes

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

	2011-12	2012-13	2013-14	2014-15	2015-16
	-	-	-	-	-
	0.0%	0.0%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	-	-	-	-	17,053
Other Revenue and Support	-	-	-	-	450
<b>TOTAL - GRAPH 3</b>	-	-	-	-	17,502

##### Expenses

Program Services	-	-	-	-	14,671
Management and General, Fundraising	-	-	-	-	1,783
<b>TOTAL - GRAPH 3</b>	-	-	-	-	16,454
% of Program Services	0.0%	0.0%	0.0%	0.0%	89.2%
% of Management and Other	0.0%	0.0%	0.0%	0.0%	10.8%
<b>% of Revenue Exceeding Expenses - GRAPH 5</b>	0.0%	0.0%	0.0%	0.0%	6.4%

#### Student to Faculty Ratio

-	-	-	-	-
---	---	---	---	---

#### Faculty to Admin Ratio

-	-	-	-	-
---	---	---	---	---

#### 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	2.7
N/A	N/A	N/A	N/A	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)

0	0	0	0	23,042,493
0.0%	0.0%	0.0%	0.0%	21.1%
0.0	0.0	0.0	0.0	7.0
N/A	N/A	N/A	N/A	LOW
N/A	N/A	N/A	N/A	Excellent

#### Quick (Acid Test) Ratio

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

0.0	0.0	0.0	0.0	6.8
N/A	N/A	N/A	N/A	LOW
N/A	N/A	N/A	N/A	Excellent

#### Debt to Asset Ratio - GRAPH 7

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

0.0	0.0	0.0	0.0	0.1
N/A	N/A	N/A	N/A	LOW
N/A	N/A	N/A	N/A	Excellent

#### Months of Cash - GRAPH 8

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

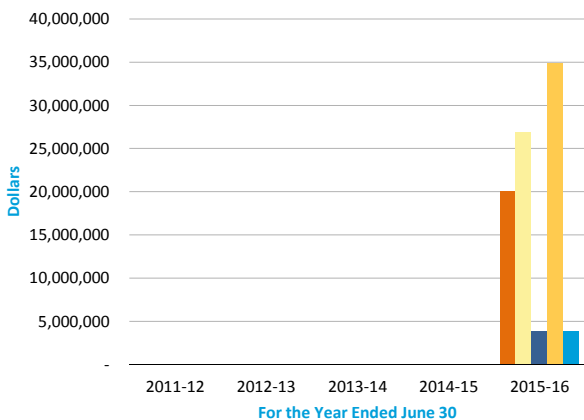
0.0	0.0	0.0	0.0	2.3
N/A	N/A	N/A	N/A	MEDIUM
N/A	N/A	N/A	N/A	Good

# APPENDIX F: Ed Corp Fiscal Dashboard

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS (MERGED)

GRAPH 1

Cash, Assets and Liabilities

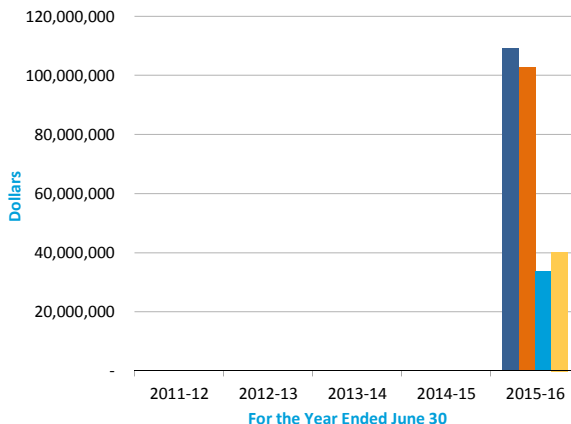


Legend: Cash (Orange), Current Assets (Yellow), Current Liabilities (Blue), Total Assets (Light Yellow), Total Liabilities (Light Blue)

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

GRAPH 2

Revenue, Expenses and Net Assets



Legend: Revenue (Dark Blue), Expenses (Orange), Net Assets - Beginning (Light Blue), Net Assets - Ending (Yellow)

This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

GRAPH 3

Revenue & Expenses Per Pupil

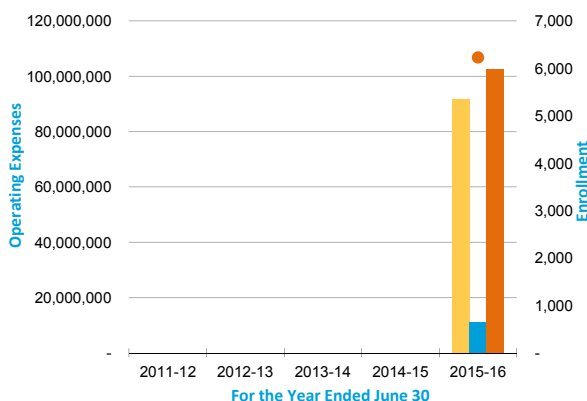


Legend: Rev. - Reg. & Special ED (Yellow), Rev. - Other Operating (Orange), Rev. - Other Support (Light Blue), Exp. - Reg. & Special ED (Dark Blue), Exp. - Other Program (Light Yellow), Exp. - Mngmt. & Other (Light Blue)

This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4

Enrollment vs. Operating Expenses



Legend: Program Expenses (Yellow), Management & Other (Light Blue), Total Expenses (Orange), Enrollment (Red circle)

This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

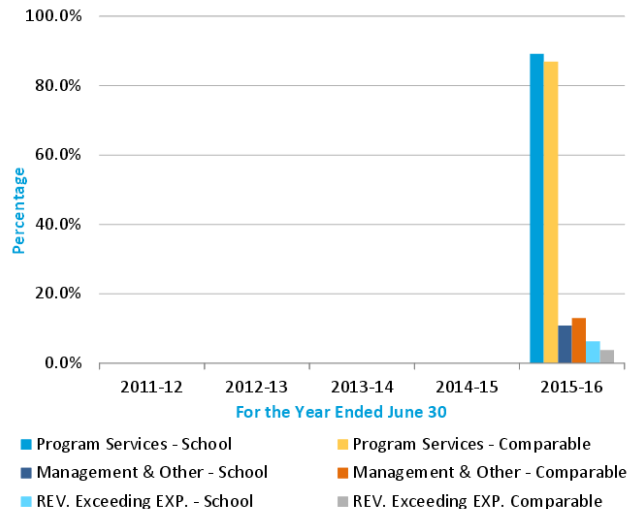
# APPENDIX F: Ed Corp Fiscal Dashboard

## UNCOMMON NEW YORK CITY CHARTER SCHOOLS (MERGED)

Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)

GRAPH 5

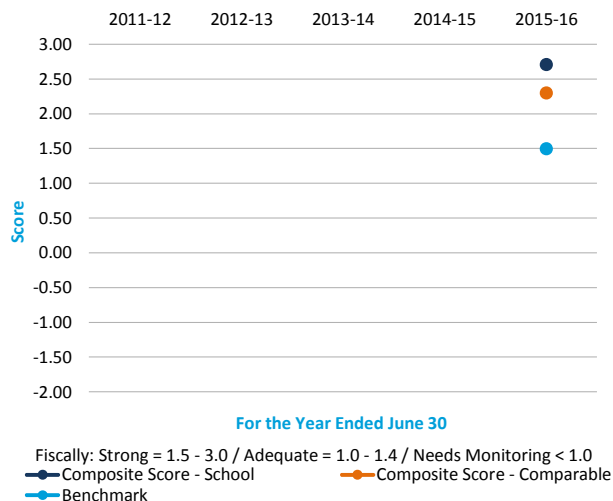
% Breakdown of Expenses



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

GRAPH 6

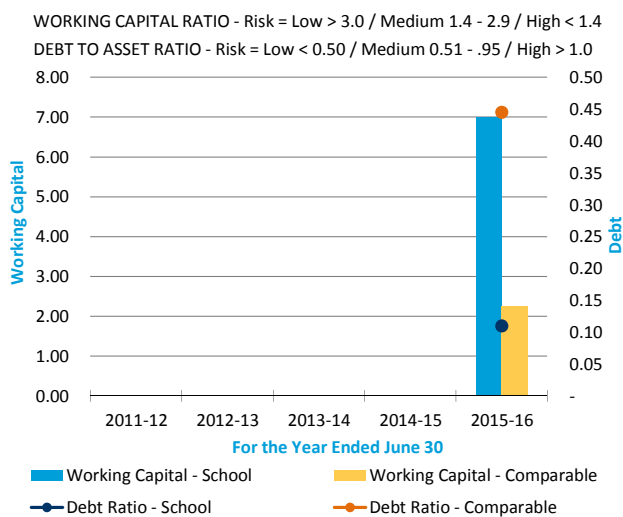
Composite Score



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

GRAPH 7

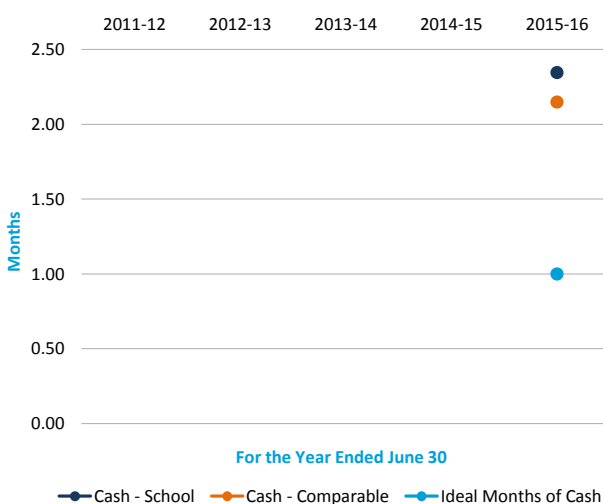
Working Capital & Debt to Asset Ratios



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

GRAPH 8

Months of Cash



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

