



Renewal Recommendation Report Explore Excel Charter School

Report Date: January 14, 2016
Visit Date: October 28-29, 2015

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INTRODUCTION AND REPORT FORMAT

INTRODUCTION

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 an education corporation’s Application for Charter Renewal, and more broadly, details the merits of an education corporation’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”) (revised September 4, 2013 and available at: www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf).

REPORT FORMAT

The Institute makes all renewal recommendations based on a school’s Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Additionally, the Institute has reviewed the strength and fiscal health of the not-for-profit education corporation with the authority to operate the school. 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. This renewal recommendation report compiles the evidence below using the *State University of New York Charter Renewal Benchmarks* (the “SUNY Renewal Benchmarks”),¹ 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.

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?

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, the SUNY Fiscal Dashboard information for the school, and, if applicable, its education corporation, additional information about the education corporation and its schools, and additional evidence on student achievement of those schools.

¹ Version 5.0, May 2012, available at: www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf.

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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/operate/existing-schools/renewal/.

RENEWAL RECOMMENDATION

RECOMMENDATION: **SHORT-TERM RENEWAL**

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Explore Excel Charter School and renew Explore Charter Schools of Brooklyn's authority to operate the school for a period of three years with authority to provide instruction to students in Kindergarten through 8th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 552 students.

The Institute further recommends that the SUNY Trustees renew the corporate charter of Explore Charter Schools of Brooklyn, the New York not-for-profit-charter school education corporation that operates six charter schools including Explore Excel Charter School, for five years.

To earn an Initial Short-Term Renewal, a school must either:

- (a) have compiled a mixed or limited record of educational achievement in meeting its academic Accountability Plan goals, but have in place and in operation at the time of the renewal inspection visit (i) an academic program of sufficient strength and effectiveness, as assessed using the Qualitative Education Benchmarks,² which will likely result in the school's being able to meet or come close to meeting those goals with the additional time that renewal would permit, and (ii) a governing board and organizational structures both in the charter school and its education corporation that have demonstrated the capacity to meet the school's academic Accountability Plan goals and to operate the school in an educationally and fiscally sound fashion; or
- (b) have compiled an overall record of meeting its academic Accountability Plan goals but, at the time of the renewal inspection visit, has in place an educational program that, as assessed using the Qualitative Education Benchmarks, is inadequate in multiple and material respects.³

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:

² The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

³ SUNY Renewal Policies (pp. 12-13).

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- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and, given the programs it will offer, its structure and its purpose, approving the school to operate for another three years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

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

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

Explore Charter Schools of Brooklyn (the "education corporation") has the authority to operate a total of six schools, including two schools that have not yet opened, Explore Enrich Charter School ("Explore Enrich) and Explore Envision Charter School ("Explore Envision) The schools are scheduled to open in fall 2018 and 2019, respectively, subject to approval of additional planning years by the Charter Schools Committee. Per the SUNY Replication Policies,⁵ the Institute recommends that the corporate provisional charter (certificate of incorporation) of Explore Charter Schools of Brooklyn be renewed for five years rather than three because it will extend the education corporation's authority for as long as needed to operate the two unopened schools, and avoid the need for a corporate charter extension three years hence.

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, English language learners ("ELLs"), and students who are eligible

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

⁵ Available at: www.newyorkcharters.org/wp-content/uploads/SUNY-Replication-Policy.pdf.

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applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. SUNY⁶ 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.

Explore Excel Charter School’s (“Explore Excel’s”) overall recruitment strategy focuses on families in the immediate neighborhood of the school (school’s zip code and surrounding areas) in order to best serve the school’s geographic community. Given the demographic of the school’s neighborhood, Explore Excel naturally recruits a large portion of students who qualify for FRPL (over 75% of the school’s current student population qualifies for FRPL). In an effort to attract and enroll more ELLs, Explore Excel created a set-aside lottery preference for ELLs. The set-aside preference seeks to fill at least nine of the available 60 kindergarten seats (15%) with ELLs, in order to match or exceed the school district’s ELL population (currently about 9%).

Although Explore Excel is not currently accountable for its targets because it was chartered prior to the 2010 Request for Proposals process in the Act, the school used the following strategies to enroll and retain students and will continue to use them to meet its targets in the future:

- **Family Information Sessions.** These information sessions, offered at different days and times during the week to increase participation by potential families, included specific information about services for students with disabilities. Fliers and informational materials were available in English and Spanish, and applications were available in English, Spanish and Haitian Creole.
- **Direct Mailing Campaign.** In partnership with Vanguard Direct, Explore Excel engaged in a direct mailing campaign to encourage Kindergarten enrollment by informing families in the immediate community about Explore Excel as a choice for their student and providing them with information about the school and an application.
- **Community Organizations, Daycare and Pre-Kindergarten Program Outreach.** During the Kindergarten recruitment season, Explore Excel staff members researched and contacted community organizations, daycare and pre-Kindergarten programs in the neighborhood to inform program staff about the school enrollment process, in some cases visiting such programs and presenting information to families. In particular, one head-start program with a very high population of non-English speaking families allowed Explore Excel staff members to host an information session in English and Spanish for families, which yielded many ELL applications.
- **Parent Referral Campaign.** Explore Excel leveraged its current families to spread the word to other families about the school enrollment process. In particular, the school’s leadership reached out to families of ELL students and asked for help engaging other ELL families in the enrollment process.
- **Website, Social Media, and Language Accessibility.** Explore Excel leveraged its website and Facebook page to spread the word about its recruitment efforts. The website offered

⁶ SUNY Trustees’ Charter Schools Committee resolution dated October 2, 2012.

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information about family information sessions, the enrollment process, services provided to students with disabilities, and its set-aside lottery preference for English Language Learners. Applications were available online in English, Spanish and Haitian Creole, and informational fliers and mailings were available in English and Spanish.

- **Retaining Students with Disabilities.** Explore Excel provides robust support services for students who have a disability or require additional academic support. The school employs three learning specialists, three special education teachers assigned to integrated co-teaching (“ICT”) classrooms, a social worker and a school counselor. These staff members provide services and support for students who need it, as well as maintain communication with families to apprise them of student progress and how families can work with students at home.

Please refer to Appendix A for more details about the school’s future targets including a comparison of how it would have performed if it were currently accountable for its targets.

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 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.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

Explore Excel Charter School

BACKGROUND

Explore Excel's original charter was approved by the SUNY Trustees on May 11, 2010. The school opened its doors in the fall of 2011 initially serving 224 students in Kindergarten through 3rd grade. This is the school's first renewal. In the current school year, the Explore Excel serves 484 students in Kindergarten through 7th grade.

The mission of Explore Excel is:

To provide students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school.

The school operates in two co-located facilities with New York City Department of Education ("NYCDOE") schools. Explore Excel's lower academy serves Kindergarten through 4th grade students and is located at 1077 Remsen Avenue, Brooklyn New York. The lower academy is co-located with P.S. 114 Ryder Elementary. The upper academy serves 5th through 7th grade at 956 East 82nd Street, Brooklyn New York, which is co-located with I.S. 068 Isaac Bildersee. Both locations are in Community School District ("CSD") 18.

Explore Excel originally intended to be a "turnaround" school to replace a failing district school. Because no school was being closed at the time the school was chartered, the SUNY Trustees granted a charter based on a stand-alone design. The school worked closely with the NYCDOE and the New York State Department of Education ("NYSED"), and when the NYCDOE announced in December 2010 it would close P.S. 114, which had received a "D" on its NYCDOE report card, Explore Excel and a new NYCDOE school were slated to replace it. Thereafter, the NYCDOE determined not to close P.S. 114 and not to open a replacement NYCDOE school. However, Explore Excel was still scheduled to co-locate with P.S. 114 and wanted to offer the option of charter school seats to as many members of that community as possible. For that reason, SUNY approved an enrollment and grade range expansion from K-1 to K-3 (see Appendix A) on March 22, 2011 knowing the school might face a more difficult start than a stand-alone school.

Explore Excel is one of six schools within a merged education corporation. The merger of two schools originally authorized by the New York City Schools Chancellor ("NYC Chancellor") and schools authorized by the SUNY Trustees, which was approved by SUNY on June 4, 2015 and effective July 1, 2015, resulted in the formation of one education corporation with authority to operate six schools. Explore Charter School and Explore Empower Charter School, both originally authorized by the NYC Chancellor, merged into the SUNY authorized Explore Excel as did Explore Exceed Charter School, Explore Enrich and Explore Envision. At that time, Explore Excel Charter School was renamed Explore Charter Schools of Brooklyn. The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1).

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

All schools within the education corporation, including Explore Excel, operate under the management of Explore Schools, Inc. (“Explore Schools” or the “network”), a New York not-for-profit charter management organization based in New York City. The network by contract provides the schools with academic, operational and back-office assistance. Schools utilize the network’s curriculum and assessment materials, all purchased or designed by network curriculum teams. The network is also responsible for managing and evaluating the performance of each school and school leader.

Appendices E and F contain analyses of network schools including information about co-location, charter terms, enrollment and grades served, as well as academic and financial performance.

EXECUTIVE SUMMARY

At its initial SUNY renewal, Explore Excel’s posts a mixed academic record. While the school’s English language arts (“ELA”) results underperformed the local district throughout the charter term, its performance in mathematics is stronger over the charter term with the school outperforming CSD 18 in each year of the charter term. In addition, Explore Excel met its comparative effect size measure in mathematics during the majority of the term.

The school’s board and leadership, dissatisfied with the performance in ELA, implemented a new curriculum during the 2015-16 school year that the Institute finds better supports students’ acquisition of necessary ELA skills. One important reason is that the new curriculum requires more rigorous student writing than in the past. A large body of research reveals students provided the opportunity to produce high volumes of written work product, in a structured and supported learning setting, improve overall ELA comprehension.⁷ In 2015-16, the leadership team expanded to include an assistant principal in order to further support the current principal in her 5th year as school leader. The school’s governing board is keenly aware of Explore Excel’s successes and the areas where it needs to improve. The board has set clear expectations for the network with regard to Explore Excel’s academic improvements and has a plan in place to monitor its progress.

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 as well as visits to the school indicating strong school leadership, the Institute finds that the program as implemented is sufficiently strong and effective such that, given additional time, the school will meet or come close to meeting its Accountability Plan goals. For these reasons, the Institute recommends that the SUNY Trustees grant Explore Excel an Initial Short-Term Renewal.

⁷ See for example this report from the Carnegie Corporation: www.carnegie.org/publications/writing-to-read-evidence-for-how-writing-can-improve-reading/.

IS THE SCHOOL AN ACADEMIC SUCCESS?

Explore Excel is becoming an academic success. The school has not met its ELA goal but posts strong performance in mathematics. The school implemented strategies during the 2015-16 school year to address Explore Excel's low ELA performance and is closely monitoring progress towards meeting its Accountability Plan goals.

At the beginning of the Accountability Period,⁸ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of 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"⁹ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"¹⁰ for other public schools, SUNY's required accountability measures rest on performance as measured by state wide 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?; and,
- growth performance, i.e., how much did the school grow student performance as compared to the growth of similarly situated students?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Explore Excel 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 the extent to which the school has established progress toward meeting its academic Accountability Plan goals, throughout the initial 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

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 an initial charter term, the Accountability Period covers the first four years the school provides instruction for students.

⁹ Education Law § 2850(2)(f).

¹⁰ Education Law § 2854(1)(d).

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(absolute proficiency, absolute Annual Measurable Objective attainment,¹¹ comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in Appendix B.

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 1A:

Has the school met or come close to meeting its Academic Accountability Plan Goals?

Explore Excel has posted a mixed record of meeting its Accountability Plan Goals: the school did not meet its ELA goal but met or came close to meeting its mathematics goal throughout the charter term. The school met its science goal early in the charter term but did not meet the goal during the two most recent years. Explore Excel is in good standing under the state’s NCLB accountability system.

The Institute analyzes all measures under the school’s ELA and mathematics goals 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 Explore Excel relative to all public schools statewide that serve the same grade levels and that enroll students who are similarly economically disadvantaged. 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 Explore Excel’s demonstrated student learning compared to other schools’ demonstrated student learning.

The Institute uses the state’s growth percentile analysis as a measure of Explore Excel’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 50th percentile. 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 the peers of its students (in terms of students state-wide who scored previously at the same level), the school must post a percentile performance that exceeds 50. A percentile performance below 50 indicates that students are losing ground relative to their peers who scored similarly during prior years.

Explore Excel did not meet its ELA goal in its initial charter term. During each year that data are available, students enrolled for at least two years at the school underperformed the district in absolute proficiency. In 2014-15, the school’s students enrolled in at least their second year had a proficiency rate 6 percentage points below students in CSD 18. The school also failed to meet the target for its comparative effect size measure over the course of the charter term. After

¹¹ The state did not calculate an AMO for 2012-13. As such, the Institute will only report on the 2013-14 and 2014-15 results.

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performing higher than expected to a small degree compared to similar schools in 2011-12, the school performed lower than expected for the remainder of its Accountability Period. In 2012-13, Explore Excel posted its first growth score and exceeded the target of the state median. The school continued to meet its growth measure during the following year but dipped below the target in 2014-15. The school's board and leadership identified this challenge and, as further described below, has put in place resources, staffing and new curriculum likely to improve ELA performance in a future charter term.

Explore Excel's mathematics results were generally strong throughout the charter term. In 2012-13, the school met its goal, outperforming the local district by over 20 percentage points. Compared to demographically similar schools across the state, Explore Excel performed higher than expected to a large degree. The same year, the school posted its first set of growth scores and exceeded the target by 5 percentile points. During the following year, the school's mean growth percentile dropped below the target. Despite missing its growth measure, the school met its goal as it continued to exceed the local district's proficiency rate and performed higher than expected to a meaningful degree relative to schools with similar demographics. In 2014-15, the school continued to outperform the district but did not meet its mathematics goal because it failed to exceed targets for either its comparative effect size measure or growth measure.

Explore Excel met its science goal in 2012-13 when 92 percent of its 4th graders who took the exam scored at or above proficient. The school also exceeded the proficiency rate of the local district. During the remainder of the charter term, the school failed to meet its science goal.

Although not a part of the school's Accountability Plan, academic outcome data about the school's students receiving special education services and ELLs are presented below for informational purposes.

		2012-13	2013-14	2014-15
Enrollment (N) Receiving Mandated Academic Services		(50)	(58)	(80)
Results	Tested on State Exams (N)	(26)	(48)	(59)
	School Percent Proficient on ELA Exam	3.8	2.1	0
	Percent Proficient Statewide	5.0	5.2	5.8

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		2012-13	2013-14	2014-15
ELL Enrollment (N)		(11)	(14)	(13)
Results	Tested on NYSESLAT ¹² Exam (N)	(11)	(13)	(13)
	School Percent 'Commanding' or Making Progress ¹³ on NYSESLAT	18.2	23.1	38.5

¹² New York State English as a Second Language Achievement Test, a standardized state exam.

¹³ Defined as moving up at least one level of proficiency. As of 2014-15, student scores can fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

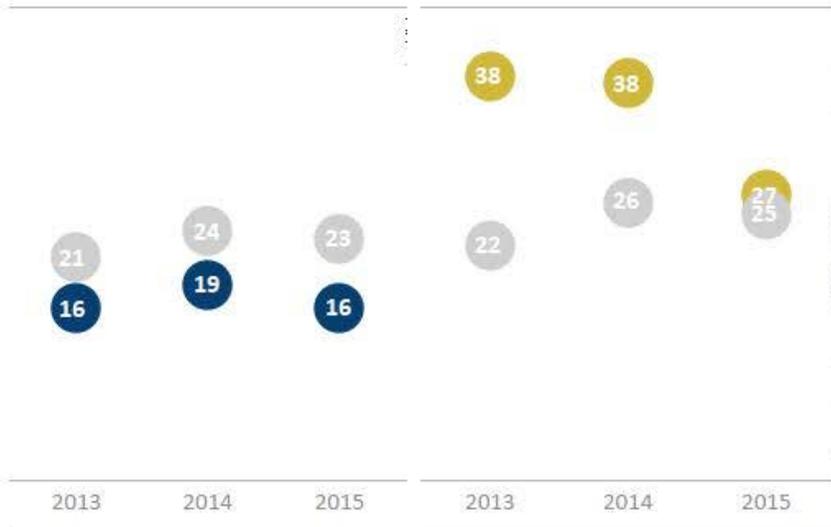
ACADEMIC PERFORMANCE

DESCRIPTION

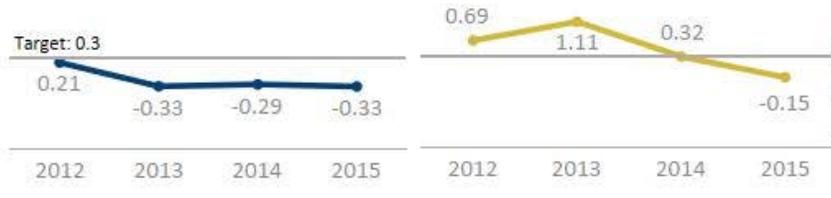
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

Comparative Measure: District Comparison. Each year, the percentage of students at Explore Excel in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in **CSD 18**.



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



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



SCIENCE

Science: Comparative Measure. Each year, the percentage of students at Explore Excel in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in **the district**.



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The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,¹⁴ describe the elements in place at schools that are highly effective at providing students from low-income backgrounds the instruction, content, knowledge and skills necessary to produce strong academic performance. The SUNY Renewal Benchmarks describe the elements an effective school must have in place at the time of renewal.¹⁵

SUNY Renewal Benchmark 1B:

Does the school have an assessment system that improves instructional effectiveness and student learning?

Explore Excel has an assessment system that provides teachers and leaders with a sufficient amount of student outcome data to improve instructional effectiveness and student learning. This year, the school is able to effectively use these data to generate action plans to improve students' academic achievement. Despite having robust systems in place for teachers to improve instruction based on these outcomes, Explore Excel has yet to develop an adequate process to ensure assessment scores are completely reliable.

- Explore Excel regularly administers a variety of assessments that align to the school's curriculum and state standards. In literacy, the school administers the Fountas and Pinell Benchmark Assessments ("F&P"), on-demand writing assessments, Core Knowledge Language Arts Assessments and Power Reading unit assessments the network develops. In mathematics, the network creates common unit assessments and interim assessments the school administers at the conclusion of each term. Teachers supplement these common assessments with exit tickets, student conferences, and other informal assessments. The breadth of these assessments generates sufficient data for teachers to monitor student progress and adjust instruction to meet student needs as necessary.
- Explore Excel does not have an adequate process to ensure the reliability of its assessment scores. For most written response questions, teachers use a rubric from the corresponding commercial curricula or one the network provides. The school holds norming sessions where teachers collectively analyze sample student work to determine the characteristics of a high quality student response. However, without a formal protocol to ensure that scoring is consistent, leaders cannot verify that teachers avoid skewing grades when applying the rubrics to their own students' work.
- The school has a system to analyze assessment results, present those results to teachers, and identify necessary instructional changes. Following each term, teachers attend "data days" as a network where they analyze F&P data to determine student placement in the school's Leveled Literacy Intervention ("LLI") and guided reading groups. Mathematics teachers use network protocols during "data days" to analyze interim assessment data and create formal action plans. Teachers collectively develop a calendar of modifications to curriculum that includes adjustments of varying intensity based on standards or questions

¹⁴ An extensive body of research identifying and confirming the correlates of effective schools exists dating back four decades. Selected sources include: www.mes.org/correlates.html;

scholar.harvard.edu/files/fryer/files/dobbie_fryer_revision_final.pdf; and, gao.gov/assets/80/77488.pdf.

¹⁵ Additional details regarding the SUNY Renewal Benchmarks, including greater specificity as to what the Institute looks for at each school that may demonstrate attainment of the SUNY Renewal Benchmarks, is available at: www.newyorkcharters.org/suny-renewal-benchmarks/.

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with which students struggled. On a day-to-day basis, teachers access student data through the school's electronic data management system and their own personal records of formative assessments. Teachers use these data to tailor instruction to meet the specific learning needs of students in small groups and, where at least 60 percent of students struggle to master a concept, to identify topics for whole group re-teaching.

- The lower academy devotes weekly blocks to incorporating review of mathematics and literacy content. During these blocks, teachers differentiate instruction to address small groups of students and re-teach missed concepts using information they receive through daily quick-check assessments at the end of a lesson and other available performance data. The upper academy does not have a formal block for incorporating review into instruction.
- Explore Excel provides parents with information on student progress and growth. During parent teacher conferences, the school distributes documents informing parents about their child's academic performance. The school sends report cards to parents at the end of each of its five academic terms and sends progress reports during the term. Parents also receive a weekly behavior report.

SUNY Renewal Benchmark 1C:

Does the school's curriculum support teachers in their instructional planning?

The school has a curriculum and supporting documents that support teachers in their instructional planning. Within the first eight weeks of instruction this year, teachers reported that changes to the school's ELA curriculum have vastly improved instruction and student engagement in learning. With support from the network, teachers receive sustained and comprehensive professional development on the delivery of the strengthened curriculum.

- In response to student performance that was lower than expected and high rates of teacher attrition, the school transitioned to using a combination of commercial and network-developed curricula that aligns to the New York State performance standards this school year. The literacy curricular framework includes Core Knowledge, Expeditionary Learning, Power Reading, and the Teacher's College writing program as anchor curricula. In mathematics, Explore Excel mainly uses TERC Investigations in conjunction with curriculum developed by teachers across the network from previous years.
- Network content area specialists, in collaboration with experienced teachers from Explore Excel, supplement and modify the anchor curricula to meet the needs of the teaching staff. The network provides pacing guides, scope and sequence documents, unit plans, lesson outlines, and other scaffolding documents for teachers to use when planning instruction. Teachers have access to shared drives that contain supporting materials for all commercial and supplemental curricula. Based on these documents, teachers know what to teach and when to teach it.
- During the summer, the network provides pre-service professional development to teachers focusing primarily on the school's implementation of new curriculum pieces. During the school year, the network provides training to teachers focusing on internalizing specific skills and strategies teachers will need to deliver strong and effective lessons. Instructional leaders at the school understand and anticipate the potential challenges to

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successful lesson implementation. As such, the school structures its professional development to provide teachers time to further practice and adjust to the new curriculum.

- Explore Excel’s instructional leaders use coaching sessions and time during weekly Professional Learning Community (“PLC”) meetings to support teachers in making curricular modifications and in building content area knowledge. While teachers do not receive formal feedback on their lesson plans, they have opportunities to identify areas of strength or concern in their planning. For example, during some PLCs, teachers and academic leaders will analyze single lesson plans or specific lesson components to surface misunderstandings.

SUNY Renewal Benchmark 1D:

Is high quality instruction evident throughout the school?

Adequate instruction is evident throughout Explore Excel, with some pockets of high quality instruction present. Teachers develop high quality lesson plans that present content in grade appropriate terms. However, only a few teachers provide questions and activities that promote higher-order thinking and problem solving skills. As shown in the chart below, during the renewal visit, Institute team members conducted 38 classroom observations following a defined protocol used in all renewal visits.

CLASSROOM OBSERVATION: NUMBER OF OBSERVATIONS

		GRADE							Total	
		K	1	2	3	4	5	6		7
CONTENT AREA	ELA		1			2	2	2	1	8
	Math		3	2	4	3	2	2	1	17
	Writing			1	2	1	2	2	2	10
	Science								1	1
	Soc Stu								1	1
	Specials								1	1
	Total		0	4	3	6	6	6	6	7

- Teachers deliver purposeful lessons with clear objectives that align to the school’s curriculum (35 of 38 classrooms observed). Most teachers communicate learning objectives to students, writing and displaying them in front of the class or telling students the purpose of the day’s lesson. Teachers regularly implement lesson activities that align to the stated learning objectives. Teachers build on students’ previous knowledge and skills in their lessons, often explicitly asking students to recall prior content knowledge and learning activities.
- Two-thirds of teachers both regularly and effectively use techniques to check for student understanding (25 of 38 classrooms observed), although the effectiveness of checks differs between the lower and upper academies. Teachers at the lower academy employ a variety of checks at both the individual and whole class levels, including classroom-wide non-verbal signals, cold-calls, and exit tickets – quick summative assessments to gauge students’

understanding of the lesson material. Lower academy teachers regularly adjust their instruction based on student understanding through providing additional scaffolding, reviewing common misunderstandings, and using structured “double check” opportunities for students to review and correct their own work. While teachers at the upper academy often perform some type of check for understanding during lessons, the effectiveness of these techniques is not evident. Most checks at the upper academy are factual or cursory in nature; few checks for understanding require interpretation or conceptual understanding. Upper academy teachers routinely call on the same small number of students and rarely adjust instruction to support student mastery of the material.

- Very few teachers challenge students with opportunities to develop depth of understanding, higher-order thinking, and problem solving skills (8 of 38 classrooms observed). While many lessons as planned include opportunities for students to apply higher-order thinking skills, analysis, and application of course content to open ended problems, most teachers hold students accountable for work requiring lower level factual recall and tasks that only require students to summarize information. Notwithstanding few exceptions, students do not systematically investigate open ended questions through inquiry based activities, with teachers delivering lessons focused instead on procedures and rote skill practice.
- Despite differences in classroom culture at the lower and upper academies, most teachers establish and maintain classroom environments with a consistent focus on academic achievement (29 of 38 classrooms observed). Across both academies, teachers generally communicate a sense of urgency for learning and provide clear directions to students, often using efficient transitions to maintain students' focus on lesson activities. Lower academy teachers communicate clear behavioral expectations through the use of school-wide cultural practices, including sitting with attentive posture, publicly recognizing positive behaviors, and providing “brain breaks” to refocus student attention. They also employ appropriate pacing during their lessons and regularly adapt their pacing as needed to maximize student engagement. In contrast, upper academy teachers mostly maintain set pacing throughout a lesson without adjustment, resulting in a less efficient use of instructional time and lost opportunities for increasing student learning.

SUNY Renewal Benchmark 1E:

Does the school have strong instructional leadership?

Explore Excel has strong instructional leadership, with leaders acting on clear priorities with regard to the school’s program. Early in the school year, Explore Excel’s leadership followed network practice, focusing on classroom culture with regard to teacher development. As the year progresses, leaders are transitioning their focus to include increasing the rigor of lessons and pedagogy in classrooms.

- Explore Excel’s instructional leadership team consists of the school’s principal, assistant principal and upper school academic director. The lower school dean of students and the upper school dean of students each support teachers in implementing the school’s discipline system. The team establishes expectations for teacher performance, setting one or two development goals for each teacher, which serve as a reference point throughout

ACADEMIC PERFORMANCE

the year by which academic leaders monitor teacher growth. Despite this collaborative goal setting, teacher goals generally focus on pedagogical or management techniques and often do not include targets for student performance outcomes. The school does set grade level performance expectations goals as measured by the F&P reading assessment.

- Academic coordinators at the lower academy provide coaching to teachers that focus on growth toward achieving individual development goals. At the upper academy, the academic director focuses on coaching ELA teachers while the principal focuses on developing math teachers. While the school provides coaching and support for teachers, coaching at the lower academy is more consistent than at the upper academy. Specifically, some teachers at the upper academy report that instructional coaches only began coaching teachers during the second month of the school year.
- Teachers meet three times per week in PLCs that focus on planning for specific content areas. Teachers also use this time to practice effective strategies for delivering content and for receiving feedback from their peers and instructional leaders. In addition, the school provides teachers common planning time after school to debrief about the effectiveness of their lessons as implemented and adjust instruction for the following day to address any weaknesses.
- The network and the school provide professional development sessions, which align with the school's priorities. Specifically, the network provides some professional development that relates to network-wide initiatives such as the implementation of new curriculum materials. Although professional development sessions are generally effective, teachers indicate that the network can improve the overall quality of these sessions by differentiating content based on the teacher experience level.
- Explore Excel's upper academy academic director performs teacher evaluations and provides direct feedback to teachers about their individual development goals during ongoing coaching sessions. The school also informs teachers about the evidence of their growth toward meeting the goal in their annual formal evaluations. However, the school does not link student performance expectations to teacher evaluations.

SUNY Renewal Benchmark 1F:

Does the school meet the educational needs of at-risk students?

The school meets the educational needs of some of its at-risk students. The school's Child Study Team ("CST") and learning specialists provide adequate services for students with disabilities. At the time of the renewal visit, the school lacked a compliant ELL program and did not provide sufficient English language acquisition services to ELLs. However, the network has sent the Institute a compliant plan for serving ELLs and reviewing the program. (See Renewal Benchmark 2 F analysis). The Institute will monitor its implementation going forward.

- Some of the school's procedures for identifying at-risk students are well defined. The school uses the New York State Identification Test for English Language Learners ("NYSITELL") to identify ELLs. Though returning teachers are aware of the steps to identify students for Tier 2 Response to Intervention ("RtI") support and special education, teachers new to the school note they do not know, nor have been trained, on how to

identify students for RtI support and special education services. At the time of the renewal visit, students had yet to be identified to receive Tier 2 support through the RtI process.

- The school classifies RtI into three tiers. Tier 1 refers to steps the general education teacher takes in classrooms to address student learning needs and potential deficiencies. If, after 4-6 weeks, students do not respond positively, as measured by classroom observations and F&P assessments, the teacher fills out a “snapshot” of the learning deficiencies. The snapshot contains a comprehensive array of possible areas in need of improvement including speech and language, academic achievement, learning strategies, and emotional and behavioral needs. The teacher sends the snapshot to the academic team, which consists of the principal, assistant principal, academic and literacy coordinators, the former support services coordinator, and the dean of culture. The academic team then identifies the members that will meet with the teacher to determine the appropriate 4-6 week Tier 2 intervention. If the student does not make sufficient progress, as identified in the plan, the school may implement a second 4-6 week Tier 2 plan or the academic team may refer the student for Tier 3 special education evaluation.
- Learning specialists provide pull-out and push-in supports to struggling students. The upper academy specifically implements daily small group intervention (“SGI”) and intensive 45-minute instruction that one teacher provides to approximately six to eight. During Term 1 of the 2015-16 school year, no students had received Tier 2 academic support through the RtI program.
- While the school provided some ELL supports, the school did not, at the time of the renewal visits, have all the components in place to fully support the English language acquisition needs of its 14 ELLs. Following the discussion with Institute staff at the renewal visit regarding these areas, the school submitted steps to strengthen its program. The Institute finds sufficient the steps Explore has and will continue to implement, and will monitor the school to ensure it continues to provide a compliant ELL program in a future charter term.
- During 2014-15 and 2015-16, the school’s teachers and learning specialists adequately identified students for Tier 2 interventions to address deficiencies in ELA, mathematics, and for behavioral interventions. General education teachers and learning specialists monitored the efficacy of SGIs in ELA through administering F&P assessments every 6-8 weeks and also monitored student progress in the general classroom setting. Tier 2 interventions in mathematics are less prescriptive and are tailored to meet individual student needs. Notwithstanding the activities supporting at-risk students’ learning and behavioral needs, Explore Excel has yet to sufficiently monitor the progress and success of mathematics support for at-risk students in the 2015-16 school year. The school plans to monitor the efficacy of Tier 2 interventions over the course of the school year through qualitative and quantitative measures.
- Learning specialists make teachers aware of their students’ IEP goals and provide them with students’ IEPs at the beginning of the year. At the lower academy, learning specialists create a comprehensive analysis of each student’s individual needs and give them to the general education teachers. Teachers at the upper academy receive a less comprehensive summary of students’ needs based on their IEPs. Teachers report that the summaries provide the information they need to meet their students’ individual needs.

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- While the school provided training to support teachers in serving at-risk students during the 2014-15 school year, it fails to provide ongoing training this school year. The school does provide opportunities for coordination between classroom teachers and at-risk program staff. For instance, learning specialists attend weekly PLC meetings to discuss instruction and student support.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

The Explore Charter Schools of Brooklyn board (the “board”) carries out its oversight responsibilities with unwavering focus on student achievement. The school organization identifies deficiencies in its program and responds by developing supports designed to strengthen the educational program. During the current charter term, the board has generally abided by its by-laws and been in general and substantial compliance with the terms of its charter, code of ethics, applicable state and federal law, rules and regulations.

Explore Charter Schools of Brooklyn is also an effective and viable organization. None of its schools are on corrective action or probation, facing non-renewal or fiscally unsound. Explore Charter Schools of Brooklyn’s schools have a generally positive track record when coming to renewal as demonstrated by the evidence set forth in Appendix E.

SUNY Renewal Benchmark 2A:

Is the school faithful to its mission and does it implement the key design elements included in its charter?

Explore Excel is generally faithful to its mission and key design elements. These are found in the School Background section at the beginning of the report and Appendix A, respectively. Since the time of the renewal visit, Explore provided a legally compliant plan to provide sufficient English language acquisition supports for ELLs. As identified later in the report, the school has presented plans for a compliant ELL program. The Institute will monitor this during a future charter term to ensure consistent compliance. The school has an improving program as analyzed using the qualitative education benchmarks and is continuing to refine its implementation of the school design, making it likely for the school to gain academic strength in a future charter term.

SUNY Renewal Benchmark 2B:

Are parents/guardians and students satisfied with the school?

To report on parent satisfaction with the school’s program, the Institute used survey data as well as data gathered from a focus group of parents representing a cross section of students.

Parent Survey Data. Explore Excel’s 93% parent participation rate and responses for the NYCDOE’s 2014-2015 NYC School Survey indicate high satisfaction with the school. The Institute compiled data from the survey the NYCDOE distributes to families each year to collect information about school culture, instruction, and systems for improvement. The survey response rate is sufficiently high enough that it is useful in framing the results as representative of the school community.

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 new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. The seven parents in attendance at the focus group indicated strong loyalty and satisfaction to the school. The parents appreciated the school’s caring but rigorous approach to educating their children. They were particularly pleased that the school uses multiple modes of communication to keep parents consistently informed about student behavioral and academic

performance. Despite this praise, parents expressed their desire for the school to offer more options for students who excel in their academic coursework and more extra-curricular activities.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2014-15, 86.1% of Explore Excel’s students 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 NYCDOE or NYSED is available to the Institute to provide either district wide or CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

SUNY Renewal Benchmark 2C:

Does the school’s organization work effectively to deliver the educational program?

Explore Excel’s organization effectively supports the delivery of the educational program.

- The school establishes an administrative structure with staff and operational systems that allow the school to carry out its academic program. The organizational structure establishes lines of accountability with increasingly defined roles and responsibilities. The school has numerous operational and behavioral support personnel that allow instructional leaders to focus on the implementation of the academic program.
- Explore Excel has student discipline systems in place, although the school does not implement them effectively at the upper academy. For every infraction at the lower academy there is a behavior matrix the network provides and the school modifies containing possible teacher interventions and consequences. This school year, the upper academy implements an extrinsic management system (“EMS”) through which students receive “scholar dollars” they can spend in the school store. Despite these systems, teachers at the upper academy report that school leaders do not consistently apply consequences amongst students. The school is currently working with the network to devise a system to better meet the needs of the 10%-20% of students that need more individualized behavioral supports.
- Teacher turnover is historically high, though turnover rates showed some improvement after the school and the network took substantial steps to address the problem. In the 2013-14 school year, teacher attrition was 53% and in 2014-15 and at the time of the renewal visit in 2015-16 teacher attrition was 29%. In the 2015-16 school year, teacher turnover continues to be an area in need of improvement; of the 38 teachers at the school last year, 11 are no longer at the school including four who left during this school year and two who were let go during this school year. To increase retention of high quality teachers during 2015-16, the board increased the teacher pay to be more comparable, and in some instances higher than, the local school district – some teachers received pay increases of as much as \$10,000. The school and the network provided a significant amount of training to teachers on classroom management practices and the new curricula, including nearly two weeks of additional summer training in part to help teachers better prepare for the start of the school year, and provided more coaching to particular teachers in need.

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- The school has sufficient resources to support the achievement of academic goals. Teachers report that school leaders address needs for additional supplies and resources upon request and that students have access to materials they need to support learning.
- The school maintains adequate enrollment of 484 compared to its chartered enrollment of 490 students. The school enrolls new students in Kindergarten through 7th grade and reports a waitlist of 1,920 students.
- Explore Excel and the network regularly monitor and evaluate the school's programs and make changes as necessary. For example, examining results from the most recent state ELA assessment, the school is focusing on improving its literacy program, specifically through implementing its LLI school-wide and implementing the new network-wide curricula of Core Knowledge and Expeditionary Learning. Also, to continue to improve student behavior, the school has adopted new incentives for students whereas last year the behavior protocols were strictly punitive. The school has begun to examine its off-site professional development activities in order to ensure resources are better allocated and that teacher training aligns with the school's current priorities.

SUNY Renewal Benchmark 2D:

Does the school board work effectively to achieve the school's Accountability Plan goals?

The board works effectively to monitor the school's day-to-day operations in the interest of achieving the school's Accountability Plan goals.

- Board members' experience in finance, law, and project management enable the board to monitor the school's operations and fiscal health adequately. Although the board monitors academic data for progress toward meeting goals, its members recognize limitations in their ability to address this data and other issues pertaining to the school's academic program. To mitigate that perceived problem, the board is actively seeking new members who will contribute experience in K-12 education.
- The board maintains a dashboard containing information about the academic program, student attendance, and teacher retention. The information in the dashboard aligns with the board's priorities: to retain and develop good teachers and school leaders and to improve the schools' curricula and curriculum resources. Discussions at monthly meetings focus on the information contained in the dashboard; however, additional information is available to the board upon request.
- The board hires and retains key personnel. Per the not-for-profit management agreement, the network is responsible for hiring and retaining key personnel including school leaders and teachers, with the board's consent. Recognizing a need to reduce the school's 35 percent teacher turnover rate, the board has made it a priority to work with the network to improve hiring practices and retention efforts. For example, changes to the network's teacher hiring process now require candidates to teach a model lesson. The board also restructured the teacher salary increase schedule in an effort to recruit and retain more high quality teachers.
- The board does not have a formal process to evaluate its own performance, using informal, reflective conversation to discuss goals and the effectiveness of its oversight. Board

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members do plan to adopt a formal system for evaluating its effectiveness as a board next year.

SUNY Renewal Benchmark 2E:

Does the board implement, maintain and abide by appropriate policies, systems and processes?

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

- The board is thoughtful as to its membership finding 6-8 members is its ideal number. This has allowed a committee structure where members cycle through committees to improve understanding across areas. Functioning of committees is well established except in the area of academic accountability where the board's lack of knowledge in the area has hindered its ability to appropriately monitor. Plans for additional board members with educational experience are already underway and should assist the board in this area in the future.
- The board receives weekly articles on various topics related to education to keep informed of current trends.
- The board receives specific and extensive reports on each program including fiscal and academic performance.
- The board has materially complied with the terms of its by-laws and code of ethics.
- The board has identified three core initiatives for the 2015-16 school year including improving the school's curriculum, teacher retention, and leadership development.
- The board checks in with the school leader on a regular basis to ensure leadership is receiving appropriate support from Explore Schools.
- The board functions well with staff of Explore Schools and appears to have a good working relationship which includes healthy debate and accountability. Staff of Explore Schools sits on many of the board committees to ensure open communication and collaboration.

SUNY Renewal Benchmark 2F:

Has the school substantially complied with applicable laws, rules and regulations, and provisions of its charter?

The school/education corporation generally and substantially complies with applicable laws, rules and regulations and the provisions of its charter. The Institute noted exceptions in the following areas.

- Code of Ethics. The education corporation's code of ethics needs to be updated to comply with provisions of the New York General Municipal Law and New York Not-For-Profit Corporation Law. The Institute will also ensure this is updated prior to the start of a new charter term.
- Complaints. The school generated one informal complaint regarding promotion in doubt of a student. In following up on an informal allegation of rough handling of students by a

ORGANIZATIONAL PERFORMANCE

staff member, the Institute found the school had investigated, warned the employee and ultimately terminated the employee. No formal complaints required review by the Institute, and initial inquiries found no violations.

- ELL Program. As noted earlier, at the time of the renewal visit, the Institute identified areas necessary to improve the school's delivery of services to ELL students so that its ELL program was compliant with the requirements of Title VI of the Civil Rights Act of 1964 and federal regulations. The school immediately addressed the Institute's concerns by providing a compliant plan to remedy any deficiencies and implementing steps to ensure compliance. The Institute will monitor the implementation of the ELL program to help ensure compliance in a future charter term.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Explore Charter Schools of Brooklyn is fiscally sound as is its school, Explore Excel. The SUNY Fiscal Dashboard for Explore Excel is included in Appendix D as well as a dashboard for the network that the Institute constructed by combining all six of the individual schools that became Explore Charter Schools of Brooklyn through a merger effective July 1, 2015. Using color coded tables and charts; each chart indicates that the education corporation and school, respectively, have demonstrated fiscal soundness over the majority of the charter term.¹⁶ The discussion that follows relates mainly to the Explore Charter Schools of Brooklyn education corporation because a school is not a legally distinct fiscal entity although some of the information pertains to Explore Excel prior to the merger.

Explore Excel and the education corporation has adequate financial resources to ensure stable operations. In addition to analyzing the soundness of the individual charter school, the Institute analyzes the soundness of the not-for-profit education corporation granted the authority to operate the school and finds it too is fiscally sound. Since the merger recently took effect, the Explore Excel fiscal dashboard reflects the financial condition over the past four years of the charter term when the school was an independent entity.

Explore Schools supports Explore Excel in the area of academic program, fiscal management and operational support, human resources, technology and public relations under the terms of a management contract. The Explore Charter Schools of Brooklyn financial model is intended to ensure that all fully enrolled schools are financially sustainable, operating the school's program solely through public funding.

SUNY Renewal Benchmark 3A:

[Does the school operate pursuant to a fiscal plan in which it creates realistic budgets that it monitors and adjusts when appropriate?](#)

Working in partnership with the network, Explore Excel employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The network's chief financial officer coordinates the development of annual and long-term budget preparation procedures with input from the school leadership staff and the board finance committee.
- The projected five-year renewal budget reflects anticipated increases in revenues and expenses associated with planned enrollment growth as the school reaches its full capacity through grade 8 going into the renewal charter term.
- The individual education corporation prepares a long-term budget, which is updated on an annual basis.

¹⁶ The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

FISCAL PERFORMANCE

- Explore Excel has been located in shared NYCDOE facility space since opening in 2011. Explore Excel is not responsible for rent, utilities, custodial services, maintenance or school safety services on the facility.
- Effective July 1, 2015, Explore Excel merged with other charters into Explore Charter Schools of Brooklyn. For operating efficiencies and purchasing power, expenses are shared with the network of five other charters related by common management.

SUNY Renewal Benchmark 3B:

Does the school maintain appropriate internal controls and procedures?

Explore Excel and the merged education corporation have a history of sound fiscal policies, procedures and practices and maintain appropriate internal controls.

- The Financial Policies and Procedures Manual is the guide for all internal controls and procedures at Explore Excel. The manual contains fiscal policies and procedures that undergo ongoing reviews. The most recent update to the manual included federal guidelines for grant management, and other updates included a conflict of interest policy.
- The Explore Excel audit reports have no findings of deficiencies. With the effective merger dated July 1, 2015, the next audit report for the fiscal year ended June 30, 2016 will be within the merged education corporation audit report.

SUNY Renewal Benchmark 3C:

Does the school comply with financial reporting requirements?

Explore Excel and the merged education corporation comply with financial reporting requirements.

- The Institute, NYSED and NYCDOE have received required financial reports that are timely, complete and follow generally accepted accounting principles (“GAAP”).
- Independent audits of annual financial statements have received unqualified opinions with no material weaknesses or instances of non-compliance observed.
- The individual education corporation and merged entity generally file key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses and, enrollment.

SUNY Renewal Benchmark 3D:

Does the school maintain adequate financial resources to ensure stable operations?

Explore Excel and the merged education corporation maintains adequate financial resources to ensure stable operations.

- The school opened in 2011 and its first four years of operations resulted in surpluses. Actual enrollment for the 2014-15 school year was at 107% of chartered enrollment, resulting in a fiscally healthy outlook.
- The individual school and the education corporation’s fiscal dashboards in Appendices D and F, respectively, reflect fiscal strength.
- The board maintains a designated reserve fund for unforeseen facility, personnel and other issues for Explore Excel, which was \$575,000 as of June 30, 2015.

FISCAL PERFORMANCE

- Explore Excel has total net assets of approximately \$1.9 million and 3.6 months of cash on hand to pay bills due shortly, as reported in the most recent audit report.
- Explore Excel operates the required dissolution reserve fund in the amount of \$75,000. The education corporation will need to bring the balance to the required level for the number of schools that it operates per the renewal charter agreement, which works out to less than \$75,000 per school.

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?

Explore Excel has made progress toward meeting its academic Accountability Plan goals and maintains a sufficient 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 as proposed during the next charter term are reasonable, feasible and achievable.

The education corporation's plans for the future are to continue to operate Explore Excel in its current configuration and to increase to serve 8th grade students as set forth in the Application for Charter Renewal. The Institute finds the plans for Explore Excel reasonable, feasible and achievable based on its renewal review.

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. The education corporation plans to implement the aforementioned programmatic changes in order to increase the likelihood of the school meeting its Accountability Plan goals in the next charter term.

	Current Charter Term	End of Next Charter Term
Enrollment	490	552
Grade Span	K-7	K-8
Teaching Staff	47	51
Days of Instruction	179	179

Plans for Board Oversight & Governance. Board members express an interest in continuing to serve the education corporation in the next charter term and may add additional members in the future.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, Explore Charter Schools of Brooklyn 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 CMO. The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, and any other CMO contracts, when executed.

FUTURE PLANS

The school intends to provide instruction for Kindergarten through 8th grade students in its current locations, co-located facilities in Brooklyn.

The Institute also reviewed the proposed school budgets for the other schools in the education corporation and finds them feasible and achievable. The Institute has reviewed the proposed terms of operation of each school including its enrollment and grades to be served at the time of its last renewal or when the authority to operate the school was initially approved or when any revision of either was approved. None of the findings in this renewal review disturb those prior findings. In addition, any modifications to the education corporation's terms of operation that were set forth in the Application for Charter Renewal that apply to all schools or to a sub-set of schools, such as a shared program for students with disabilities were reviewed by the Institute and found to meet SUNY's renewal standards, and legal requirements, or will meet them upon implementation.

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. The education corporation has amended or will amend other key aspects of the renewal application -- including by-laws and code of ethics -- to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

Similarly, the education corporation's Application for Corporate Renewal contains all necessary elements as required by the Act. All of the education corporation's schools will continue to operate in accordance with their school terms of operation in the charter agreement with the exception of the two schools coming to renewal, which will operate in accordance with those parts of their Applications for Charter Renewal approved by the SUNY Trustees. The Institute notes that as of the December 11, 2015 deadline, Explore Charter Schools of Brooklyn has not sent any Letters of Intent to open new schools.

Appendix A

Explore Excel School Overview

APPENDIX A: EXPLORE EXCEL SCHOOL OVERVIEW

Board of Trustees¹⁷

Board Member Name	Position	Board Member Name	Position
Graeme Daykin	Chair	Hank Mannix	Vice Chair
Kim Carnegie	Trustee	Beth Cohen	Treasurer
Angelica Thomas	Trustee	Morty Ballen	Trustee
Peter Walker	Trustee		

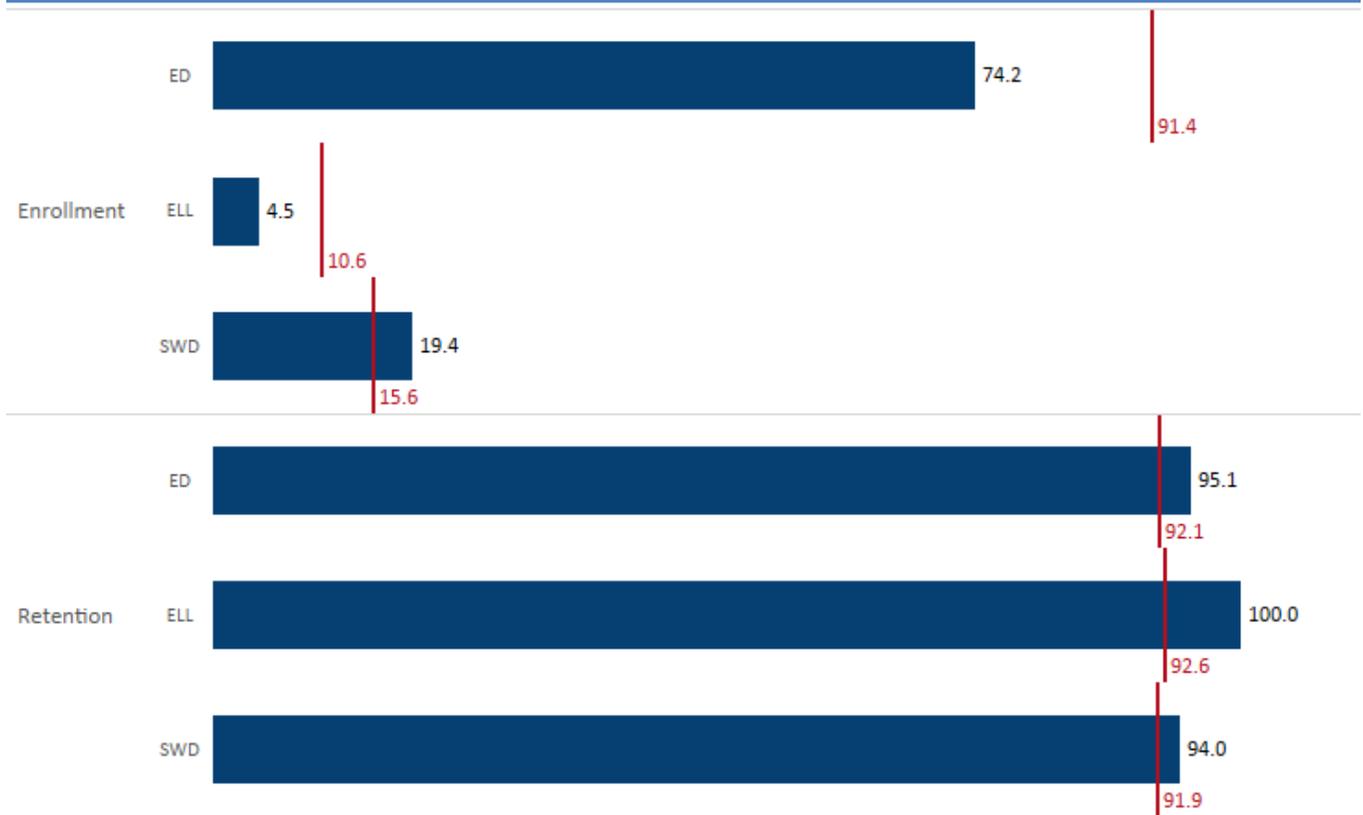
Student Demographics: Race/Ethnicity



¹⁷ Source: The Institute’s board records at the time of the renewal review.

APPENDIX A: EXPLORE EXCEL SCHOOL OVERVIEW

Enrollment and Retention Targets



The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELL, and FRPL students. This analysis is based on the most recently available data from NYSED.

Timeline of Charter School Renewal

- School Opening
- Initial Renewal - Full Term
- ▲ Initial Renewal - Short Term



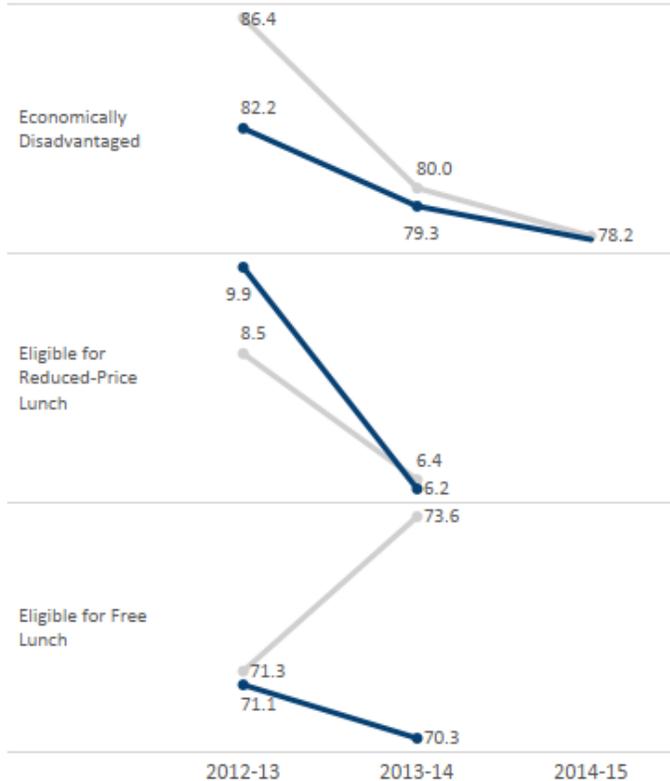
APPENDIX A: EXPLORE EXCEL SCHOOL OVERVIEW

Persistence in Enrollment



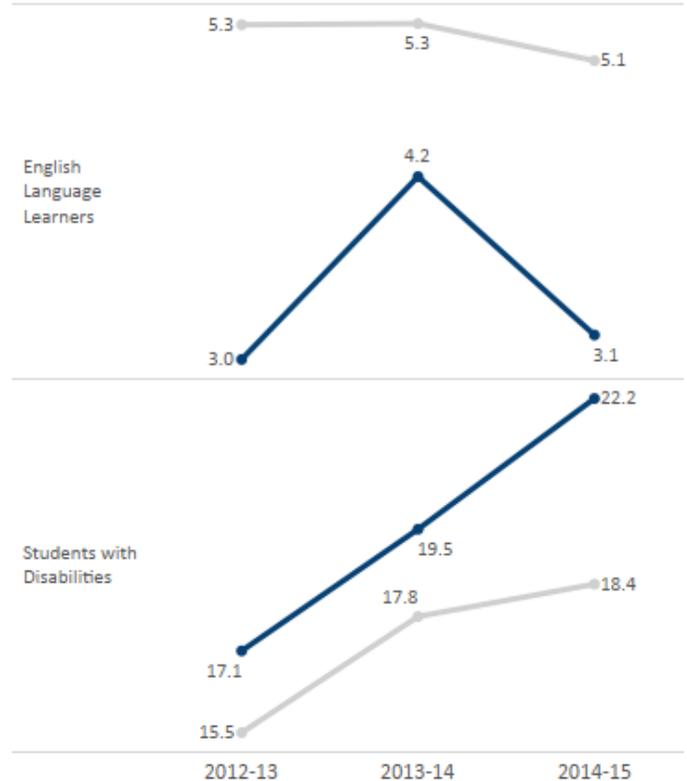
Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

Student Demographics: Free/Reduced Lunch



The charts show the trends in enrollment in the **school** and the **district** for each subgroup over the charter term. Reduced-Price and Free Lunch data are not available for 2014-15. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

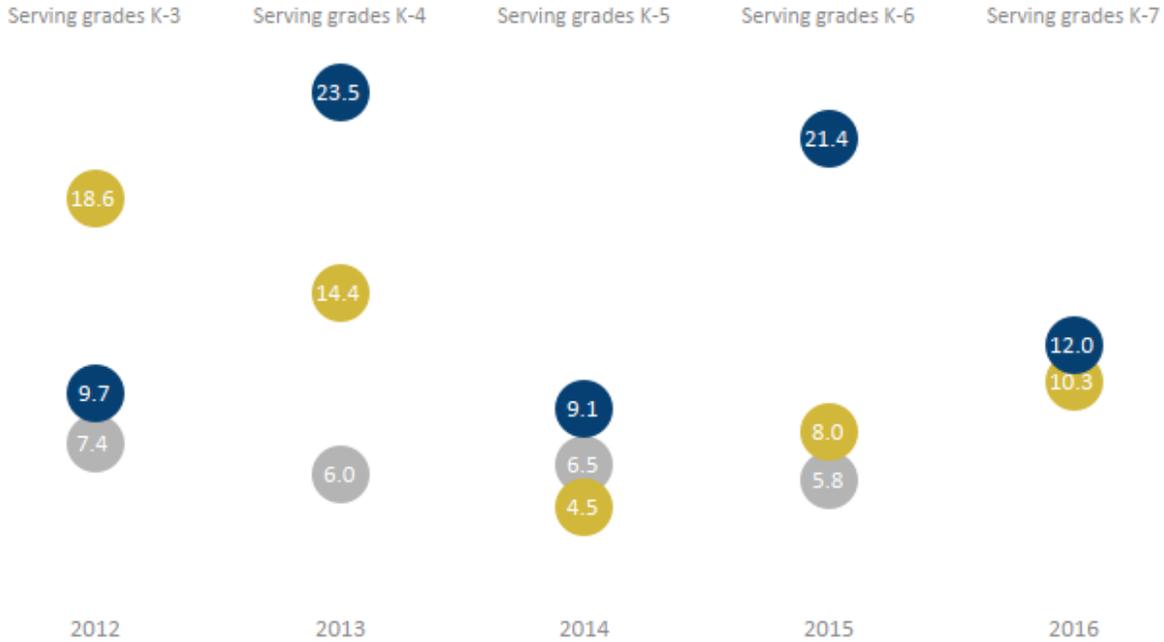
Student Demographics: Special Populations



The charts show trends in enrollment in the **school** and the **district** for each subgroup over the charter term.

APPENDIX A: EXPLORE EXCEL SCHOOL OVERVIEW

Suspensions: Explore Excel Charter School's in school suspension rate and out of school suspension rate and the district overall suspension rate.



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 12th 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 durations 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: 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.

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

2012	2013	2014	2015	2016
0	0	0	0	0

School Characteristics					
School Year	Chartered Enrollment	Actual Enrollment ¹⁸	Actual as a Percentage of Chartered	Proposed Grades	Actual Grades

¹⁸ Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection).

APPENDIX A: EXPLORE EXCEL SCHOOL OVERVIEW

Enrollment

2011-12	224	233	104%	K-2	K-3
2012-13	280	299	107%	K-3	K-4
2013-14	336	357	106%	K-4	K-5
2014-15	396	421	106%	K-5	K-6
2015-16	490	484	99%	K-6	K-7

Key Design Elements

Element	Evident?
▪ Beginning young;	+
▪ Continuing through 8 th grade;	+
▪ Longer school day and year;	-
▪ Small class size;	+
▪ Meeting the needs of at-risk students;	-
▪ Continuous research to drive improvement;	+
▪ Instructional decision making; and,	+
▪ Governance and organizational design.	+

School Leaders

School Year(s)	Name(s) and Title(s)
2011-12	Ethan Mitnick, Principal
2012-13 to Present	Dana Bogle, Principal

Parent Satisfaction: Survey Results

Response Rate: 93%

Rigorous Instruction: 83%

Effective School Leadership: 79%

Supportive Environment: 78%

School Visit History

School Year	Visit Type	Date
2011-12	First Year Visit	May 9, 2012
2015-16	Initial Renewal Visit	October 28-29, 2015

APPENDIX A: EXPLORE EXCEL SCHOOL OVERVIEW

Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
October 28-29, 2015	Jeffrey Wasbes	Executive Deputy Director for Accountability
	Sinnjinn Bucknell	Performance and Systems Analyst
	Adam Aberman	External Consultant
	Jared Boyce	External Consultant

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Appendix B

School Performance Summaries

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: English Language Arts Explore Excel Charter School



	2012-13			MET	2013-14			MET	2014-15			MET			
	Grades Served: K-4				Grades Served: K-5				Grades Served: K-6						
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
ABSOLUTE MEASURES 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	10.2 (59)	12.5 (48)	NA	3	18.3 (60)	17.0 (47)	NA	3	26.7 (60)	28.3 (46)	NO			
	4	19.7 (61)	21.1 (38)		4	14.1 (64)	14.8 (54)		4	8.3 (60)	8.3 (48)				
	5	(0)	(0)		5	21.0 (62)	24.0 (50)		5	11.3 (62)	9.6 (52)				
	6	(0)	(0)		6	(0)	(0)		6	19.0 (63)	20.0 (50)				
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)				
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)				
	All	15.0 (120)	16.3 (86)		All	17.7 (188)	18.5 (151)		All	16.3 (245)	16.3 (196)				
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.	Grades	PI	AMO		Grades	PLI	AMO	NO	Grades	PLI	AMO	NO			
	3-4	77			3-5	74	89		3-6	74	97				
COMPARATIVE MEASURES 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 18			NO	Comparison: Brooklyn District 18			NO	Comparison: Brooklyn District 18			NO			
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-4	16.3	21.1		3-5	18.5	23.6		3-6	16.3	22.9				
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.	% FL	Actual	Predicted	Effect Size	NO	% ED	Actual	Predicted	Effect Size	NO	% ED	Actual	Predicted	Effect Size	NO
	86.2	15.0	19.1	-0.33		81.6	17.7	21.9	-0.29		80.7	16.3	20.4	-0.33	
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State	YES	Grades	School	State	YES	Grades	School	State	NO			
	4	51.6			4	47.0			4	44.9					
	5	0.0			5	55.5			5	40.4					
	6	0.0			6	0.0			6	41.8					
	7	0.00			7	0.0			7	0.0					
	8	0.0			8	0.0			8	0.0					
	All	51.6	50.0		All	51.2	50.0		All	42.3	50.0				

APPENDIX B: SCHOOL PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Mathematics															
Explore Excel Charter School															
	2012-13 Grades Served: K-4			MET	2013-14 Grades Served: K-5			MET	2014-15 Grades Served: K-6			MET			
	Grades	All Students	2+ Years Students		Grades	All Students	2+ Years Students		Grades	All Students	2+ Years Students				
		% (N)	% (N)			% (N)	% (N)			% (N)					
ABSOLUTE MEASURES 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	35.6 (59)	31.3 (48)	NA	3	41.7 (60)	44.7 (47)	NA	3	38.3 (60)	37.0 (46)	NO			
	4	49.2 (61)	47.4 (38)		4	28.1 (64)	24.1 (54)		4	32.8 (61)	36.7 (49)				
	5	(0)	(0)		5	38.7 (62)	46.0 (50)		5	14.8 (61)	15.7 (51)				
	6	(0)	(0)		6	(0)	(0)		6	19.0 (63)	20.0 (50)				
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)				
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)				
	All	42.5 (120)	38.4 (86)		All	36.0 (186)	37.7 (151)		All	26.1 (245)	27.0 (196)				
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.	Grades	PI	AMO	YES	Grades	PLI	AMO	YES	Grades	PLI	AMO	NO			
	3-4	120			3-5	107	86		3-6	85	94				
COMPARATIVE MEASURES 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 18			YES	Comparison: Brooklyn District 18			YES	Comparison: Brooklyn District 18			YES			
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-4	38.4	22.3		3-5	37.7	26.3		3-6	27.0	25.3				
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.	% FL	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	YES	% ED	Actual	Predicted	Effect Size	NO
	86.2	42.5	23.8	1.11		81.6	36.0	30.5	0.32		80.7	26.1	29.0	-0.15	
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State	YES	Grades	School	State	NO	Grades	School	State	NO			
	4	55.1			4	38.4			4	46.9					
	5	0.0			5	44.2			5	19.5					
	6	0.0			6	0.0			6	31.5					
	7	0.0			7	0.0			7	0.0					
	8	0.0			8	0.0			8	0.0					
	All	55.1	50.0		All	41.3	50.0		All	32.5	50.0				

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Appendix C

District Comments

The Institute has received no district or public comments.

Appendix D

School Fiscal Dashboard

APPENDIX D: SCHOOL FISCAL DASHBOARD



Explore Excel Charter School

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 2011-12					
	2010-11	2011-12	2012-13	2013-14	2014-15
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	435,413	1,011,962	1,609,179	1,986,012
Grants and Contracts Receivable	-	452,002	329,748	80,756	118,305
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	58,279	36,880	60,794	16,915
Contributions and Other Receivables	-	-	-	-	2,297
Total Current Assets - GRAPH 1	-	945,694	1,378,590	1,750,729	2,123,529
Property, Building and Equipment, net	-	279,733	405,310	381,853	394,821
Other Assets	-	5,002	75,040	75,128	75,203
Total Assets - GRAPH 1	-	1,230,429	1,858,940	2,207,710	2,593,553
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	215,482	118,692	170,649	190,010
Accrued Payroll and Benefits	-	278,046	388,221	438,391	505,075
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	12,860	27,530	16,188	-
Total Current Liabilities - GRAPH 1	-	506,388	534,443	625,228	695,085
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	506,388	534,443	625,228	695,085
Net Assets					
Unrestricted	-	724,041	1,324,497	1,582,482	1,323,468
Temporarily restricted	-	-	-	-	575,000
Total Net Assets	-	724,041	1,324,497	1,582,482	1,898,468
Total Liabilities and Net Assets	-	1,230,429	1,858,940	2,207,710	2,593,553
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	3,145,352	4,035,199	4,823,972	5,805,146
Students with Disabilities	-	223,597	550,649	648,656	747,150
Grants and Contracts					
State and local	-	212,333	23,238	-	36,107
Federal - Title and IDEA	-	133,730	403,688	205,824	216,110
Federal - Other	-	473,795	147,080	105,370	135,710
Other	-	-	-	37,916	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	4,188,807	5,159,854	5,821,738	6,940,223
Expenses					
Regular Education	-	3,109,842	3,134,509	3,905,652	4,476,474
SPED	-	115,365	661,610	678,115	1,076,479
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	3,225,207	3,796,119	4,583,767	5,552,953
Management and General	-	505,615	777,028	993,102	1,084,889
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	3,730,822	4,573,147	5,576,869	6,637,842
Surplus / (Deficit) From School Operations	-	457,985	586,707	244,869	302,381
Support and Other Revenue					
Contributions	-	250,000	3,556	-	-
Fundraising	-	13,280	10,156	13,028	13,530
Miscellaneous Income	-	2,776	37	88	75
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	266,056	13,749	13,116	13,605
Total Unrestricted Revenue	-	4,454,863	5,173,603	5,834,854	6,953,828
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	4,454,863	5,173,603	5,834,854	6,953,828
Change in Net Assets	-	724,041	600,456	257,985	315,986
Net Assets - Beginning of Year - GRAPH 2	-	-	724,041	1,324,497	1,582,482
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	724,041	1,324,497	1,582,482	1,898,468

APPENDIX D: SCHOOL FISCAL DASHBOARD



Explore Excel Charter School

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	679,734	961,622	1,256,397	1,261,715
Instructional Personnel	-	1,325,537	1,793,485	1,791,300	2,373,130
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	2,005,271	2,755,107	3,047,697	3,634,845
Fringe Benefits & Payroll Taxes	-	414,326	602,062	750,778	869,729
Retirement	-	-	-	-	-
Management Company Fees	-	361,715	464,048	578,877	696,617
Building and Land Rent / Lease	-	-	15,571	-	-
Staff Development	-	113,759	71,105	78,980	89,304
Professional Fees, Consultant & Purchased Services	-	199,888	43,242	338,646	397,318
Marketing / Recruitment	-	60,317	49,973	31,969	29,166
Student Supplies, Materials & Services	-	307,956	177,332	196,429	327,087
Depreciation	-	34,837	104,121	154,590	154,924
Other	-	232,753	290,586	398,903	438,852
Total Expenses	-	3,730,822	4,573,147	5,576,869	6,637,842

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	168	224	280	336
Revised Enroll	-	224	280	336	396
Actual Enroll - GRAPH 4	-	233	299	357	422
Chartered Grades	-	K-2	K-3	K-4	K-5
Revised Grades	-	K-3	K-4	K-5	K-6

Primary School District: N/A

Per Pupil Funding (Weighted Avg of All Districts)

	2010-11	2011-12	2012-13	2013-14	2014-15
	-	13,527	13,527	13,527	13,777

Increase over prior year

	2010-11	2011-12	2012-13	2013-14	2014-15
	0.0%	100.0%	0.0%	0.0%	1.8%

PER STUDENT BREAKDOWN

Revenue

	2010-11	2011-12	2012-13	2013-14	2014-15
Operating	-	17,978	17,263	16,326	16,446
Other Revenue and Support	-	1,142	46	37	32
TOTAL - GRAPH 3	-	19,120	17,309	16,362	16,478

Expenses

	2010-11	2011-12	2012-13	2013-14	2014-15
Program Services	-	13,842	12,700	12,854	13,159
Management and General, Fundraising	-	2,170	2,600	2,785	2,571
TOTAL - GRAPH 3	-	16,012	15,300	15,639	15,729

% of Program Services 0.0% 86.4% 83.0% 82.2% 83.7%

% of Management and Other 0.0% 13.6% 17.0% 17.8% 16.3%

% of Revenue Exceeding Expenses - GRAPH 5

	2010-11	2011-12	2012-13	2013-14	2014-15
	0.0%	19.4%	13.1%	4.6%	4.8%

Student to Faculty Ratio

	2010-11	2011-12	2012-13	2013-14	2014-15
	-	9.7	10.7	10.8	10.3

Faculty to Admin Ratio

	2010-11	2011-12	2012-13	2013-14	2014-15
	-	3.4	1.8	1.9	2.1

Financial Responsibility Composite Scores - GRAPH 6

	2010-11	2011-12	2012-13	2013-14	2014-15
Score	0.0	2.3	3.0	2.7	2.7
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

	2010-11	2011-12	2012-13	2013-14	2014-15
Net Working Capital	0	439,306	844,147	1,125,501	1,428,444
As % of Unrestricted Revenue	0.0%	9.9%	16.3%	19.3%	20.5%
Working Capital (Current) Ratio Score	0.0	1.9	2.6	2.8	3.1
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	MEDIUM	MEDIUM	MEDIUM	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Good	Good	Good	Excellent

Quick (Acid Test) Ratio

	2010-11	2011-12	2012-13	2013-14	2014-15
Score	0.0	1.8	2.5	2.7	3.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	MEDIUM	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

	2010-11	2011-12	2012-13	2013-14	2014-15
Score	0.0	0.4	0.3	0.3	0.3
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

	2010-11	2011-12	2012-13	2013-14	2014-15
Score	0.0	1.4	2.7	3.5	3.6
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	MEDIUM	MEDIUM	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Good	Good	Excellent	Excellent

Average -
5 Yrs.
OR Charter
Term

17,003
314
17,317

13,139
2,531
15,670

83.8%

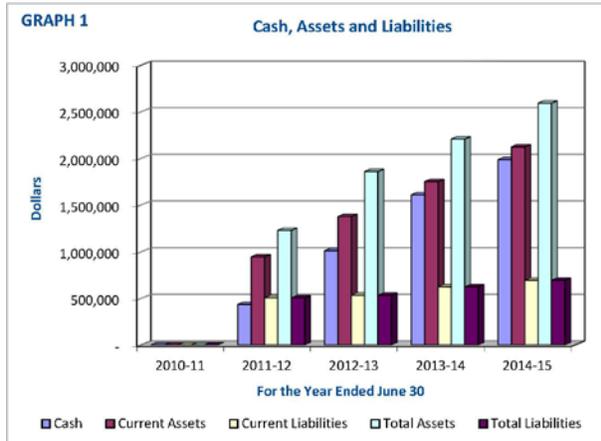
16.2%

10.5%

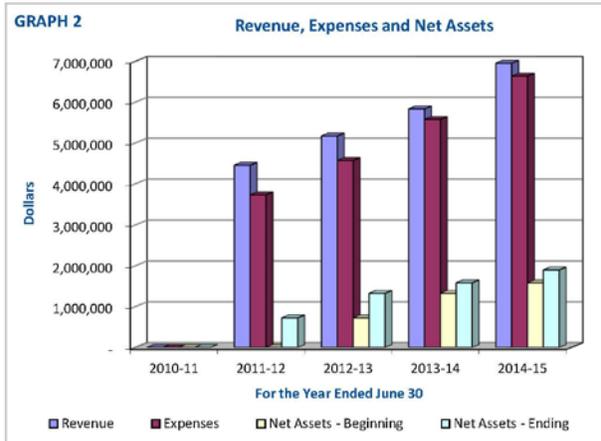
APPENDIX D: SCHOOL FISCAL DASHBOARD



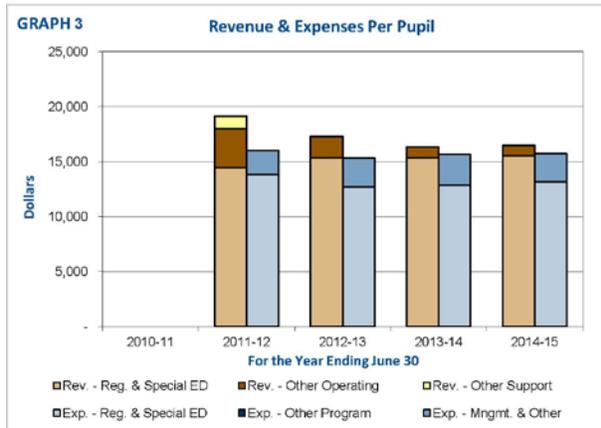
Explore Excel Charter School



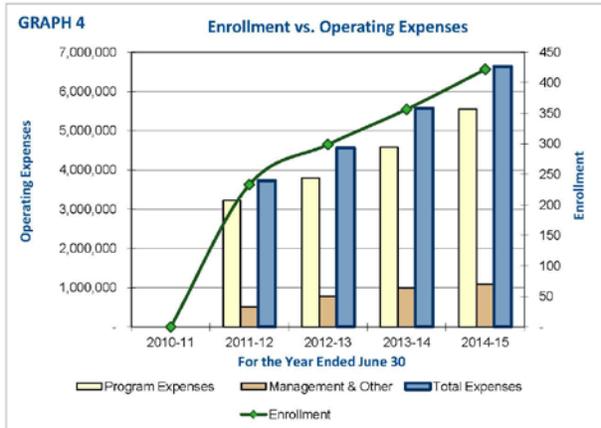
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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.



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.



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.

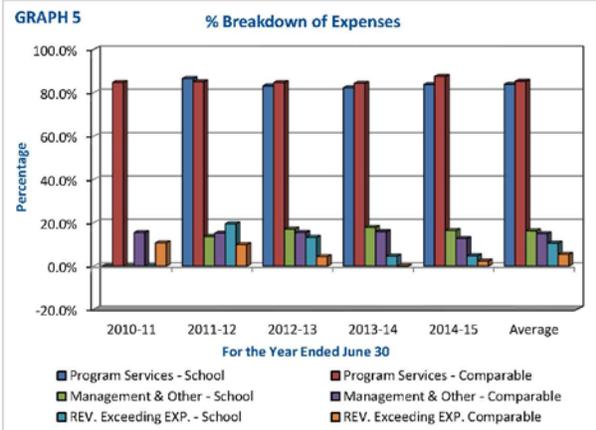
APPENDIX D: SCHOOL FISCAL DASHBOARD



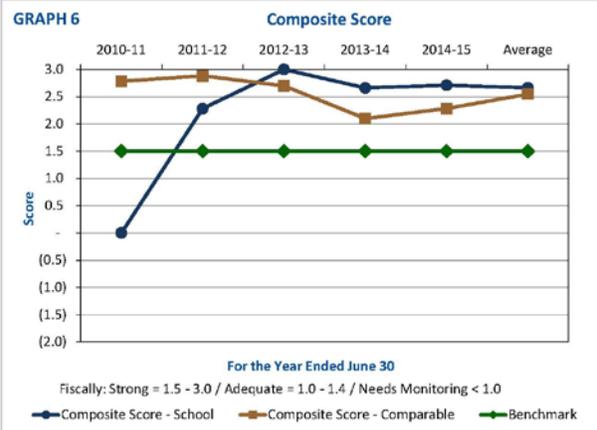
Explore Excel Charter School

Comparable School, Region or Network: New York City & Long Island Schools

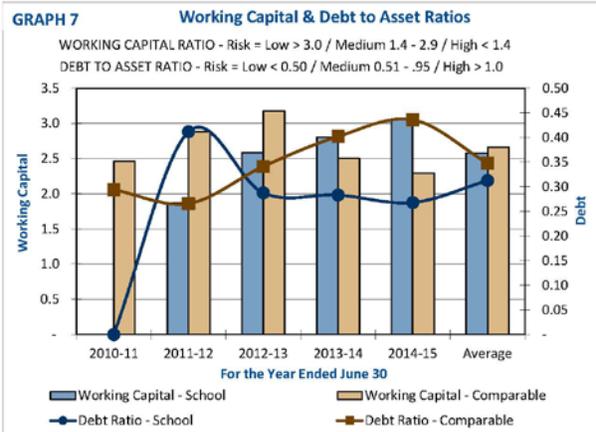
* Average = Average - 5 Yrs. OR Charter Term



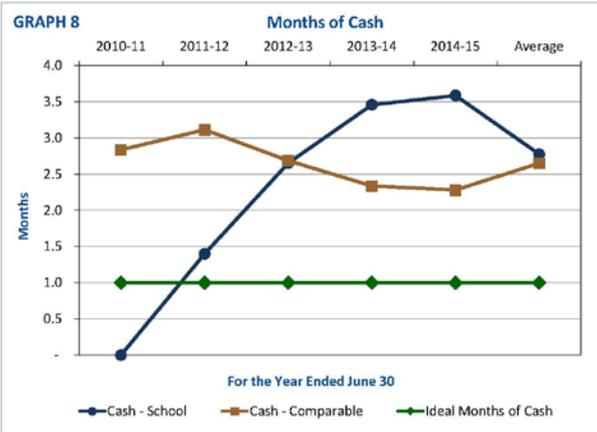
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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.



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.



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.

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Appendix E

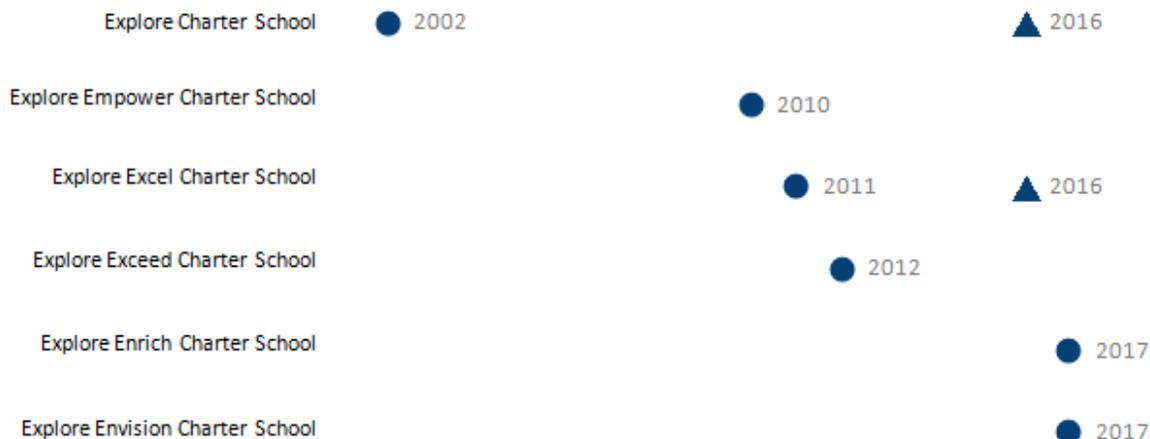
Education Corporation Overview

APPENDIX E: EDUCATION CORPORATION OVERVIEW

Education Corporation Timeline of Charter Renewal

● School Opening

▲ Initial Renewal - Short Term



EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Enrollment	Grade Span
Explore Charter School	CSD 17	Yes	540	K-8
Explore Empower Charter School	CSD 17	Yes	540	K-8
Explore Enrich Charter School	CSD 17	Not Open	Not Open	Not Open
Explore Envision Charter School	CSD 19	Not Open	Not Open	Not Open
Explore Exceed Charter School	CSD 17	Yes	430	K-6
Explore Excel Charter School	CSD 18	Yes	490	K-7

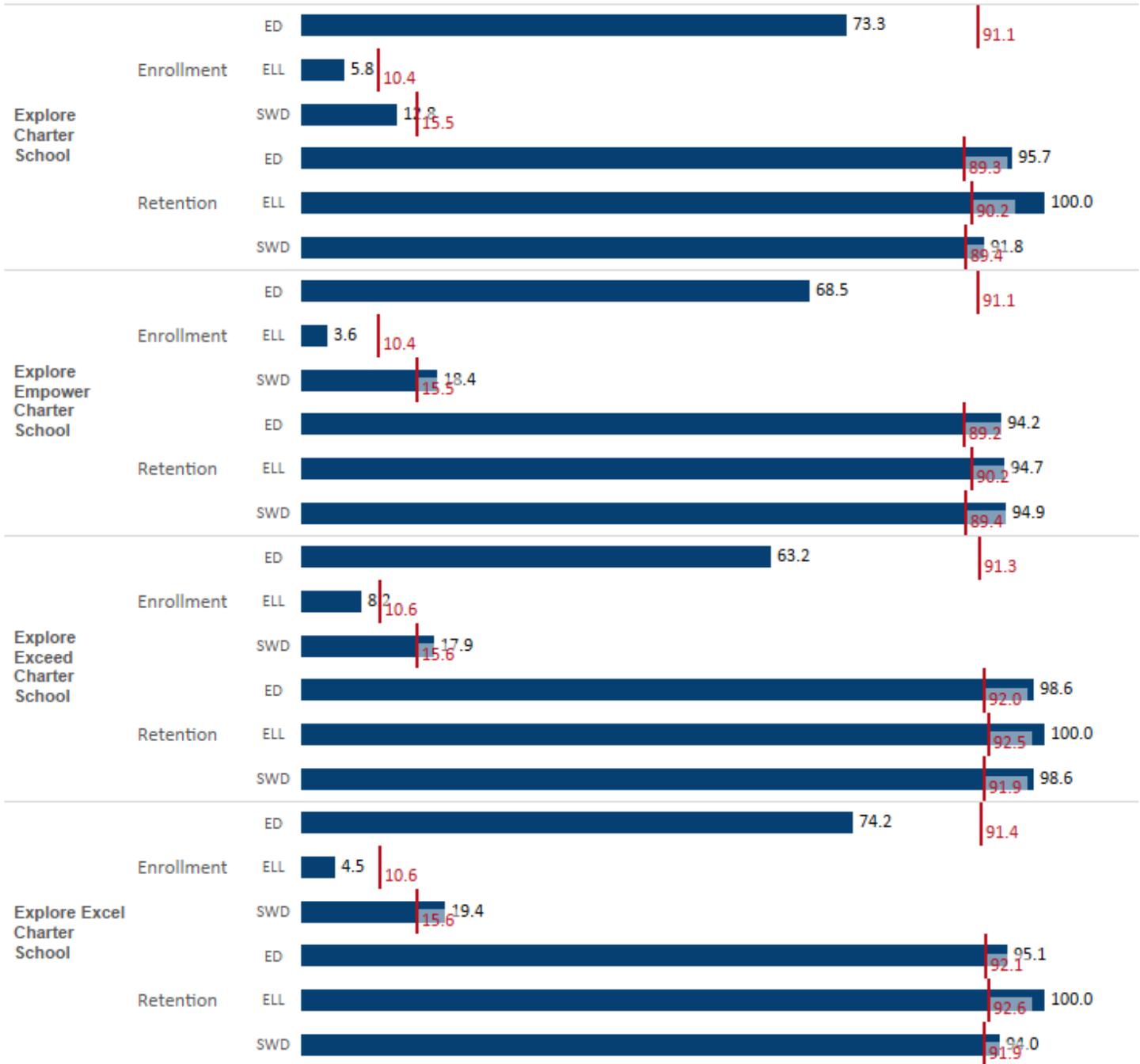
Persistence in Enrollment



Persistence in enrollment illustrates the percentage of students not scheduled to age out of the school who re-enroll from the previous year. The Institute derived the statistical information on enrollment persistence from its database. No comparative data from NYCDOE or NYSED is available to the Institute to provide either district wide or by CSD context. As such, the information presented is for information purposes but does not allow for comparative analysis.

APPENDIX E: EDUCATION CORPORATION OVERVIEW

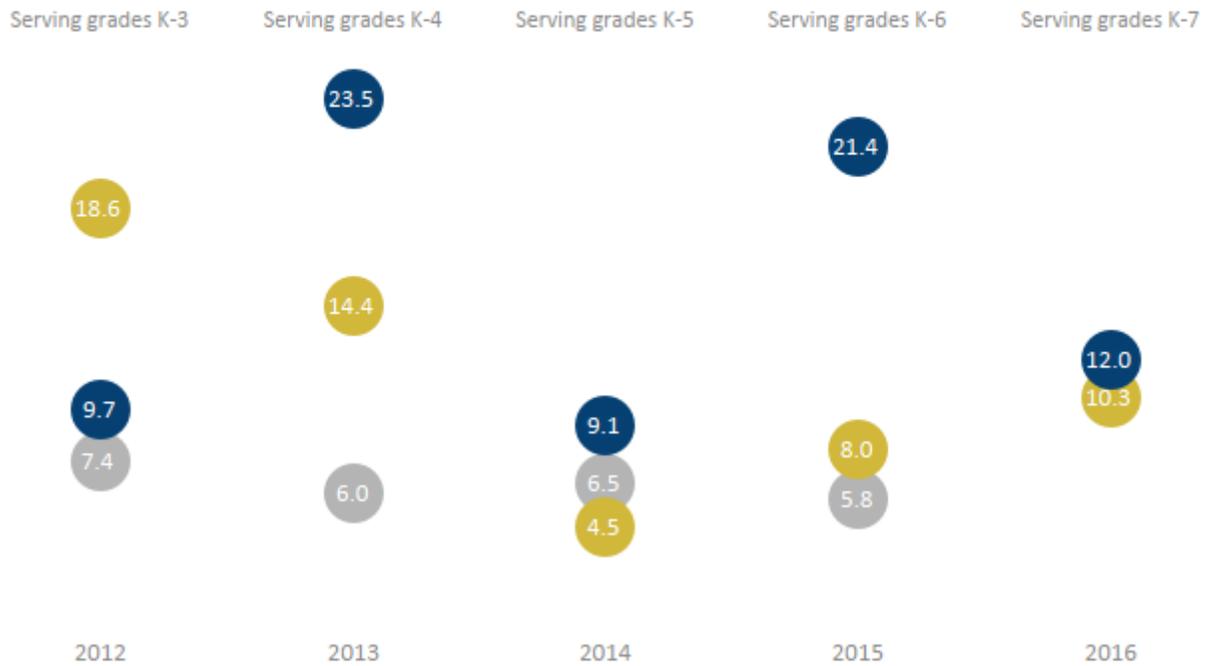
Enrollment and Retention Targets



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the ed corp. 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, ELL, and FRPL students. This analysis is based on the 2015-16 enrollment and retention data supplied to the Institute by the network.

APPENDIX E: EDUCATION CORPORATION OVERVIEW

Suspensions: Explore Excel Charter School's in school suspension rate and out of school suspension rate and the district overall suspension rate.



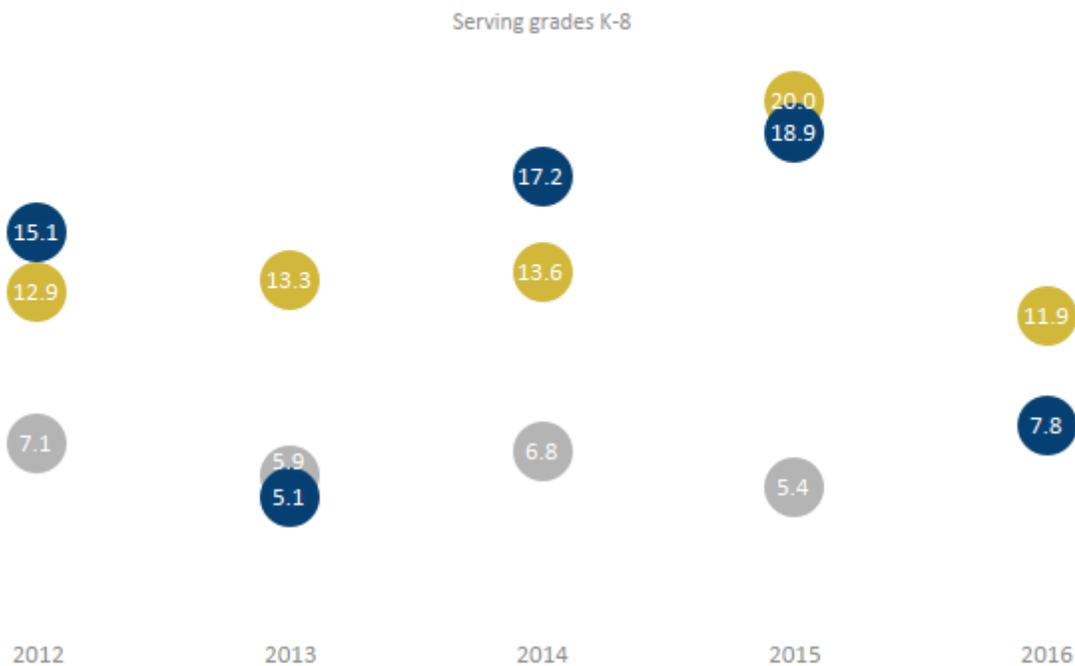
Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the durations 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: 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.

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

2012	2013	2014	2015	2016
0	0	0	0	0

APPENDIX E: EDUCATION CORPORATION OVERVIEW

Suspensions: Explore Charter School's in school suspension rate and out of school suspension rate and the district overall suspension rate.



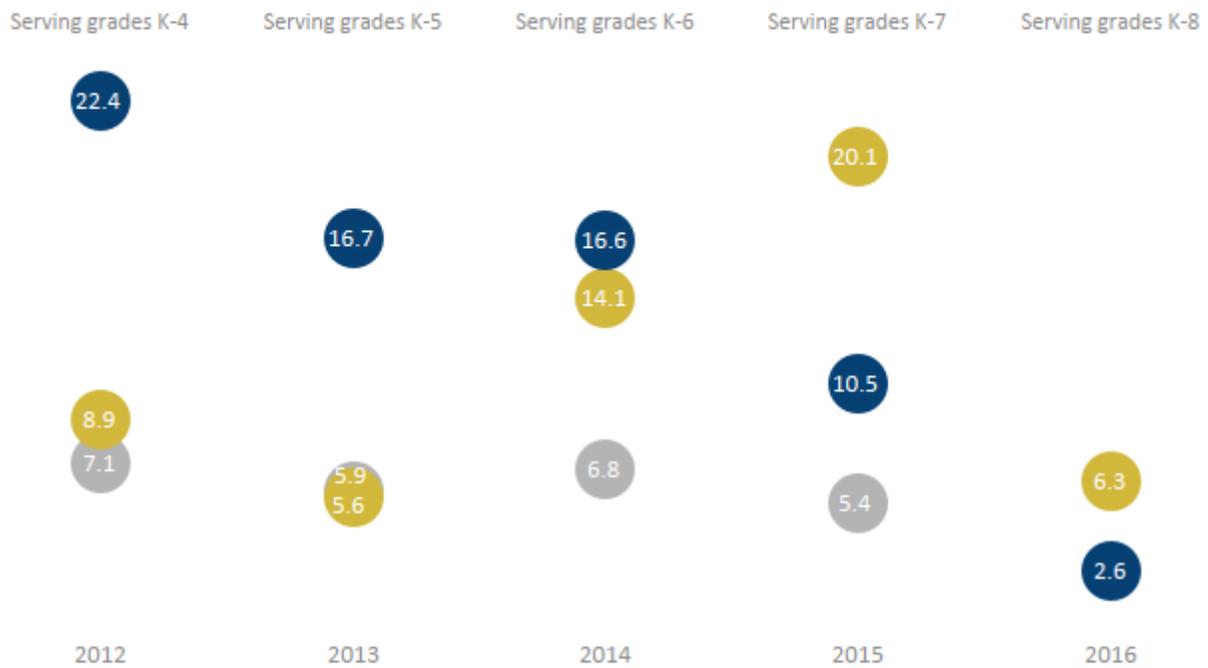
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Expulsions: The number of students expelled from the school each year.

2012	2013	2014	2015	2016
0	0	0	0	0

APPENDIX E: EDUCATION CORPORATION OVERVIEW

Suspensions: Explore Empower Charter School's in school suspension rate and out of school suspension rate and the district overall suspension rate.



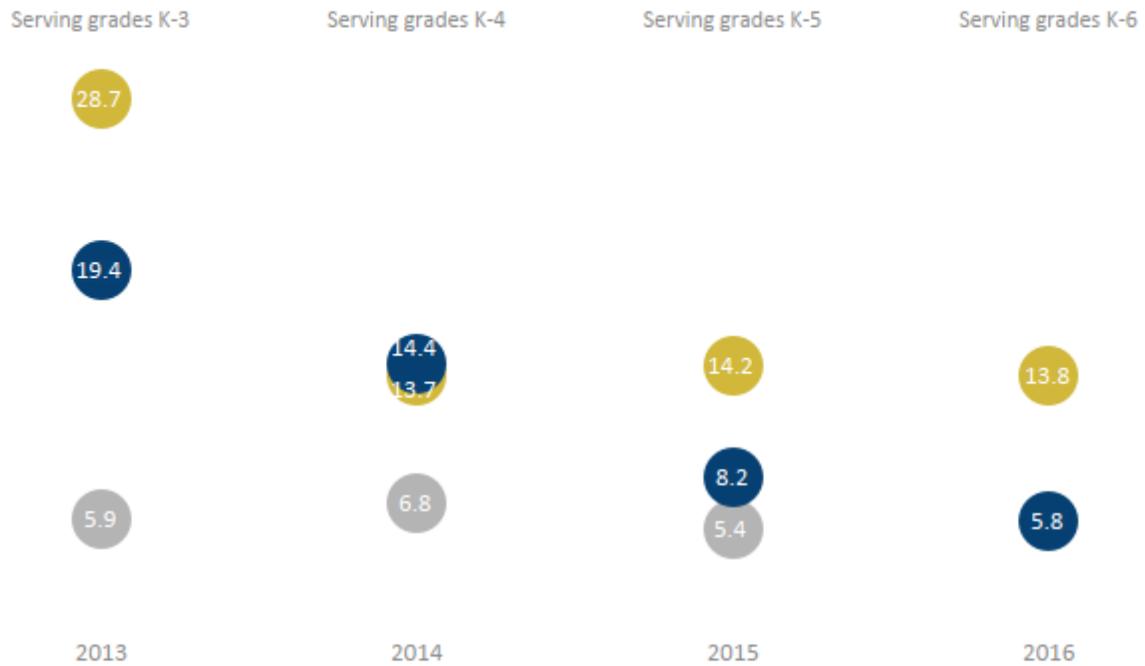
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Expulsions: The number of students expelled from the school each year.

2012	2013	2014	2015	2016
0	0	0	0	0

APPENDIX E: EDUCATION CORPORATION OVERVIEW

Suspensions: Explore Exceed Charter School's in school suspension rate and out of school suspension rate and the district overall suspension rate.



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

2013	2014	2015	2016
0	0	0	0

APPENDIX E: EDUCATION CORPORATION OVERVIEW

ELA Growth and Achievement: 2011-12 through 2014-15



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: 2012-13 through 2014-15

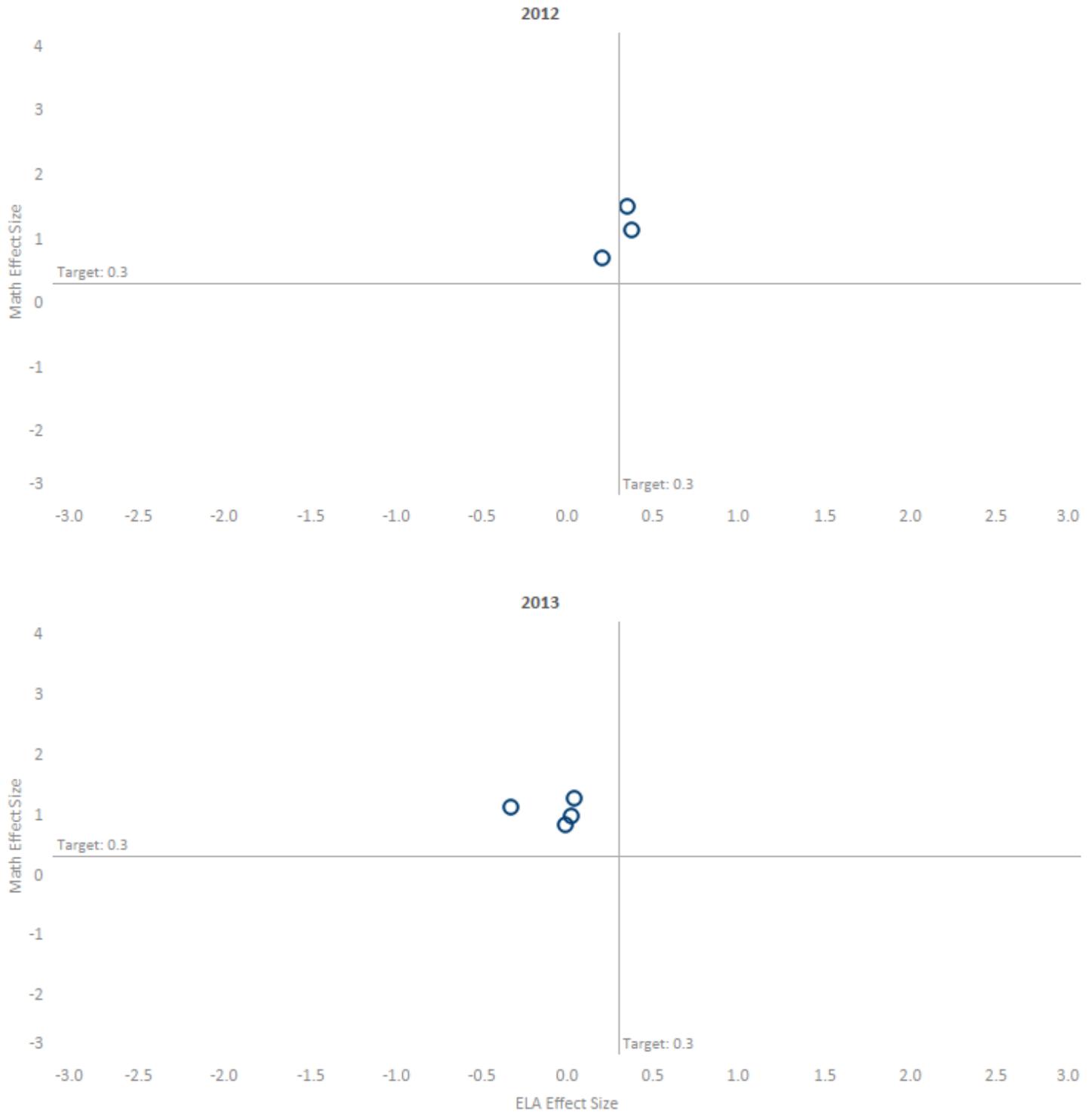


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APPENDIX E: EDUCATION CORPORATION OVERVIEW

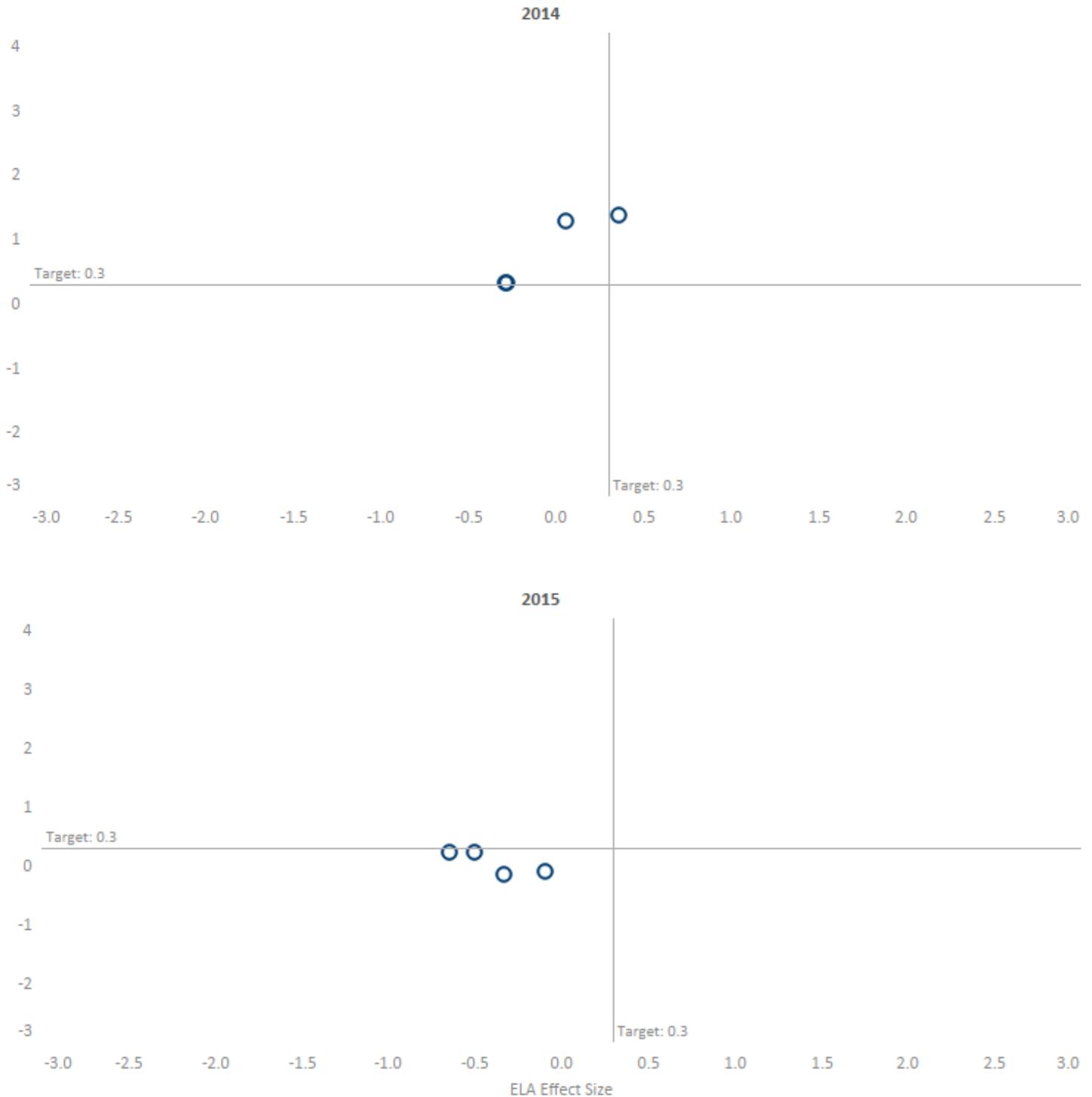
ELA and Math Effect Size Scatter Plots: 2011-12 and 2012-13



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: 2013-14 and 2014-15

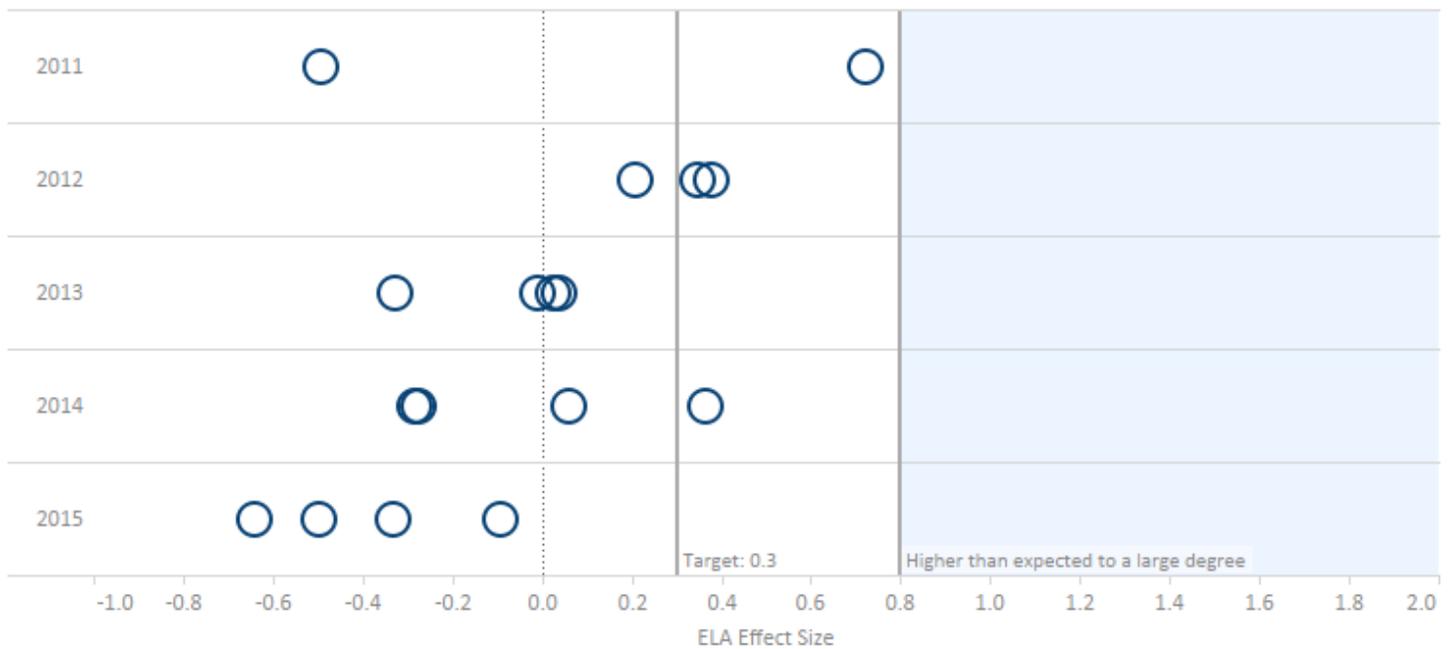


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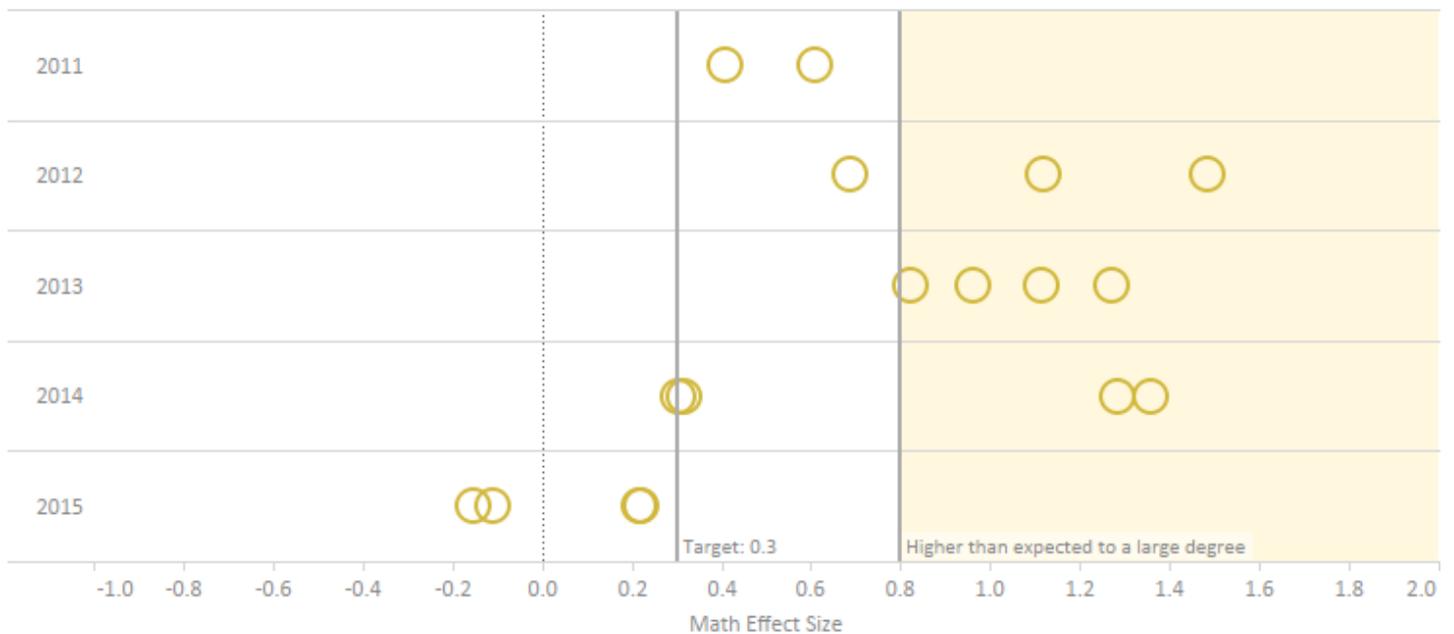
APPENDIX E: EDUCATION CORPORATION OVERVIEW

ELA and Math Effect Size Dot Plots: 2010-11 through 2014-15

ELA Effect Size by Year and School



Math Effect Size by Year and School

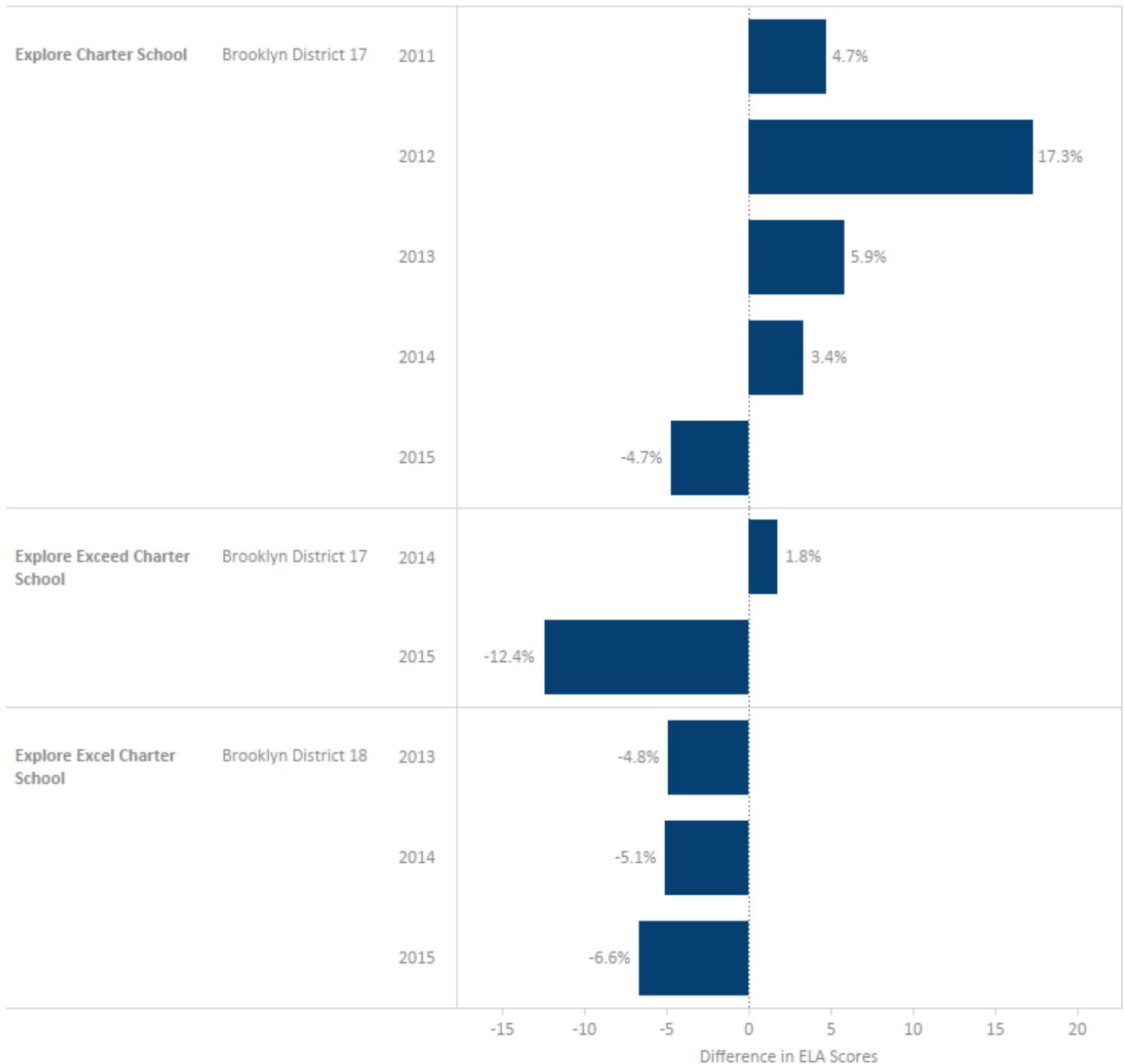


The charts illustrate the comparative Effect Size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher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

APPENDIX E: EDUCATION CORPORATION OVERVIEW

Difference between schools and district scores: 2010-11 through 2014-15

Difference between ELA School and District Scores

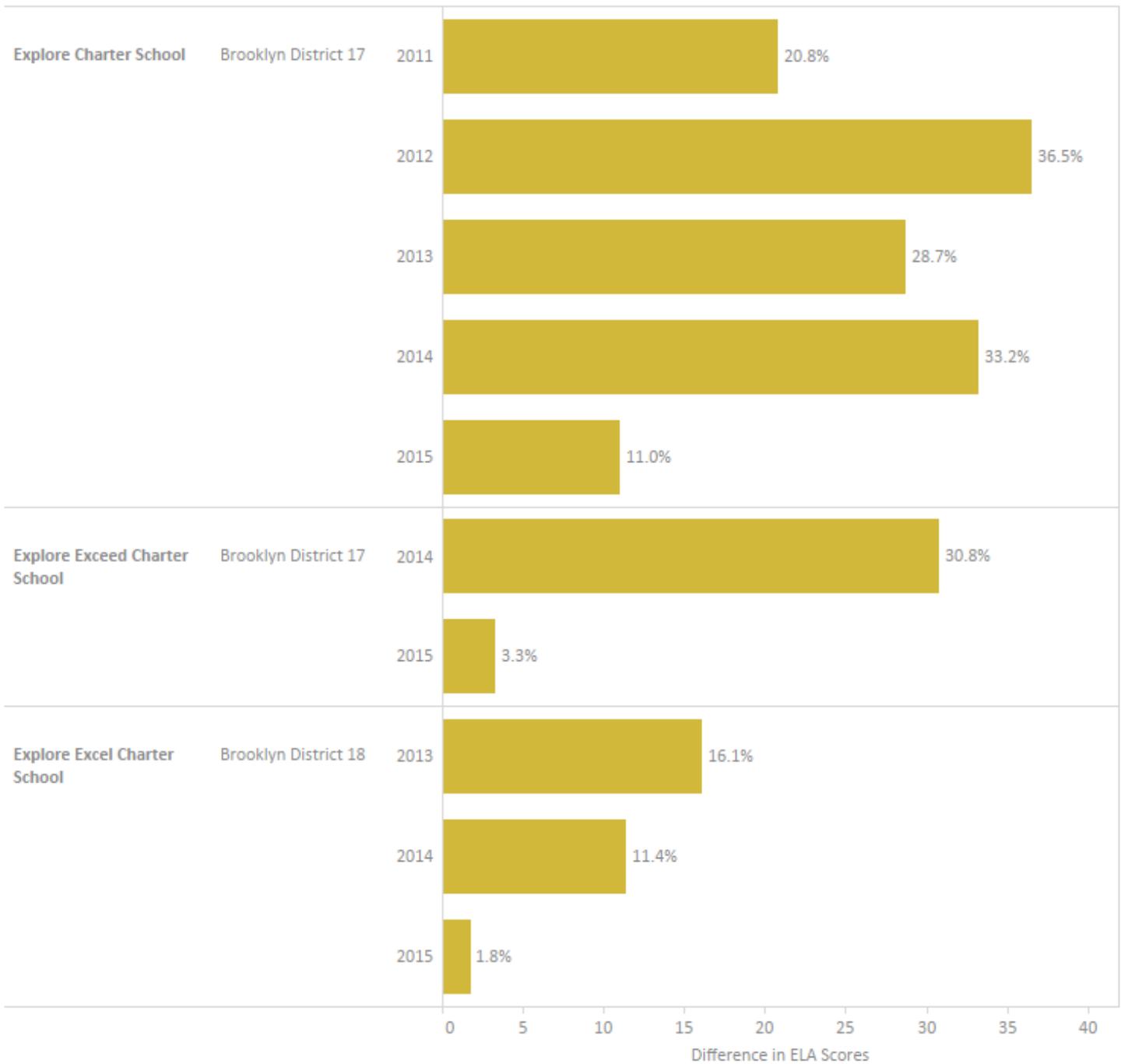


District Difference for each year broken down by school and district. These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount 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: 2010-11 through 2014-15

Difference between Math School and District Scores



District Difference for each year broken down by school and district. 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 F

Education Corporation Fiscal Dashboard

APPENDIX F: EDUCATION CORPORATION FISCAL DASHBOARD



Charter Schools Institute
The State University of New York

Explore Charter Schools of Brooklyn (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

	2010-11	2011-12	2012-13	2013-14	2014-15
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	435,413	3,172,294	4,650,210	6,982,429
Grants and Contracts Receivable	-	452,002	646,968	458,499	373,547
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	58,279	71,632	181,881	46,607
Contributions and Other Receivables	-	-	-	-	2,297
Total Current Assets - GRAPH 1	-	945,694	3,890,894	5,290,590	7,404,880
Property, Building and Equipment, net	-	279,733	933,466	826,994	756,898
Other Assets	-	5,002	180,132	220,325	220,545
Total Assets - GRAPH 1	-	1,230,429	5,004,492	6,337,909	8,382,323
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	215,482	311,552	431,533	548,252
Accrued Payroll and Benefits	-	278,046	1,360,207	1,493,801	1,614,387
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	12,860	37,455	22,889	90,124
Total Current Liabilities - GRAPH 1	-	506,388	1,709,214	1,948,223	2,252,763
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	506,388	1,709,214	1,948,223	2,252,763
Net Assets					
Unrestricted	-	724,041	2,395,278	3,389,686	4,219,560
Temporarily restricted	-	-	900,000	1,000,000	1,910,000
Total Net Assets	-	724,041	3,295,278	4,389,686	6,129,560
Total Liabilities and Net Assets	-	1,230,429	5,004,492	6,337,909	8,382,323
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	3,145,352	14,563,077	16,071,983	18,042,869
Students with Disabilities	-	223,597	822,922	1,643,153	2,087,415
Grants and Contracts					
State and local	-	212,333	276,087	78,140	111,614
Federal - Title and IDEA	-	133,730	1,302,068	958,277	736,963
Federal - Other	-	473,795	365,226	265,986	343,919
Other	-	-	-	37,916	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	4,188,807	17,329,380	19,055,455	21,322,780
Expenses					
Regular Education	-	3,109,842	11,295,913	12,867,804	13,420,275
SPED	-	115,365	2,159,911	2,068,595	3,031,136
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	3,225,207	13,455,824	14,936,399	16,451,411
Management and General	-	505,615	2,717,865	3,071,269	3,183,350
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	3,730,822	16,173,689	18,007,668	19,634,761
Surplus / (Deficit) From School Operations	-	457,985	1,155,691	1,047,787	1,688,019
Support and Other Revenue					
Contributions	-	250,000	165,140	1,105	1,108
Fundraising	-	13,280	30,968	43,591	41,717
Miscellaneous Income	-	2,776	1,870	1,925	9,030
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	266,056	197,978	46,621	51,855
Total Unrestricted Revenue	-	4,454,863	17,527,358	19,102,076	21,374,635
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	4,454,863	17,527,358	19,102,076	21,374,635
Change in Net Assets	-	724,041	1,353,669	1,094,408	1,739,874
Net Assets - Beginning of Year - GRAPH 2	-	-	1,941,609	3,295,278	4,389,686
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	724,041	3,295,278	4,389,686	6,129,560

APPENDIX F: EDUCATION CORPORATION FISCAL DASHBOARD



Explore Charter Schools of Brooklyn (Merged)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	679,734	2,537,982	3,520,127	3,479,426
Instructional Personnel	-	1,325,537	6,970,287	6,756,004	7,746,353
Non-instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	2,005,271	9,508,269	10,276,131	11,225,779
Fringe Benefits & Payroll Taxes	-	414,326	2,211,079	2,543,730	2,659,822
Retirement	-	-	-	-	-
Management Company Fees	-	361,715	1,633,415	1,892,916	2,165,144
Building and Land Rent / Lease	-	-	15,572	1	1
Staff Development	-	113,759	151,532	231,915	279,985
Professional Fees, Consultant & Purchased Services	-	199,888	478,887	850,177	922,826
Marketing / Recruitment	-	60,317	123,117	104,380	87,233
Student Supplies, Materials & Services	-	307,956	771,159	673,389	789,586
Depreciation	-	34,837	283,548	383,458	394,948
Other	-	232,753	997,111	1,051,571	1,109,437
Total Expenses	-	3,730,822	16,173,689	18,007,668	19,634,761

SCHOOL ANALYSIS

ENROLLMENT	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	168	937	1,055	1,655
Revised Enroll	-	224	993	1,561	1,715
Actual Enroll - GRAPH 4	-	233	1,047	1,603	1,781
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2010-11	2011-12	2012-13	2013-14	2014-15
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

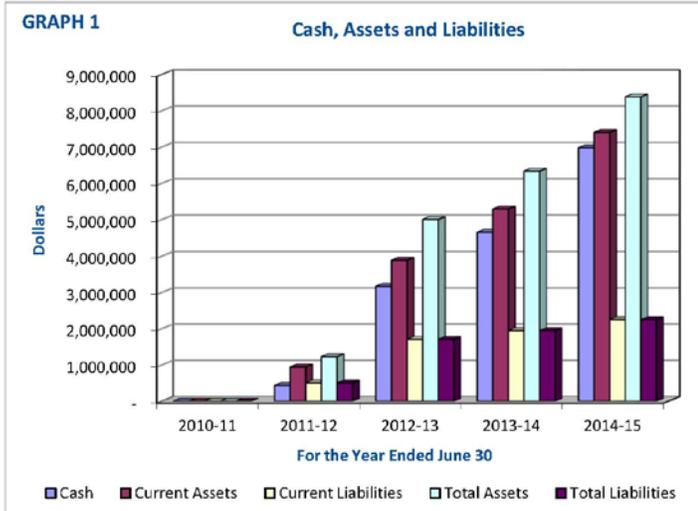
PER STUDENT BREAKDOWN

	2010-11	2011-12	2012-13	2013-14	2014-15	Average - 5 Yrs. OR Charter Term
Revenue						
Operating	-	17,978	16,553	11,887	11,969	14,597
Other Revenue and Support	-	1,142	189	29	29	347
TOTAL - GRAPH 3	-	19,120	16,742	11,916	11,999	14,944
Expenses						
Program Services	-	13,842	12,853	9,318	9,235	11,312
Management and General, Fundraising	-	2,170	2,596	1,916	1,787	2,117
TOTAL - GRAPH 3	-	16,012	15,449	11,234	11,022	13,429
% of Program Services	0.0%	86.4%	83.2%	82.9%	83.8%	84.1%
% of Management and Other	0.0%	13.6%	16.8%	17.1%	16.2%	15.9%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	19.4%	8.4%	6.1%	8.9%	11.3%
Student to Faculty Ratio	-	-	-	-	-	-
Faculty to Admin Ratio	-	-	-	-	-	-
Financial Responsibility Composite Scores - GRAPH 6						
Score	0.0	2.9	2.8	2.6	2.9	2.8
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Strong				
Working Capital - GRAPH 7						
Net Working Capital	0	439,306	2,181,680	3,342,367	5,152,117	2,778,868
As % of Unrestricted Revenue	0.0%	9.9%	12.4%	17.5%	24.1%	16.0%
Working Capital (Current) Ratio Score	0.0	1.9	2.3	2.7	3.3	2.5
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	MEDIUM	MEDIUM	MEDIUM	LOW	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Good	Good	Good	Excellent	Good
Quick (Acid Test) Ratio						
Score	0.0	1.8	2.2	2.6	3.3	2.5
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	MEDIUM	MEDIUM	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Good	Excellent	Excellent	Excellent
Debt to Asset Ratio - GRAPH 7						
Score	0.0	0.4	0.3	0.3	0.3	0.3
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Excellent	Excellent	Excellent
Months of Cash - GRAPH 8						
Score	0.0	1.4	2.4	3.1	4.3	2.8
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	MEDIUM	MEDIUM	LOW	LOW	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Good	Good	Excellent	Excellent	Good

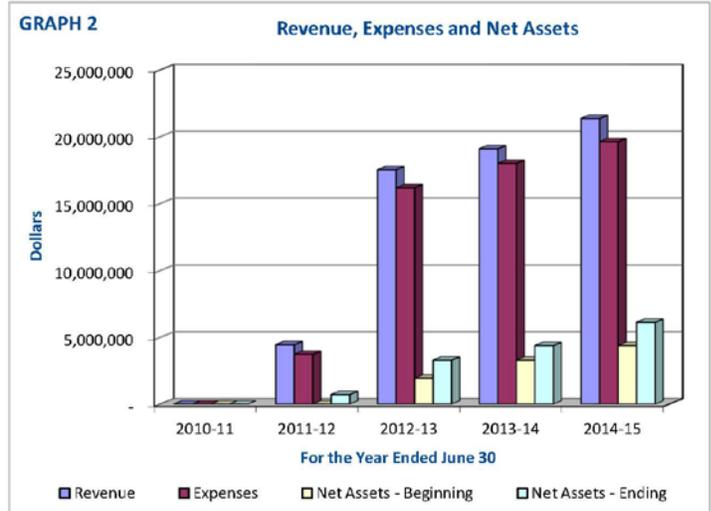
APPENDIX F: EDUCATION CORPORATION FISCAL DASHBOARD



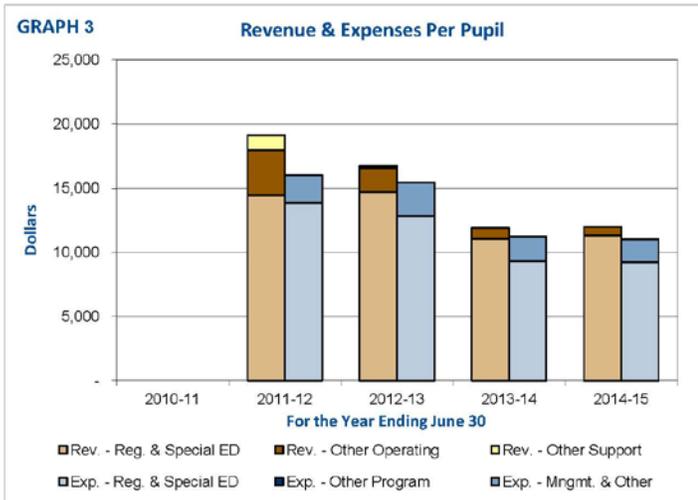
Explore Charter Schools of Brooklyn (Merged)



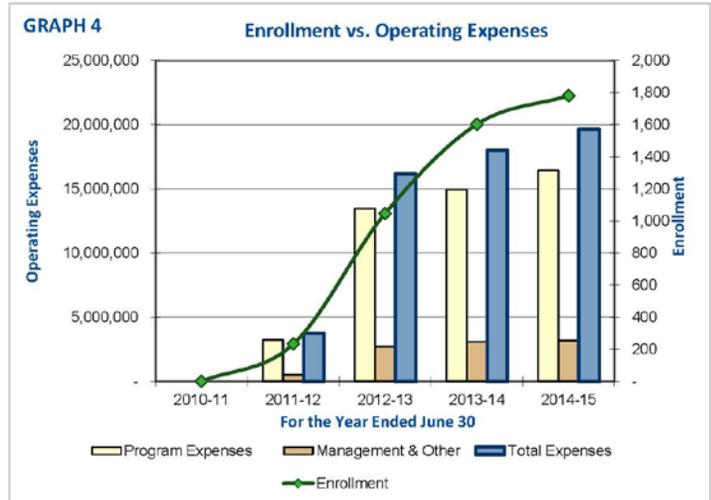
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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.



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.



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: EDUCATION CORPORATION FISCAL DASHBOARD

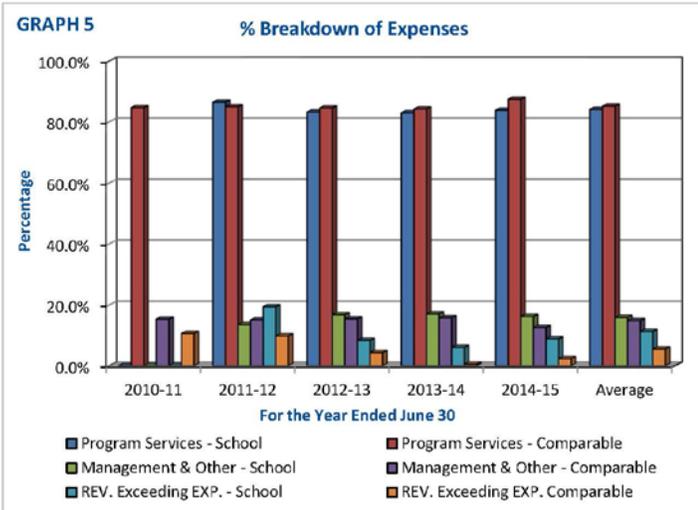


Charter Schools Institute
The State University of New York

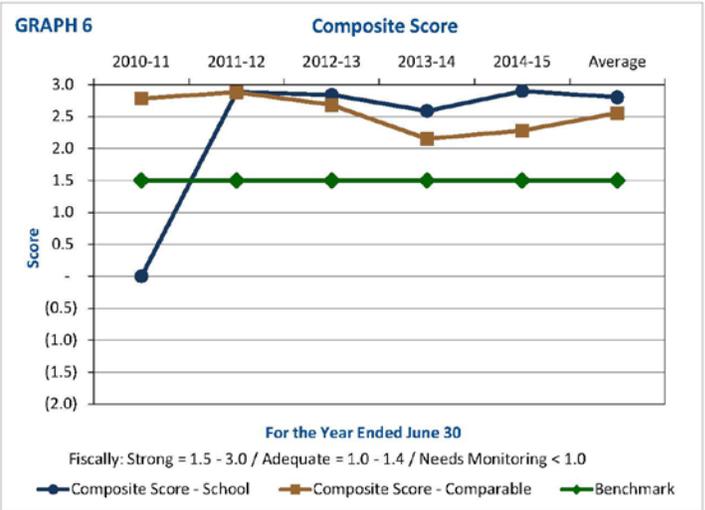
Explore Charter Schools of Brooklyn (Merged)

Comparable School, Region or Network: New York City & Long Island Schools

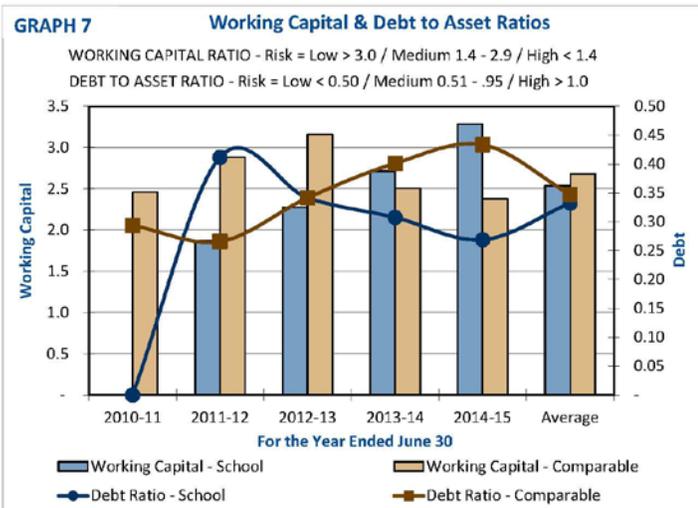
* Average = Average - 5 Yrs. OR Charter Term



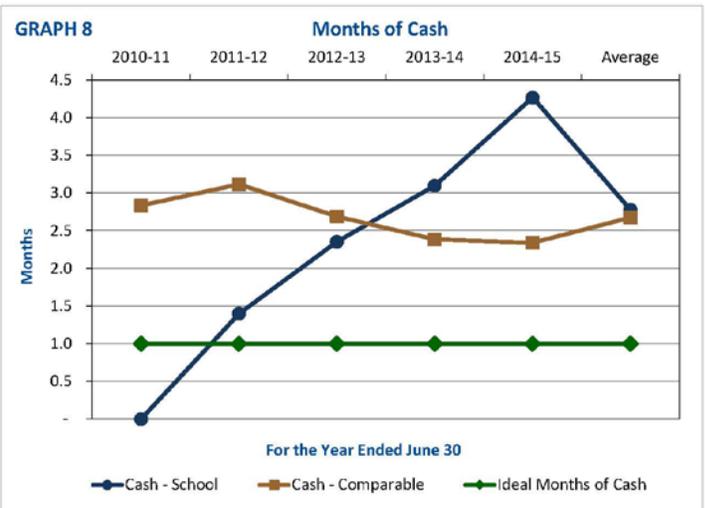
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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.



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.



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.