



Renewal Recommendation Report East Harlem Scholars Academy Charter School

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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.

INTRODUCTION AND REPORT FORMAT

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: **FULL-TERM RENEWAL**

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of East Harlem Scholars Academy Charter School and renew the education corporation's authority to operate the school for a period of five 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 496 students.

The Institute further recommends that the SUNY Trustees renew for a full term of five years the charter of East Harlem Scholars Academy Charter School, the New York not-for-profit-charter school education corporation that operates two charter schools including East Harlem Scholars Academy Charter School.

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

- (a) have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,² is generally effective; or
- (b) have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.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:

- 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,

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

³ SUNY Renewal Policies at page 12.

RENEWAL RECOMMENDATION

- given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.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 two 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.

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 applicants for the federal Free and Reduced Price Lunch ("FRPL") program. SUNY⁵ 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.

The East Harlem Scholars Academy Charter School education corporation (the "education corporation") implements sufficient outreach efforts to attract students with disabilities, ELLs and students who are eligible applicants for the federal FRPL program. Each school in an education corporation has or will have its own targets separately reviewed by the Institute at the time of each school's renewal.

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

⁵ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

RENEWAL RECOMMENDATION

The education corporation included the following strategies in the Application for Charter Renewal:

1. posting flyers and placing notices in local supermarkets, communities of faith, community centers and apartment complexes;
2. conducting school tours and open houses;
3. leveraging the relationships and network of community contacts of the education corporation board and the East Harlem Tutorial Program (“EHTP”), the community based organization that partners with the school;
4. displaying advertisements on Metropolitan Transit Authority buses that have routes in East Harlem;
5. canvassing neighborhoods in East Harlem to further reach interested families, specifically targeting New York City Housing Authority public housing buildings in lower East Harlem;
6. providing applications to the district’s Committee on Special Education so that families would be made aware of the school; and,
7. providing applications to preschools in the community that serve children with Individualized Family Service Plans (“IFSPs”) for children in the 3-5 year old range.

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute’s Request for Proposal (“RFP”) processes (August 2010 – present) and to charter schools that applied for renewal after January 1, 2011. Given that the SUNY Trustees approved the school’s charter prior to the Institute’s first RFP and the school has not previously applied for renewal, it is not yet accountable for enrollment and retention targets. 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 currently had 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

East Harlem Scholars Academy Charter School

BACKGROUND

The SUNY Trustees approved East Harlem Scholars Academy Charter School's ("East Harlem Scholars") original charter on May 11, 2010 under the name "EHTP Pact Charter School." The education corporation partners with the community based organization East Harlem Tutorial Program ("EHTP"), a New York not-for-profit a corporation exempt from federal taxation pursuant to Section 501(c)(3) of the Internal Revenue Code, which started as a reading program in the organization founder's living room. The school, which was originally designed to ultimately serve students in Kindergarten through 8th grade, opened its doors in the fall of 2011 initially serving 100 students in Kindergarten and 1st grade.

The mission of East Harlem Scholars is:

Founded upon the 57 year-old legacy of the East Harlem Tutorial Program, the mission at East Harlem Scholars Academy Charter School is to prepare students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

When the charter was approved, the SUNY Trustees permitted up to 60 percent of the East Harlem Scholars education corporation board of trustees (the "board") to be affiliated with EHTP because EHTP was to provide after-school and wrap-around services to the charter school students as well as financial support to the school. Through a shared services agreement, EHTP provides the charter school with academic program support (such as tutoring, enrichment, and professional development), governance support, back-office support (such as bookkeeping, budgeting, personnel, vendor management and payroll) and financial support (through in-kind services, development and fundraising, contributions through loans or grants to offset any budget deficits, and other services requested by the education corporation.

East Harlem Scholars is the flagship school of the East Harlem Scholars Charter School, a not-for-profit charter school education corporation. A replication school, East Harlem Scholars Academy Charter School II ("East Harlem Scholars II"), opened in August 2013. 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) through the new school approval process set forth in the Act.

The school is co-located in a New York City Department of Education ("NYCDOE") building at 1573 Madison Avenue, New York, New York in Community School District ("CSD") 4. The building also houses East Harlem Scholars II and two district schools: Central Park East I, an elementary school, and Central Park East High School. In the final year of its initial charter term, East Harlem Scholars serves 325 students in Kindergarten through 5th grade.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

East Harlem Scholars academic program, organizational effectiveness and viability, and its fiscal policies and procedures indicate the school is a young, strong school posting the evidence necessary for a full term renewal. With two years of student performance data on state tests available, the school made significant progress from its baseline year of testing in 2013-2014 toward meeting its key Accountability Plan goals. In 2013-14, the first, or 'baseline,' year that East Harlem Scholars administered the state tests, the school met neither its English language arts ("ELA") nor mathematics goal and underperformed the local district in both subject areas. In the following year, however, East Harlem Scholars posted significant improvement, doubling the prior year performance and coming close to meeting its ELA goal and met its mathematics goal, and importantly meeting its targets for all three comparative and growth measures in mathematics. The student achievement improvements demonstrated by the school's 2014-15 state test results tie directly to programmatic changes made in response to the previous year's scores indicating the school's ability to analyze, react and implement to ensure its students benefit from a quality academic program. Among other steps to accelerate student learning, East Harlem Scholars added 30 additional minutes of instruction focused on reinforcing learning standards students had not yet mastered and implemented a Saturday Academy. Qualitative data gathered at the time of the renewal visit suggest that the educational program in place at East Harlem Scholars continues to strengthen and is likely to result in improved student performance, particularly in ELA.

East Harlem Scholars benefits from notably strong leadership from its founding principal/managing director and the education corporation board as well as the support of its partner organization, EHTP. School leaders set clear, achievable goals and hold teachers accountable for student outcomes. Board members bring a wealth of governance skills to bear on their rigorous oversight of the schools' academic, organizational and financial health. Meticulous planning and deliberate investment in building leaders' management skills position the school for further success in its next charter term. For these reasons, the Institute recommends that the SUNY Trustees grant East Harlem Scholars an Initial Full-Term Renewal for a charter term of five years.

NOTEWORTHY

East Harlem Scholars' ELLs' program demonstrates strong outcomes. Almost 50% of the school's ELLs reached English proficiency in 2014-15.

IS THE SCHOOL AN ACADEMIC SUCCESS?

Given the school's progress toward meeting its key Accountability Plan goals and the particularly strong and effective educational program in place at the time of the renewal review, East Harlem Scholars is becoming an academic success. Robust instructional leadership throughout the charter term and ample academic and behavioral intervention programs support teachers in meeting students' needs. The school has been deliberate in its analysis of student performance data and has implemented a number of changes, such as a weekly re-teaching block, designed to improve ELA instruction and to accelerate student learning.

At the beginning of the Accountability Period,⁶ 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"⁷ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁸ 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. East Harlem Scholars 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 progress toward meeting its academic Accountability Plan goals during 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

⁶ 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 to students.

⁷ Education Law § 2850(2)(f).

⁸ Education Law § 2854(1)(d).

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two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment,⁹ 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?

For schools in their first charter term, the SUNY Renewal Policies indicate the Institute may consider the progress a school has posted toward meeting its academic Accountability Plan Goals.

East Harlem Scholars opened with students in grades K-1 and added one grade every remaining year of their charter. As such, the school comes to renewal with two years of state assessment data available. The Institute considers the first year results from state assessments as a baseline year. During the charter term, East Harlem Scholars made progress towards meeting its ELA Accountability Plan goal over the two years that data are available. The school improved its absolute and comparative performance in 2014-15, coming close to meeting its ELA goal. The school posted strong mathematics results in 2014-15 and met this goal.

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 East Harlem Scholars 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 East Harlem Scholars’ demonstrated student learning compared to other schools’ demonstrated student learning.

The Institute uses the state’s mean growth percentile analysis as a measure of East Harlem Scholars’ 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 statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50. A

⁹ 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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percentile performance below 50 indicates that students are losing ground relative to their peers who scored similarly during prior years.

East Harlem Scholars made progress towards meeting its ELA Accountability Plan goal during its initial charter term. Over the two years that data are available, the school's absolute performance doubled. While East Harlem Scholars underperformed the district in both years, the school considerably reduced the gap between its and CSD 4's proficiency rates in 2014-15. In comparison to demographically similar schools across New York State, the school performed lower than expected in 2013-14. The following year, the school made strong progress on its comparative effect size measure and performed higher than expected to small degree compared to other schools with similar populations of economically disadvantaged students. In 2014-15, the school posted its first growth scores for its 4th grade students and exceeded the comparative growth measure target of the state's median percentile score. These improved outcomes tie directly to changes made in the ELA program, and the school continues to build on these changes.

During the two years that data are available, the school made progress towards achieving its mathematics Accountability Plan goal. The school did not meet the goal during 2013-14 but improved its absolute and comparative achievement to meet every required measure and achieve the goal in 2014-15. The school underperformed the district in 2013-14 but improved its proficiency rate by 21 percentage points the following year to exceed the district by 20 percentage points and the statewide average by 15 percentage points. In comparison to schools with similar proportions of students who are economically disadvantaged, the school performed higher than expected to a small degree in 2013-14. Concomitant with the strong increase in absolute scores, the school improved its comparative effect size in 2014-15 and performed higher than expected to a large degree. Additionally, in its first year with growth scores, East Harlem Scholars substantially exceeded the target by 17 percentile points.

The school posted a strong first science score in 2014-15 with 90 percent of 4th graders in at least their second year scoring at or above proficiency. The same year, the school outperformed the local school district by 10 percentage points.

Although not tied to separate goals in the school's formal 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		(38)	(58)	(79)
Results	Tested on State Exams (N)	N/A	(17)	(34)
	School Percent Proficient on ELA Exam	N/A	0	11.8
	Percent Proficient Statewide	5.0	5.2	5.8

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		2012-13	2013-14	2014-15
ELL Enrollment (N)		(20)	(37)	(42)
Results	Tested on NYSESLAT ¹⁰ Exam (N)	(20)	(37)	(41)
	School Percent 'Commanding' or Making Progress ¹¹ on NYSESLAT	15.0	16.2	56.1

¹⁰ New York State English as a Second Language Achievement Test, a standardized state exam.

¹¹ 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

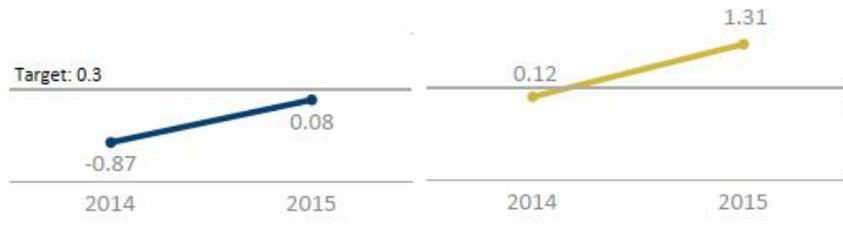
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

Comparative Measure: District Comparison. Each year, the percentage of students at East Harlem Scholars 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 4**.



Comparative Measure: Effect Size. Each year, East Harlem Scholars 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, East Harlem Scholars' 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 East Harlem Scholars 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.



The SUNY Renewal Benchmarks, grounded in the body of research from the Center for Urban Studies at Harvard University,¹² 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.¹³

SUNY Renewal Benchmark 1B:

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

East Harlem Scholars administers a robust array of assessments to measure student learning and uses data to group students in dynamic achievement-based cohorts for targeted instruction. Small group interventions and Saturday school activities implemented later in the term provide the school with more actionable data and give students' additional supports as they grow what they know and are able to do. In a future charter term, East Harlem Scholars will continue to refine its approach to using data to inform instruction on a daily basis.

- Assessments include qualitative running records for literacy, commercial interim assessments that assess the instruction to date as well as a recently added commercial benchmark assessment that tracks progress towards meeting Common Core standards. The assessments administered by the school generally align to the school's curriculum, and the school has placed significant emphasis on ELA changes in the current year.
- Teachers administer in-class formative assessments school-wide but with some variation in consistency across classrooms. The use of exit tickets is highly promoted for example, but not consistently completed or reviewed by teachers to inform instruction.
- East Harlem Scholars uses valid and reliable processes for scoring and analyzing assessments. The school has increased its attention and focus on aligning their curriculum and instruction to these assessments in an effort to boost performance. Inter-rater reliability on the use of writing rubrics is an area of growth and improvement identified by several staff members.
- The school uses a data driven referral system for referring students who are performing low on diagnostics and assessments (state and local) as well as students presenting behavior issues or attendance issues. The student success team uses the data contained in the referral packet for goal setting. Grade level planning teams use student performance, including formative assessments, to facilitate coaching conversations between the director of curriculum and instruction ("DCI"), reading specialist, ELL specialist and dean of instruction.
- School leaders use assessment results to inform pre-service and ongoing

¹² 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.

¹³ 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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professional development plans. Additionally, the data obtained from formative assessments and classroom observations influence instructional coaching during the school year. Assessment results do not currently inform teacher evaluation outcomes in that, while student performance data charts appear within the evaluation tool, it does not affect final performance ratings.

SUNY Renewal Benchmark 1C:

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

East Harlem Scholars' curriculum supports teachers in their instructional planning. In contrast to early in the school's existence, East Harlem Scholars now has a robust school-wide ELA curriculum aligned to state performance standards that includes deliberately selected, engaging and rigorous texts.

- The school has a curriculum framework including scope and sequence documents that provides a fixed and underlying structure for instruction. The school currently uses a mix of commercial, state-developed and in-house created materials to support its program. The school relies on Engage New York for its curriculum framework in ELA and math. The school utilizes Teachers College Writing Workshop for writing, FOSS kits for science and History Alive for social studies.
- With significant assistance from the ELA coach, DCI and other instructional leaders, teachers know what to teach and when to teach it. In the week prior to instructing the material, teachers meet with instructional leaders to discuss upcoming instruction for the week, and teachers submit lesson plans to instructional leaders who return the lesson plans to teachers with comments and modifications within 48 hours.
- The school evaluates the efficacy of its curriculum. For example, based on an analysis of previous state test data and feedback from teachers that there was no common ELA curriculum, the school determined the need to, and indeed did, revamp its ELA curriculum for the 2015-16 school year.

SUNY Renewal Benchmark 1D:

Is high quality instruction evident throughout the school?

East Harlem Scholars teachers generally deliver grade appropriate instruction and the school continues its focus on supporting teachers to ensure the instructional improvements that resulted in such increased outcomes from its baseline assessment year to its second year outcomes continue. School leaders identify areas where teachers need additional coaching to ensure consistently strong instruction across all classrooms and all lessons. As shown in the chart below, during the renewal visit, Institute team members conducted 34 classroom observations following a defined protocol used in all school renewal visits.

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CLASSROOM OBSERVATION METHODOLOGY: NUMBER OF OBSERVATIONS

		GRADE						Total
		K	1	2	3	4	5	
CONTENT AREA	ELA	4	1	1	4	4	4	18
	Math		2	3	5	2	1	13
	Science					1	1	2
	Soc Stu							
	Specials				1			1
	Total		4	3	4	10	7	6

- Teachers deliver lessons with clear learning objectives and plan activities that align to stated objectives and the school’s curriculum (27 of 34 classrooms observed). Not all lessons observed fully utilized both co-teachers to support students in mastering lesson material, instead having one teacher lead instruction while the other distributes material and monitors behavior. Teachers explain concepts with clarity using age-appropriate language but some co-teachers introduce confusion with conflicting instructions.
- A majority of teachers effectively check for student understanding (19 of 34 classrooms observed) and make appropriate adjustments to instruction either immediately or in subsequent lessons. In some lessons, attempted checks such as shows of hands, cold-calling and monitoring written work fail to provide sufficient information because teachers do not require full participation before moving on with lessons. In other cases, teachers rely on students to signal difficulty. For example, in an ELA class during which teachers tasked students with finding contradictory information in text, teachers checked only a fraction of written work (missing several students with blank papers) and ended the lesson after asking, “Does anyone have any questions we need to go over?” without noticing students’ blank papers.
- During renewal visit observations, students rarely had opportunities to develop higher order thinking and problem-solving skills (4 of 34 classrooms observed) despite near universal inclusion of these opportunities in written lesson plans. Peer interactions designed to elicit rich discussion and deepen depth of understanding are frequently too brief to achieve the desired result. Similarly, lessons observed revealed missed opportunities to challenge students to analyze material and apply concepts to real life situations by giving insufficient wait time after asking higher order questions. Rather than providing time for students to absorb questions and formulate answers, teachers tend to answer their own questions. In some cases, prepared worksheets undermine attempts to develop critical thinking skills with closed questions suggesting a single right or wrong answer. School leaders have identified this as a focus area for professional development.
- Teachers’ high expectations and consistent application of the school-wide disciplinary system facilitate classroom environments focused on academic achievement (25 of 34 classrooms observed). Earlier in the charter term, teachers struggled to hold students’ attention on lesson activities. The addition of a dean of students and school-wide training on responsive classroom practices has addressed this challenge.

SUNY Renewal Benchmark 1E:

Does the school have strong instructional leadership?

East Harlem Scholars inculcates in teachers clearly defined expectations for high student achievement. With equally clear expectations for teacher performance, leaders have created systems to build pedagogical capacity to enable teachers to deliver rigorous instruction and accelerate student learning. At the time of the renewal review, the school had not fully implemented all systems but did deploy notably strong practices to grow teachers' instructional competencies. Instructional leaders also hold themselves to high performance standards and have been deliberate in codifying their practices.

- The school's leadership establishes an environment of high expectations for teacher performance with specific goals for students' reading comprehension and writing skills. Leaders also communicate clear targets for family satisfaction and attendance at special school-wide events. Teachers understand their responsibilities in regards to modeling for students the school's core values of service, courage, humility, originality, leadership, achievement, and reflection.
- The instructional leadership structure, with clearly defined responsibilities for each role, supports the development of the teaching staff. In addition to the managing director, the DCI oversees the breadth of the educational program, particularly related to aligning curriculum vertically and with state standards and provides a high level of assistance for mathematics planning across the school. ELA planning support comes primarily from the ELA coach. While managing a variety of organizational components in preparation for taking on school leadership roles, the elementary and middle school principals-in-residence are new positions designed to support teachers and contribute to curricular planning. The academic dean focuses on supporting new teachers and at-risk students. The instructional leadership team takes care to provide all teachers with competent support, but the school will need to expand its skills-based coaching and management training for instructional leaders in its next charter term.
- East Harlem Scholars infuses coaching into teachers' collaborative planning opportunities. Instructional leaders and coaches meet weekly with grade teams to assist with lesson planning. For example, while discussing plans for future lessons, the Kindergarten team reviewed several student work products from related previous lessons and, seeing commonalities in student errors, discussed how the teacher could provide clearer directions and check for students' understanding more effectively. Additionally, the ELA coach helps teachers annotate and prioritize Engage NY¹⁴ materials to tailor those materials to meet the needs of students. At the time of the visit, instructional leaders had designed a promising system to deliver sustained, high quality individualized instructional coaching for all teachers but had focused primarily on instructional planning rather than classroom practice. Instructional leaders have started to deploy a more balanced program with seven week coaching cycles that will include scheduled pre- and post-classroom

¹⁴ For more information please visit www.engageny.org.

observation meetings between coaches and teachers and written feedback using a defined observation rubric.

- Instructional leaders implement a needs-based professional development program that interrelates to classroom practice. School leaders determine topics based on analyses of assessment results and classroom observations. Instructional leaders also follow up with classroom observations to ensure that teachers deliver strategies and techniques discussed during professional development sessions with fidelity in classrooms and evaluate effectiveness. However, some teaching strategies addressed during professional development sessions have yet to permeate classrooms school-wide. For example, consistent with an identified school-wide instructional priority, the school conducted professional development activities focused on utilizing effective co-teaching models to provide more targeted instruction. Strategies modeled included parallel instruction (teachers split the class and deliver instruction simultaneously) and alternative teaching (one teacher works with a small group of students while the other instructs the majority of the class) yet members of the renewal visit team noted a predominance of lead teaching (in which one teacher leads the lesson and the other provides minimal instructional support).
- East Harlem Scholars holds teachers accountable for high quality instruction with regular teacher evaluations with clear criteria that accurately identify teachers' strengths and areas for growth. With assistance from their direct supervisors, teachers develop annual goals at the beginning of the school year. Teachers then undergo an extensive mid-year evaluation in which teachers identify and explain whether they met specific goals in several categories and teachers then identify goals, based on the evaluation, to achieve for the rest of the academic year. The managing director and other instructional leaders use this information to make an end-of-year assessment of teachers' progress and make rehiring decisions. Teachers not meeting performance expectations at any point in the year undergo a professional improvement plan; instructional leaders terminate teachers who fail to make sufficient progress according to the improvement plan. For example, the managing director chose not to rehire six teachers from the 2014-15 school year and, early in the current school year, fired a teacher not complying with the terms of a professional improvement plan. Instructional leaders are confident that these terminations strengthened the overall quality of the teaching corps and will contribute to improved student outcomes.

SUNY Renewal Benchmark 1F:

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

East Harlem Scholars has created systems to monitor student progress generally and the success of at-risk students specifically. The school provides ample intervention programs and has developed a broad team of support staff to address the educational and behavioral needs of students at risk of academic failure. The school has a wide array of structures for providing supports including small group, individual, before and after school, weekend and summer assistance. East Harlem Scholars has begun to measure the effectiveness of its interventions and should expand its efforts in this area in its next charter term.

ACADEMIC PERFORMANCE

- East Harlem Scholars uses clear procedures for identifying students with disabilities, ELLs and students who are struggling academically. The procedures address the legal and compliance requirements of specific student populations as well as incorporate data and diagnostic assessments to determine students' need for, as well as response to, intervention.
- The school provides a variety of strategies to address the needs of at-risk students within the general education program. These strategies are designed to push-in to classrooms, particularly given the co-teaching model of the school, so that students can receive differentiated support. Additionally, specialists that pull out students frequently plan ahead with classroom teachers to align the schedule and content to what the students are doing in class.
- East Harlem Scholars' ELL program consists of push-in and pullout services, before and after school supports and Saturday school activities. Designated students receive small group instruction within general education classes during language blocks or in pullout using explicit language instruction, infused with commercial and locally developed curriculum. The school also hosts a breakfast club for parents of ELLs, which includes opportunities to learn strategies to help students in the home.
- The ELL specialist and ELL support teacher work with classroom teachers to provide coaching and direct instruction to support designated ELL students as well as students recently reclassified as English proficient. The latter is a best English as a second language practice to help prevent backsliding and mitigate low English proficiency on state ELA exams.
- The ELL specialist provides coaching and guidance to classroom teachers on a weekly basis through feedback on lesson planning, as well as through informal dialog and participation in grade level and coaching meetings. The ELL specialist has set goals for professional learning with teachers regarding elevating strategies that best support ELL students.
- The school provides limited professional development activities to support classroom teachers in meeting the needs of at-risk students, and teachers express desire for additional training. As a result of targeted coaching and professional development, student performance gains have shown promising results, reinforcing the need for more opportunities for staff development.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

East Harlem Scholars is an effective and viable organization that supports the delivery of the educational program and has in place the key design elements identified in its charter. The education corporation board carries out its oversight responsibilities with unwavering focus on student achievement. 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.

The education corporation is also an effective and viable organization. Neither of its schools is on corrective action or probation, facing non-renewal or fiscally unsound. This is the first time a school within the education corporation has come to renewal.

SUNY Renewal Benchmark 2A:

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

East Harlem Scholars is faithful to its mission and key design elements. These are found in the School Background section at the beginning of this report and identified in Appendix A, respectively. The school provides parents with progress reports and grade reports four times per year. East Harlem Scholars sends the results of recently administered diagnostic assessments home in advance of parent conferences in the fall, consistent with the school's other efforts to involve parents in all aspects of the educational program. With this and other practices, the school has implemented the school design outlined in its charter application.

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. East Harlem Scholars had a 95% parent response rate for NYCDOE's 2014-15 NYC School Survey. NYCDOE distributes the survey to families each year to compile data about school culture, instruction, and systems for improvement. Results from the most recent survey indicate parents/guardians and students are very satisfied with the school. 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 focus group discussion. A representative set includes parents of students in attendance at the school for a multiple years, parents new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs.

ORGANIZATIONAL PERFORMANCE

The seven parents in attendance at the focus group indicated strong loyalty and satisfaction with East Harlem Scholars and noted particular appreciation for the school's focus on students' social and emotional needs in addition to academic achievement.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2014-15, 93% of East Harlem Scholars' 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 the New York State Education Department ("NYSED") is available to the Institute to provide either district wide or CSD context. As such, the information presented is for information purposes, as it does not allow for comparative analysis.

SUNY Renewal Benchmark 2C:

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

With a strategic plan now in place, East Harlem Scholars has established a strong organizational structure and cultivated a high capacity team to deliver the educational program. Leaders have been diligent in documenting practices in order to ensure fidelity of program implementation and to guard against potential loss of institutional knowledge created by individual transitions.

- Leaders have been attentive to the long-term needs of East Harlem Scholars and its sister school, East Harlem Scholars II, when building and refining the schools' administrative structures. To steep the replication school's founding principal in the "Scholars' way" prior to opening, the managing director, with significant support from EHTP, developed a principal-in-residence program with increasing leadership responsibilities over the course of the school year. East Harlem Scholars has now expanded its leadership development program to include an elementary principal-in-residence and a middle school principal-in-residence. The elementary resident will replace the founding principal in overseeing K-5 instruction, and the middle school resident will have responsibility for creating and implementing middle grades instruction, pending SUNY Trustees' approval of renewal.
- East Harlem Scholars recruits high quality staff and implements strong teacher retention efforts. The most formal of these retention efforts is the East Harlem Scholar's teaching residency program, a partnership with Hunter College, which pairs student teachers with classroom mentors. Teachers who serve as mentors receive stipends for their work in addition to in-class assistance two to three times per week. Flex hours are an additional retention effort. Returning teachers have the option of adjusting their schedules by one hour once a week; after three years at the school, teachers are eligible for two flex hour days per week.
- In addition to monitoring its own programs, East Harlem Scholars continually seeks to learn about programs at high performing charters throughout the region. Recently, teams of school leaders and teachers conducted a series of visits to schools including the SUNY authorized Excellence Boys Charter School of Bedford Stuyvesant in

ORGANIZATIONAL PERFORMANCE

Brooklyn and Amistad Academy in New Haven, CT. All teams created an implementation plan for East Harlem Scholars to adopt and presented these ideas to colleagues. Scholars Playhouse, a new arts program, is a direct result of the school's efforts to identify promising practices at other schools.

SUNY Renewal Benchmark 2D:

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

After being recognized with the Brooke W. Mahoney Award for Outstanding Board Governance earlier in the charter term, the education corporation board continues to provide well-informed oversight, allowing the school to make progress toward meeting its Accountability Plan goals. The board is proud of its strong roots in the school's community, built largely through the long-running EHTP, and strong parent satisfaction.

- The board possesses a variety of skills and experiences – including finance, auditing, legal, real estate, communications and education - that allow it to oversee the operations and leadership of the school adequately.
- The principal reports to the board at each meeting about the school's academic and fiscal standing. These reports include detailed overviews of student attendance, student and teacher retention, test scores, discipline, and finances.
- Following disappointing scores in its first year, the board required school leaders to revise a strategic plan that outlines the school's activities designed to improve academic outcomes and build organizational capacity. The board is especially focused on ensuring the school welcomes all children, even the most difficult to serve, and focuses on their social-emotional development.
- The board oversees an intensive mid-year review process for all teachers that evaluates quantitative data such as student assessment results and qualitative data such as alignment with the school's core values for all teachers. The board is also responsive to any concerns raised during exit interviews with staff who leave the school. Teacher and leadership staff retention has been a challenge, and the board now monitors this on an ongoing basis and supports the managing director's efforts to retain high quality staff. While teacher evaluations are not directly tied to student growth, this is something the board is looking to incorporate.
- The board holds the school accountable for student performance. Following the school's first year of testing, the board initiated a "re-boot" in which it sought to increase resources and student preparation by bringing in specialists to train teachers and adding additional tutorials for students to build skills and stamina. Although the board is happy with the increase in 2014-15 mathematics scores, members acknowledge there is more work to do, particularly in ELA.
- The board worked with EHTP to raise \$45 million in private philanthropy with its Campaign for East Harlem. The board has earmarked \$3M of these funds for a ten year endowment to the College Scholars program, which supports students who have matriculated into college. Notably, one hundred percent of the board personally contributed or fundraised a total of \$1.5 million last year.

ORGANIZATIONAL PERFORMANCE

SUNY Renewal Benchmark 2E:

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

The 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 EHTP accountable for both academic results and fiscal soundness.

- The board is financially dedicated to the school by committing to extensive fundraising. Current plans are to be housed in a private space.
- The board has generally avoided creating conflicts of interest where possible, and where conflicts exist, such as when dealing with issues related specifically to the EHTP, the board has managed those conflicts in a clear and transparent manner through recusal.
- The board has materially complied with the terms of its by-laws and code of ethics.
- The board receives reports on fiscal and academic performance and keeps close tabs on the school's overall fiscal health.
- The board has a well functioning finance committee that performs extensive analysis to target resources.
- The board has a healthy membership of different skill sets that rotate off into circles of friendship to ensure a balance of new ideas and continued involvement.
- The board is thoughtful and implements extensive board training including well planned annual retreats.

SUNY Renewal Benchmark 2F:

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

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

- Complaints. The school has generated few informal complaints. No formal complaints required review by the Institute, and initial inquiries found no violations.

The Institute noted exceptions in the following areas.

- Admissions. The school's admission policy must be revised to delete the requirement that a student attend one of the first five days of classes to remain enrolled. The school may only un-enroll a student after 20 schools days unless parental consent has been obtained in conformity with New York's compulsory education law from which charter schools are not exempt per Education Law § 2854(1)(b).
- By-laws. The education corporation's by-laws need 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 ensure this is updated prior to the start of a new charter term.

ORGANIZATIONAL PERFORMANCE

- Code of Ethics. The education corporation's code of ethics needs to be updated to comply with provisions of the General Municipal Law and Not-For-Profit Corporation Law. The Institute will also ensure this is updated prior to the start of a new charter term.
- Students with Disabilities. The school's discipline procedures should differentiate between a general education student and a student with disability to ensure appropriate due process and compliance with the Individuals with Disabilities Education Act and federal regulations implementing same.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, East Harlem Scholars is fiscally sound. The SUNY Fiscal Dashboard for East Harlem Scholars is included in Appendix D and the Fiscal Dashboard for the multi-school education corporation is included in Appendix E. 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.¹⁵ The discussion that follows relates mainly to the education corporation because the school is not a legally distinct fiscal entity.

East Harlem Scholars has adequate financial resources to ensure stable operations. In addition to analyzing the soundness of the individual charter school, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the school and finds it too is fiscally sound. Under the terms of a shared service agreement executed in July 2014, EHTP as a partner supports East Harlem Scholars in the areas of executive team support including organizational planning and management, human resources, fiscal operations, fund raising, facility development, and program support including recruitment, training, management and stewardship of volunteers, support of after school enrichment programs including management support and program implementation for the extended Friday program. The financial model calls for private philanthropy. Historically the school and the partner organization, EHTP, have tremendous fundraising capacity and experience, annually raising approximately \$4.8 million to cover the cost of operations including the support of both charter schools.

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 partner organization, East Harlem Scholars has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The principal and director of operations lead the development of the annual and five year budget process. Based on historical actual revenues and expenses and programmatic changes, the budgets ensure that the staff can properly support the proposed enrollment.
- The projected five-year renewal budget reflects anticipated increases in revenues and expenses associated with planned enrollment growth as the school expands through grade 8 by the third year of the renewal charter term.
- Currently East Harlem Scholars is co-located in NYCDOE space in the Jackie Robinson Educational Complex. The school is responsible for any overtime-related costs for services provided beyond the regular operating hours. The school has not incurred any of these costs.

¹⁵ 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

- East Harlem Scholars plans to occupy a new facility beginning in the 2016-17 school year. The six story 52,000 square foot state-of-the-art facility was designed to meet the school's needs at full capacity. The education corporation entered into an agreement with its partner organization EHTP to sublease a portion of the facility space. The lease has a term of 30 years.
- The education corporation's by-laws stipulate that at least 51% and no more than 60% of its trustees may also be members of the board of the partner organization, EHTP, thus resulting in common control. Under a cost sharing agreement with the partner organization, approved by a supermajority of the board, EHTP provides the school with administrative support. Shared operating costs allocated amounted to \$671,831 and are paid in the normal course of operations according to a formula based on time and effort.

SUNY Renewal Benchmark 3B:

Does the school maintain appropriate internal controls and procedures?

East Harlem Scholars has a history of sound fiscal policies, procedures and practices and maintains appropriate internal controls.

- East Harlem Scholars Financial Policies and Procedures Manual guide all internal controls and procedures. The manual contains fiscal policies and procedures that undergo ongoing reviews, most recently the board approved changes to comply with federal regulations for recipients of federal funding.
- East Harlem Scholars most recent audit report identified a non-material issue regarding the controls around corporate credit card charges not always being reviewed and approved by management. The education corporation has since updated its procedures and amended the Financial Policies and Procedures Manual accordingly.

SUNY Renewal Benchmark 3C:

Does the school comply with financial reporting requirements?

East Harlem Scholars and the education corporation have complied with financial reporting requirements.

- The Institute, NYSED and NYCDOE have received the required financial reports on time, complete and following generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no material weaknesses or instances of non-compliance observed.
- The school and education corporation have generally filed key reports timely and accurately including audit reports, budgets, unaudited quarterly reports of revenue, expenses and enrollment.

FISCAL PERFORMANCE

SUNY Renewal Benchmark 3D:

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

East Harlem Scholars and the education corporation have maintained adequate financial resources to ensure stable operations.

- The school opened in 2011 and the first four years of operations resulted in operating surpluses. Actual enrollment for the 2014-15 school year was at 109% of chartered enrollment. Each year of the charter term the school has exceeded the chartered enrollment utilizing the upper 20% allowable collar.
- The individual school fiscal dashboard in Appendix D reflects fiscally strong as does the education corporation fiscal dashboard in Appendix F.
- A multi-school education corporation benefits from a combined balance sheet which is a combination of individual schools assets and liabilities.
- In order to track the operations of any individual school within a multi-school education corporation, the Institute tracks each individual school's revenues and expenses in order to report operating surpluses or deficits. The most recent audit report shows the school has a \$224,151 surplus for the year.
- The education corporation had total net assets of approximately \$1.1 million as of the June 30, 2015 audited financial statements.

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?

East Harlem Scholars has made progress toward meeting its key Accountability Plan goals and has developed a particularly strong educational program that includes exceptional instructional leadership practices, effective governance and sufficient organizational capacity to continue to deliver the program. Additionally, 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 expand East Harlem Scholars' configuration to include 6th-8th grades and to continue to scale Scholars II up to its planned configuration as detailed in its terms of operation in the charter agreement. The Institute finds these plans 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 continue to implement the strongest core elements that have enabled the school to make progress toward meeting its Accountability Plan goals during the current charter term; these core elements are likely to enable the school to meet its goals in the future. Additionally, East Harlem Scholars seeks expansion to serve students in grades 6-8. School leaders have developed a thorough research-based middle grades program consistent with its mission to prepare students to perform well in high school and college. The school will adopt much of EHTP's successful program elements including College Scholars, a program that provides participating students with stipends and additional supports that increase persistence in enrollment. Since 2012, more than 80% of College Scholars have graduated or are on track to graduate on time from four-year programs.

	Current Charter Term	End of Next Charter Term
Enrollment	300	496
Grade Span	K-5	K-8
Teaching Staff	35	43
Days of Instruction	190	190

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

FUTURE PLANS

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, the education corporation 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 EHTP. The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, and any other management or real estate contracts, when executed.

In the 2016-17 school year, East Harlem Scholars intends to move into its permanent home located at 2050 Second Avenue, New York, New York, a new leased facility constructed to the education corporation's specifications.

The Institute also reviewed the proposed school budgets for the two 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 when the authority to operate a school was initially approved or when any revision 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.

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.

Appendix A

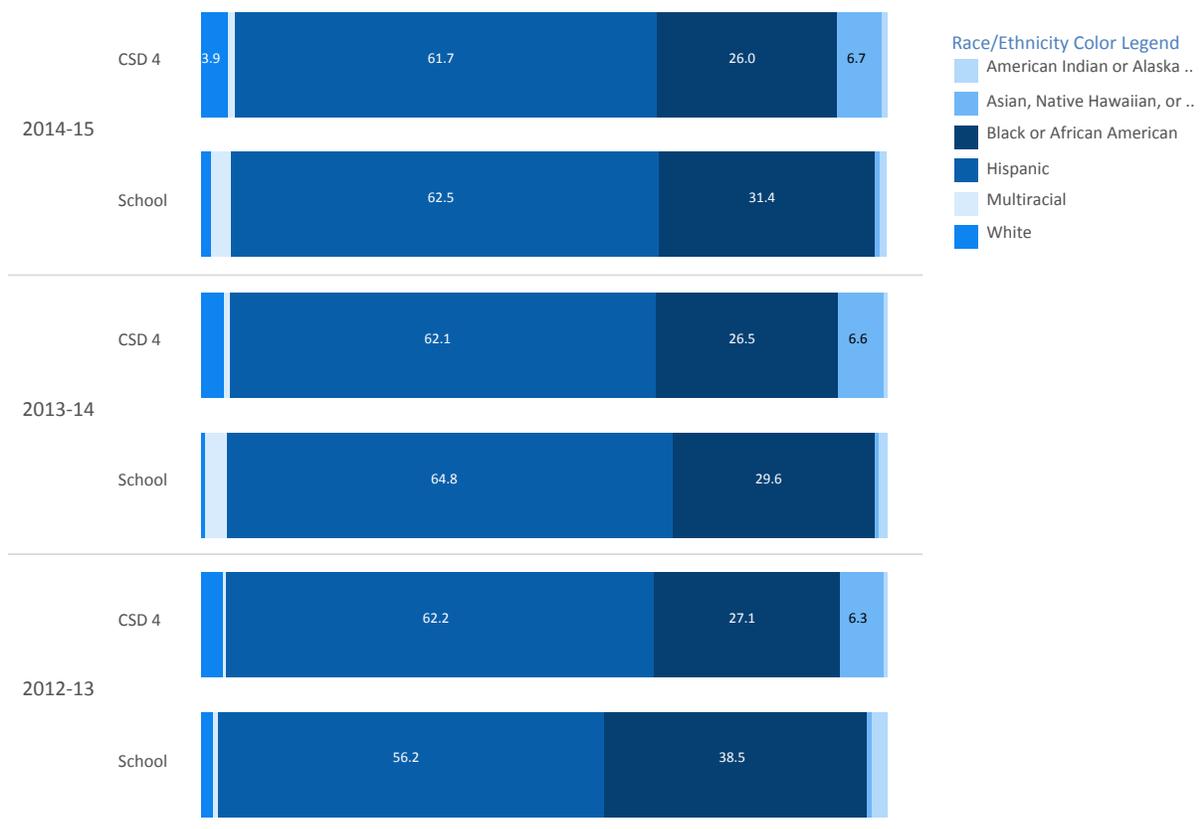
East Harlem Scholars School Overview

APPENDIX A: EAST HARLEM SCHOLARS OVERVIEW

Board of Trustees¹⁶

Board Member Name	Position	Board Member Name	Position
Joan Solotar	Chair	Lili Lynton	Trustee
David Wildermuth	Vice Chair	Carlos Morales	Trustee
Iris Chen	Secretary	Marilyn Simons	Trustee
Brian Gavin	Treasurer	Tom Webber	Trustee
Jamie Kiggen	Trustee		

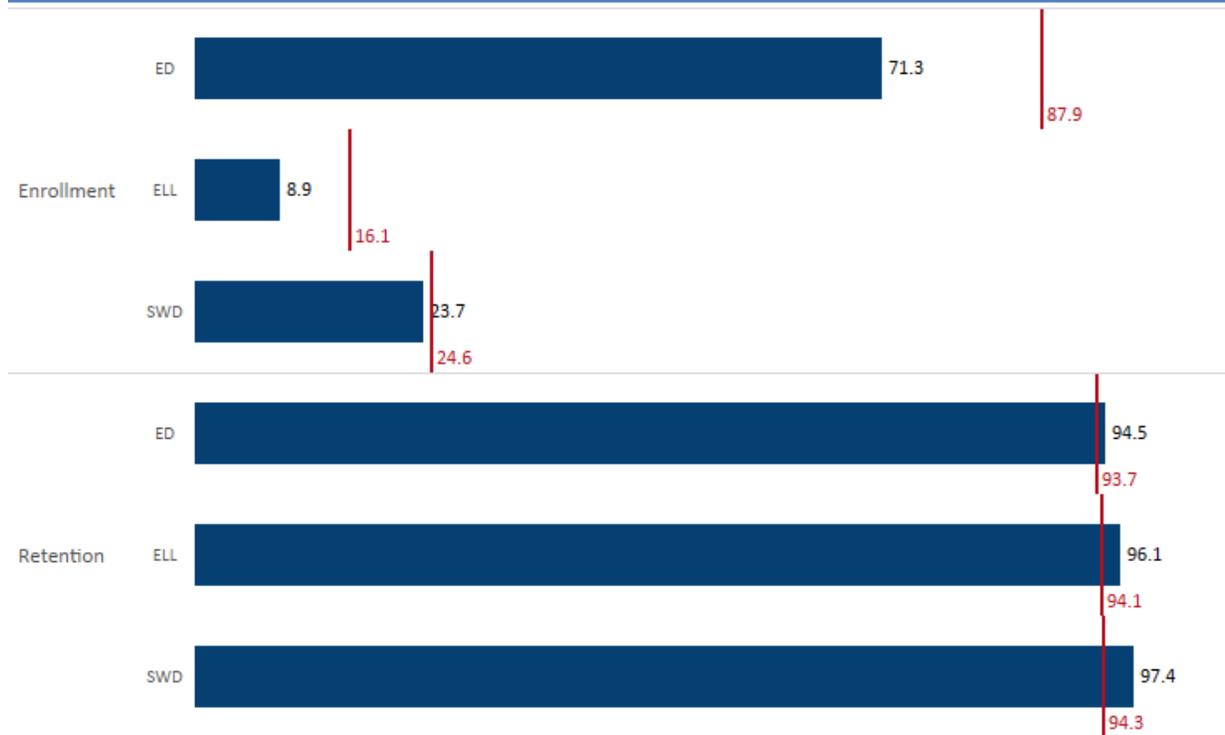
Student Demographics: Race/Ethnicity



¹⁶ Source: The Institute’s board records at the time of the renewal review.

APPENDIX A: EAST HARLEM SCHOLARS 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 provided by the school.

Timeline of Charter School Renewal



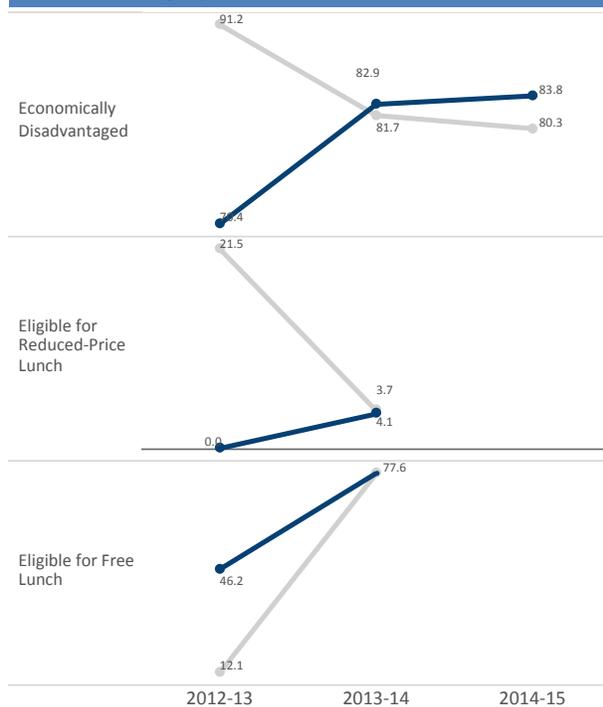
Persistence in Enrollment



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.

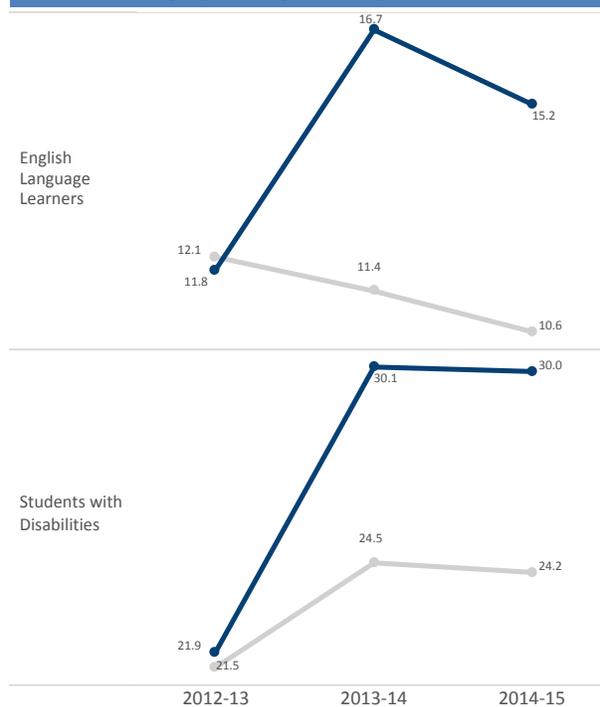
APPENDIX A: EAST HARLEM SCHOLARS OVERVIEW

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.

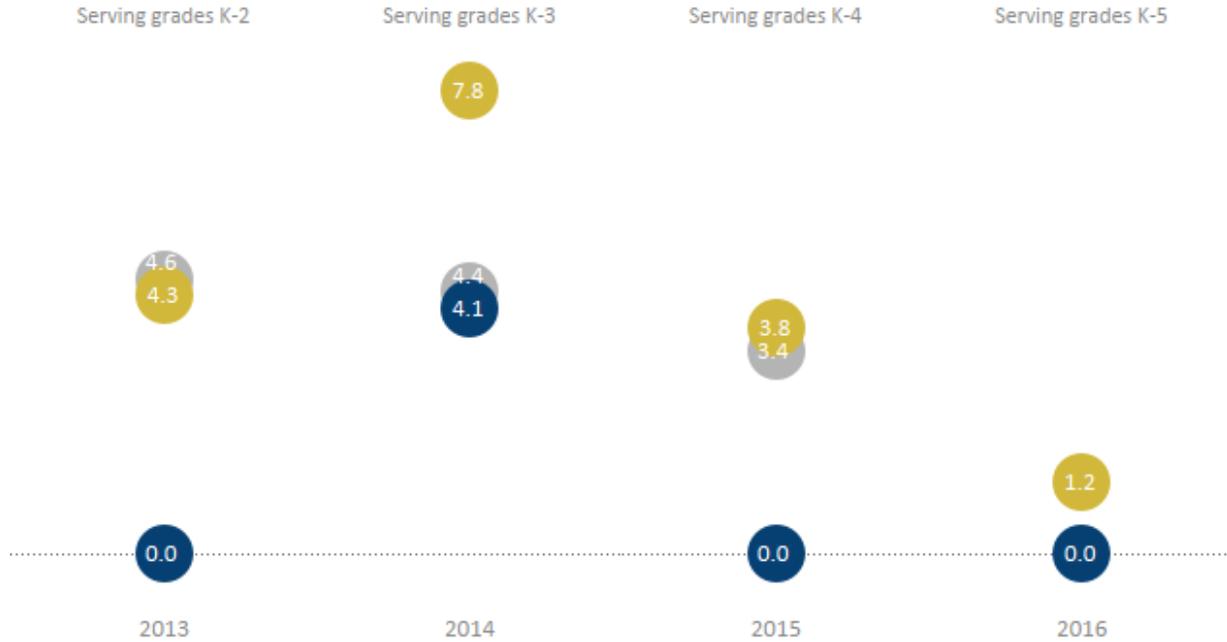
School Characteristics

School Year	Chartered Enrollment	Actual Enrollment ¹⁷	Actual as a Percentage of Chartered Enrollment	Proposed Grades	Actual Grades
2011-12	100	107	107%	K-1	K-1
2012-13	150	164	109%	K-2	K-2
2013-14	200	216	108%	K-3	K-3
2014-15	250	273	109%	K-4	K-4
2015-16	300	325	108%	K-5	K-5

¹⁷ Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX A: EAST HARLEM SCHOLARS OVERVIEW

Suspensions: East Harlem Scholars Academy 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.

2013	2014	2015	2016
0	0	0	0

APPENDIX A: EAST HARLEM SCHOLARS OVERVIEW

Key Design Elements	
Element	Evident?
<ul style="list-style-type: none"> An intense focus on English language arts and mathematics. Daily English language arts instruction will be provided for 120 minutes and daily mathematics instruction will be provided for 90 minutes; 	+
<ul style="list-style-type: none"> A culture of “no excuses;” 	+
<ul style="list-style-type: none"> The hiring, training, and retention of great teachers; 	+
<ul style="list-style-type: none"> The use of the extended day and year in order to provide a well-rounded curriculum; 	+
<ul style="list-style-type: none"> Intense academic support. For every 10 students in the school, there will be at least one adult; 	+
<ul style="list-style-type: none"> High quality space; 	+
<ul style="list-style-type: none"> Plans to grow to serve students in Kindergarten through grade 8; 	+
<ul style="list-style-type: none"> The extensive use of technology including smart board and computers in every classroom; 	+
<ul style="list-style-type: none"> A focus on professional development and a leadership structure that supports teachers in the classroom expanding and strengthening their instructional capacity; 	+
<ul style="list-style-type: none"> The use of State assessments and other data to inform teaching and to support differentiated instruction; 	+
<ul style="list-style-type: none"> A focus on the whole child through the identification of students needs and learning styles and appropriate adjustment of instructional strategies as well as the use of a staff social worker; and, 	+
<ul style="list-style-type: none"> The inclusion of parents and the community as part of the school’s culture. The school will work proactively to establish a culture that appreciates and respects the cultural, ethnic, language and other diversities reflected in the school community. 	+

School Leaders

School Year(s)

Name(s) and Title(s)

2011-12 to Present

Cheyenne Batista Sao Roque,
Founding Principal/Managing Director

APPENDIX A: EAST HARLEM SCHOLARS OVERVIEW

Parent Satisfaction: Survey Results

Response Rate: 95%

Rigorous Instruction: 93%
Effective School Leadership: 81%
Supportive Environment: 93%

School Visit History

School Year	Visit Type	Date
2011-12	First-Year Visit	April 19, 2012
2013-14	Evaluation Visit	December 11, 2013
2015-16	Initial Renewal Visit	September 28-30, 2015

Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
September 28-30, 2015	Natasha Howard, PhD	Managing Director of Program
	Adam Aberman	External Consultant
	David Montes de Oca	External Consultant

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Appendix B

School Performance Summaries

SCHOOL PERFORMANCE SUMMARY: English Language Arts
East Harlem Scholars Academy Charter School



	2012-13			MET	2013-14			MET	2014-15			MET	
	Grades Served: K-2				Grades Served: K-3				Grades Served: K-4				
	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	0	0	3	9.6 (52)	10.9 (46)	NA	3	32.7 (52)	33.3 (48)	NO		
	4	0	0	4	0	0		4	11.8 (51)	7.7 (39)			
	5	0	0	5	0	0		5	0	0			
	6	0	0	6	0	0		6	0	0			
	7	0	0	7	0	0		7	0	0			
	8	0	0	8	0	0		8	0	0			
	All	0	0	All	9.6 (52)	10.9 (46)		All	22.3 (103)	21.8 (87)			
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	48	89		3-4	88	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:			Comparison: Manhattan District 4			NO	Comparison: Manhattan District 4			NO		
	Grades	School	District	Grades	School	District		Grades	School	District			
				3	10.9	29.0		3-4	21.8	26.7			
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	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	NO
					84.6	9.6	21.8	-0.87	81.7	22.3	21.2	0.08	
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	Grades	School	State		Grades	School	State	YES		
	4			4				4	51.7				
	5			5				5	0.0				
	6			6				6	0.0				
	7			7				7	0.0				
	8			8				8	0.0				
	All			All				All	51.7	50.0			

APPENDIX B: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Mathematics East Harlem Scholars Academy Charter School



	2012-13 Grades Served: K-2			MET	2013-14 Grades Served: K-3			MET	2014-15 Grades Served: K-4			MET		
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)			
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	0	0		3	32.7 (52)	32.6 (46)		3	54.7 (53)	50.0 (48)			
	4	0	0		4	(0)	(0)		4	54.9 (51)	59.0 (39)			
	5	0	0		5	(0)	(0)		5	(0)	(0)			
	6	0	0		6	(0)	(0)		6	(0)	(0)			
	7	0	0		7	(0)	(0)		7	(0)	(0)			
	8	0	0		8	(0)	(0)		8	(0)	(0)			
	All	0	0		All	32.7 (52)	32.6 (46)	NA	All	54.8 (104)	54.0 (87)	NO		
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		Grades	PLI	AMO			
					3	106	86	YES	3-4	141	94	YES		
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:				Comparison: Manhattan District 4				Comparison: Manhattan District 4					
	Grades	School	District		Grades	School	District		Grades	School	District			
					3	32.6	37.0	NO	3-4	54.0	33.7	YES		
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		% ED	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size
						84.6	32.7	30.8	0.12	NO	81.7	54.8	30.4	1.31
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		Grades	School	State		Grades	School	State			
	4				4				4	66.9				
	5				5				5	0.0				
	6				6				6	0.0				
	7				7				7	0.0				
	8				8				8	0.0				
	All				All				All	66.9	50.0	YES		

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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



Charter Schools Institute
The State University of New York

NOTE: Effective 2013-14 the school merged into the education corporation, "East Harlem Scholars Academy Charter School." Accordingly, the education corporation report contains the "Balance Sheet" for all schools merged into the education corporation. See (Code # = "508").

East Harlem Scholars Academy 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	MERGED 2013-14	MERGED 2014-15
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	240,256	158,769	-	-
Grants and Contracts Receivable	-	447,501	453,314	-	-
Accounts Receivable	-	2,031	-	-	-
Prepaid Expenses	-	75,911	45,663	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	765,699	657,746	-	-
Property, Building and Equipment, net	-	99,714	237,626	-	-
Other Assets	-	56,000	50,000	-	-
Total Assets - GRAPH 1	-	921,413	945,372	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	267,043	191,536	-	-
Accrued Payroll and Benefits	-	98,988	-	-	-
Deferred Revenue	-	1,762	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	182,301	363,607	-	-
Total Current Liabilities - GRAPH 1	-	550,094	555,143	-	-
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	550,094	555,143	-	-
Net Assets					
Unrestricted	-	371,319	390,229	-	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	371,319	390,229	-	-
Total Liabilities and Net Assets	-	921,413	945,372	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	1,456,019	2,215,384	2,913,409	3,768,746
Students with Disabilities	-	185,966	291,967	778,473	904,782
Grants and Contracts					
State and local	-	98,513	215,127	47,439	25,739
Federal - Title and IDEA	-	84,812	126,081	307,913	365,459
Federal - Other	-	340,825	492,002	-	-
Other	-	3,058	4,533	3,921	7,056
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	2,169,193	3,345,094	4,051,155	5,071,782
Expenses					
Regular Education	-	1,400,705	2,158,057	2,327,541	2,778,472
SPED	-	515,435	753,428	1,110,576	1,623,528
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	15,628	94,143	154,568	98,294
Total Program Services	-	1,931,768	3,005,628	3,592,685	4,500,294
Management and General	-	227,415	344,665	225,982	335,911
Fundraising	-	104,625	62,474	52,108	141,426
Total Expenses - GRAPHS 2, 3 & 4	-	2,263,808	3,412,767	3,870,775	4,977,631
Surplus / (Deficit) From School Operations	-	(94,615)	(67,673)	180,380	94,151
Support and Other Revenue					
Contributions	-	252,100	131,000	155,600	130,000
Fundraising	-	125,000	-	-	-
Miscellaneous Income	-	-	-	-	-
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	377,100	131,000	155,600	130,000
Total Unrestricted Revenue	-	2,546,293	3,476,094	4,206,755	5,201,782
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	2,546,293	3,476,094	4,206,755	5,201,782
Change in Net Assets	-	282,485	63,327	335,980	224,151
Net Assets - Beginning of Year - GRAPH 2	-	44,417	326,902	407,095	743,075
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	326,902	390,230	743,075	967,226

APPENDIX D: SCHOOL FISCAL DASHBOARD



NOTE: Effective 2013-14 the school merged into the education corporation, "East Harlem Scholars Academy Charter School." Accordingly, the education corporation report contains the "Balance Sheet" for all schools merged into the education corporation. See (Code # = "508").

East Harlem Scholars Academy Charter School

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	365,690	465,220	521,078	615,681
Instructional Personnel	-	907,043	1,117,488	1,591,901	2,247,985
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	1,272,733	1,582,708	2,112,978	2,863,666
Fringe Benefits & Payroll Taxes	-	206,527	284,731	351,679	492,024
Retirement	-	-	25,662	21,316	36,766
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	17,313	40,963	44,461	56,811
Professional Fees, Consultant & Purchased Services	-	449,550	831,732	552,065	579,763
Marketing / Recruitment	-	37,405	40,743	31,877	101,471
Student Supplies, Materials & Services	-	186,139	247,228	309,085	263,026
Depreciation	-	27,169	74,376	80,504	126,716
Other	-	208,295	284,624	366,809	457,388
Total Expenses	-	2,405,131	3,412,767	3,870,775	4,977,631

SCHOOL ANALYSIS

ENROLLMENT

	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	100	150	200	250
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	-	107	164	216	273
Chartered Grades	-	K-1	K-2	K-3	K-4
Revised Grades	-	-	-	-	-

Primary School District: New York

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	0.0%	0.0%	0.0%	0.0%	1.8%

PER STUDENT BREAKDOWN

	2010-11	2011-12	2012-13	2013-14	2014-15	Average - 5 Yrs. OR Charter Term
Revenue						
Operating	-	20,273	20,397	18,755	18,592	19,504
Other Revenue and Support	-	3,524	799	720	477	1,380
TOTAL - GRAPH 3	-	23,797	21,196	19,476	19,068	20,884
Expenses						
Program Services	-	18,054	18,327	16,633	16,497	17,378
Management and General, Fundraising	-	3,103	2,483	1,287	1,750	4,311
TOTAL - GRAPH 3	-	21,157	20,810	17,920	18,246	21,689
% of Program Services	0.0%	85.3%	88.1%	92.8%	90.4%	89.2%
% of Management and Other	0.0%	14.7%	11.9%	7.2%	9.6%	10.8%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	12.5%	1.9%	8.7%	4.5%	-3.7%

Student to Faculty Ratio

2010-11	7.4	8.6	8.6	7.3
---------	-----	-----	-----	-----

Faculty to Admin Ratio

2010-11	3.6	4.8	4.2	4.2
---------	-----	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

[See East Harlem Scholars Academy Charter School for Ed Corp's ratios. Code #508]

Score	2010-11	2011-12	2012-13	2013-14	2014-15	Average
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	2.1	2.1	0.0	0.0	0.0
	N/A	Fiscally Strong	Fiscally Strong	N/A	N/A	N/A

Working Capital - GRAPH 7

	2010-11	2011-12	2012-13	2013-14	2014-15	Average
Net Working Capital	0	215,605	102,603	0	0	0
As % of Unrestricted Revenue	0.0%	8.5%	3.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	1.4	1.2	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	MEDIUM	HIGH	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Good	Poor	N/A	N/A	N/A

Quick (Acid Test) Ratio

	2010-11	2011-12	2012-13	2013-14	2014-15	Average
Score	0.0	1.3	1.1	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	MEDIUM	MEDIUM	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Good	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

	2010-11	2011-12	2012-13	2013-14	2014-15	Average
Score	0.0	0.6	0.6	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	MEDIUM	MEDIUM	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Good	Good	N/A	N/A	N/A

Months of Cash - GRAPH 8

	2010-11	2011-12	2012-13	2013-14	2014-15	Average
Score	0.0	1.3	0.6	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	MEDIUM	HIGH	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Good	Poor	N/A	N/A	N/A

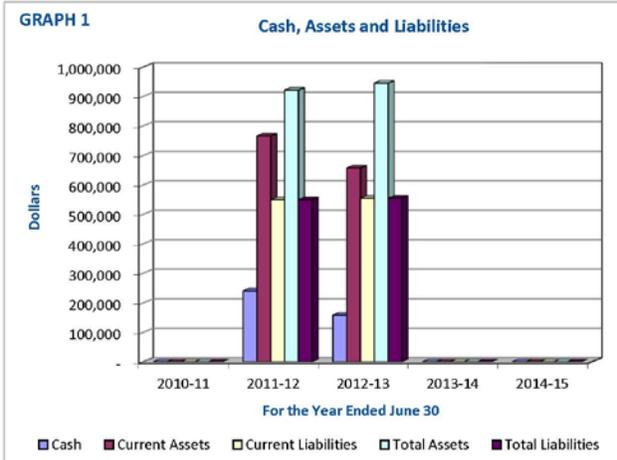
APPENDIX D: SCHOOL FISCAL DASHBOARD



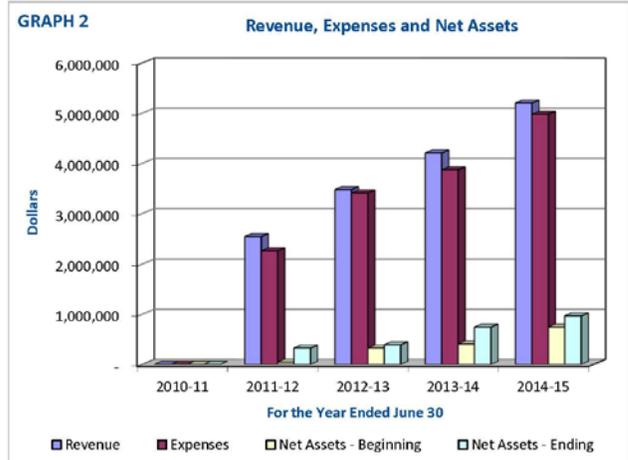
Charter Schools Institute
The State University of New York

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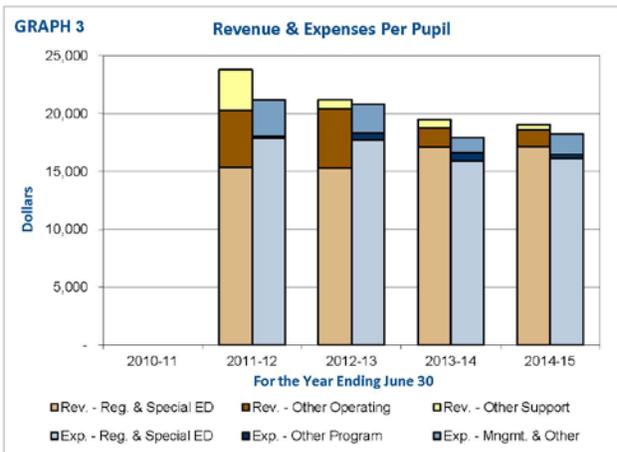
East Harlem Scholars Academy Charter School



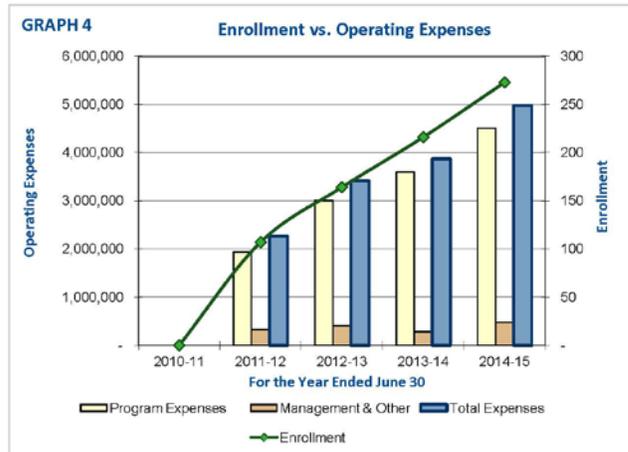
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



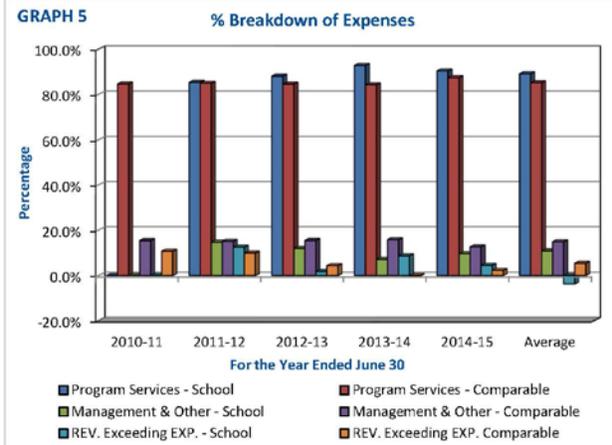
Charter Schools Institute
The State University of New York

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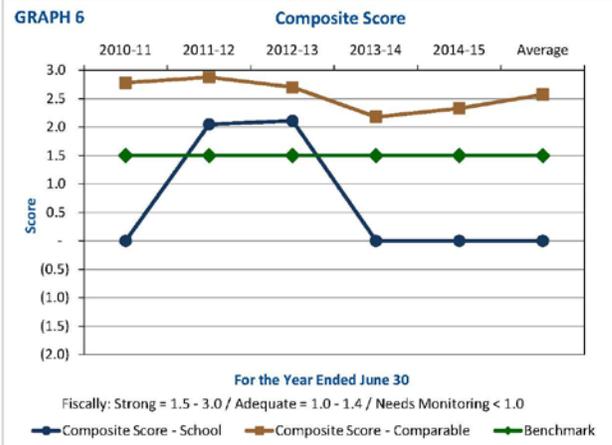
East Harlem Scholars Academy Charter School

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

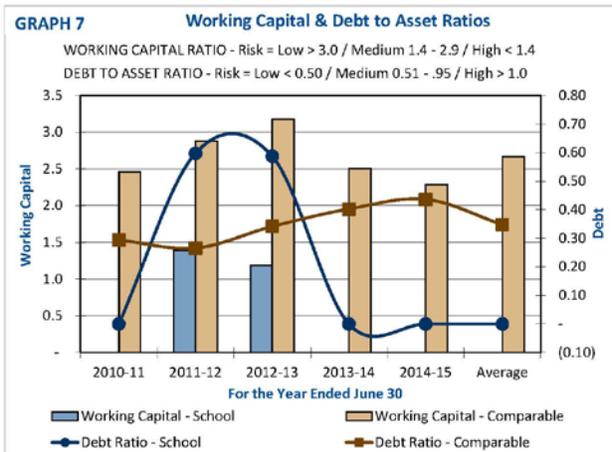
* Average = Average - 5 Yrs. OR Charter Term



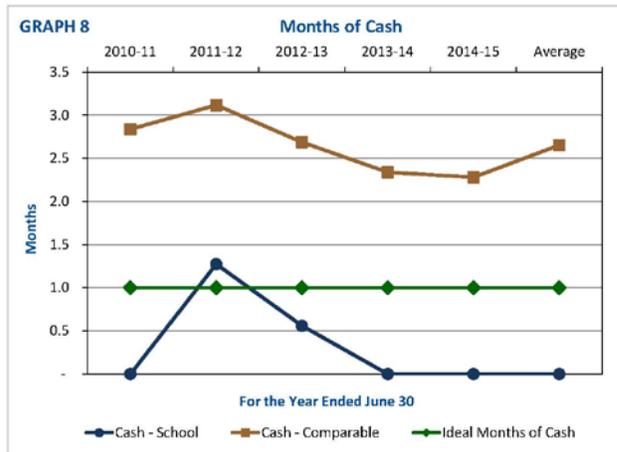
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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

EAST HARLEM SCHOLARS ACADEMY CHARTER SCHOOLS

Five guiding principles, shared by both education corporation schools and the partner organization, form the foundation of the educational program:

- All children can and will succeed when provided great education;
- The best learning occurs when children engage in higher-order, critical thinking;
- A nurturing and supportive environment supports students’ love of learning and of themselves;
- Self awareness promotes dynamic leadership and global awareness; and,
- Active community engagement richly enhances educational opportunities.

The student-centered Scholars Academy instructional model promotes individualized learning and social-emotional growth. With two teachers in every classroom, the schools maintain low student-teacher ratios that foster differentiation and small group instruction. The schools’ longer school day and year build upon a growing body of research that links improved academic outcomes to additional instructional time.

The schools implement rigorous, research-based curricula and administer a variety of diagnostic, formative and summative assessments to monitor student progress and measure program effectiveness. Engage NY provides the foundation of the schools’ ELA program. In Kindergarten and 1st grade, the schools supplement Engage NY with Reading Mastery to develop students’ phonemic and phonological awareness, letter recognition and fluency. Throughout all grades, teachers use daily guided reading blocks to build and assess reading and listening comprehension. The schools administer the computer adaptive MAP test three times per year and EdVista practice tests twice per year in 3rd-5th grades to prepare students for New York state tests. In addition to assessments tied to Engage NY and Reading Mastery units, schools use Fountas & Pinell interim assessments to track fluency. In mathematics, the schools use Engage NY units to deliver instruction aligned to Common Core standards and supplement with Cognitively Guided Instruction curriculum and assessments to strengthen and measure students’ problem-solving skills. As is the case in ELA, the schools administer MAP and EdVista assessments several times per year to assess student learning in mathematics.

Education Corporation Timeline of Charter Renewal



APPENDIX E: EDUCATION CORPORATION OVERVIEW

Education Corporation School Characteristics

School	Local District	Co-located School?	Chartered Enrollment ¹⁸	Grade Span
East Harlem Scholars Charter School	NYC CSD 4	Yes	300	K-5
East Harlem Scholars Charter School II	NYC CSD 4	Yes	222	preK-3

School Visit History

School Year	School	Visit Type	Visit Date
2011-12	East Harlem Scholars Academy Charter School	First-Year Visit	April 19, 2012
2013-14	East Harlem Scholars Academy Charter School	Evaluation Visit	December 11, 2013
2013-14	East Harlem Scholars Academy Charter School II	First-Year Visit	December 12, 2013
2015-16	East Harlem Scholars Academy Charter School	Initial Renewal Visit	September 28-30, 2013

Parent Satisfaction: East Harlem Scholars Academy Charter School II 2014-15 Survey Results

Response Rate: 96%

Rigorous Instruction: 92%

Effective School Leadership: 91%

Supportive Environment: 98%

Persistence in Enrollment

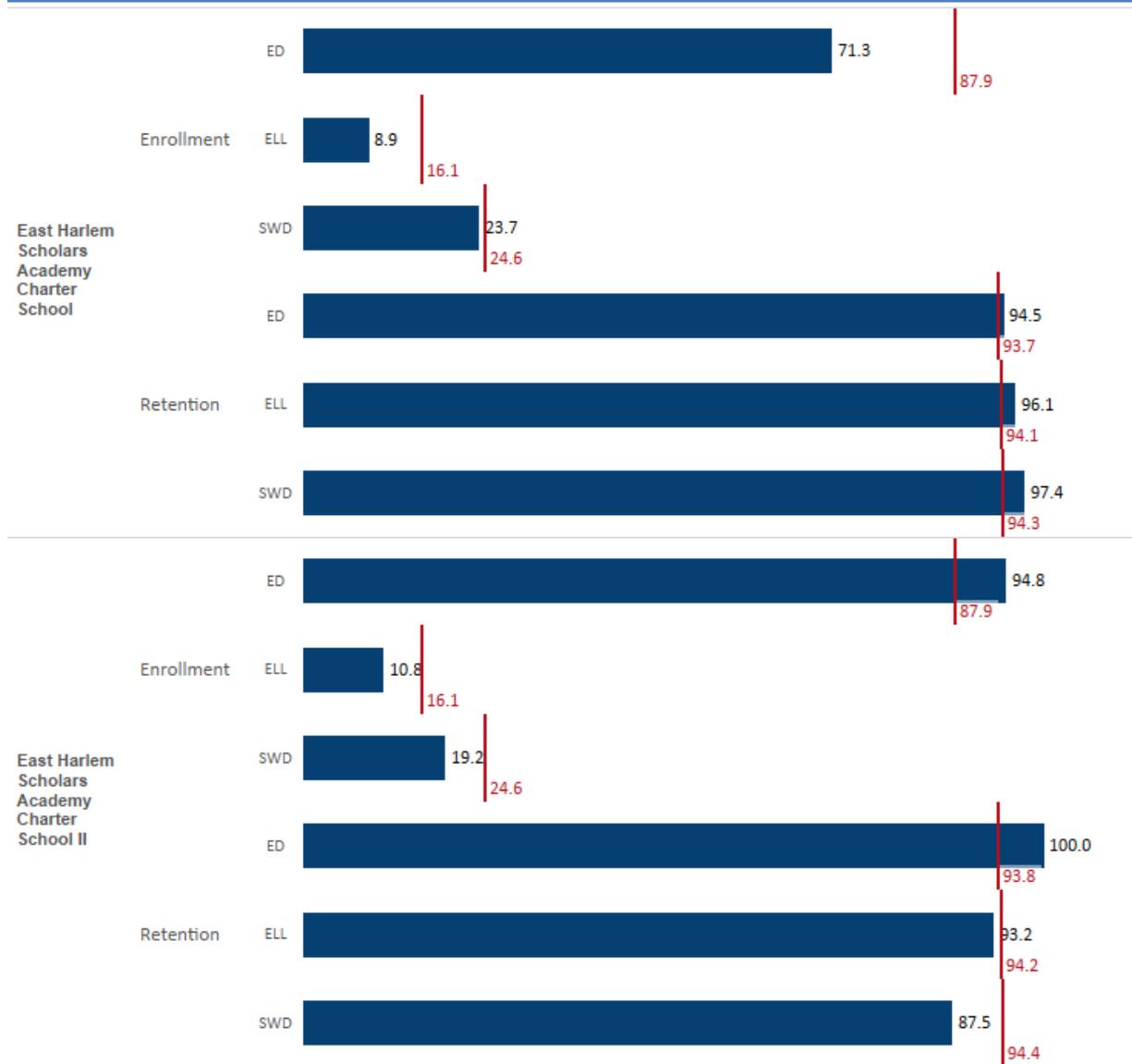
2014-15	92.8
2013-14	91.0
2012-13	92.5

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.

¹⁸ Chartered enrollment does not include preK enrollment.

APPENDIX E: EDUCATION CORPORATION OVERVIEW

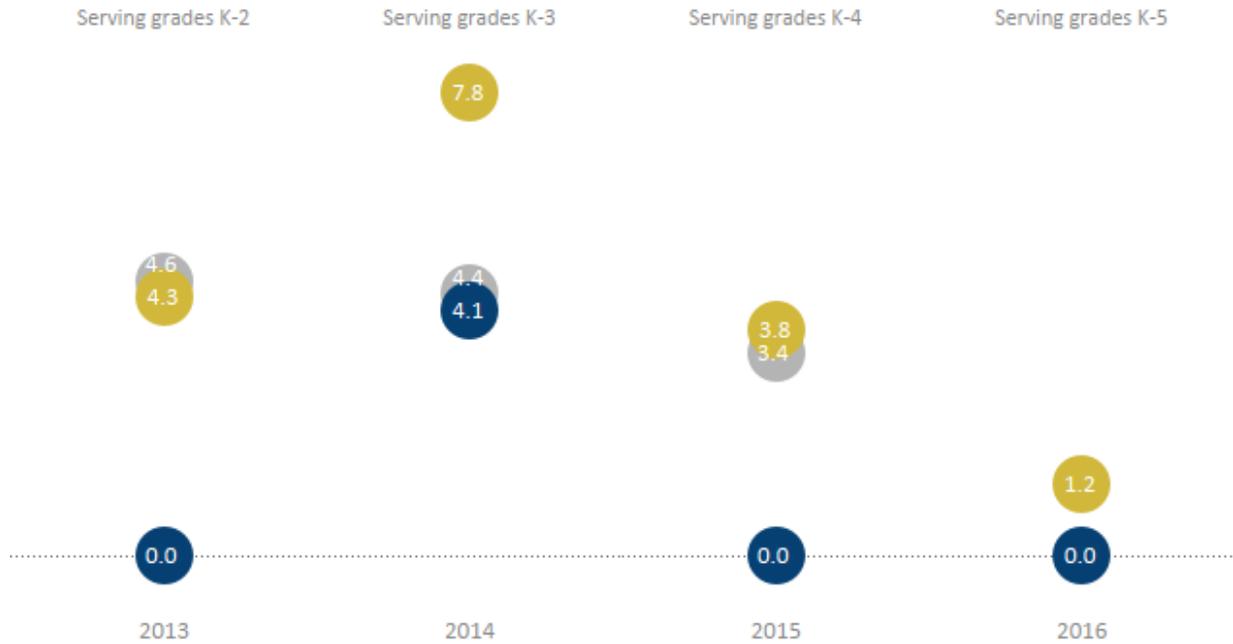
Enrollment and Retention Targets



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: East Harlem Scholars Academy Charter School's in school suspension rate and out of school suspension rate and the district overall suspension rate.



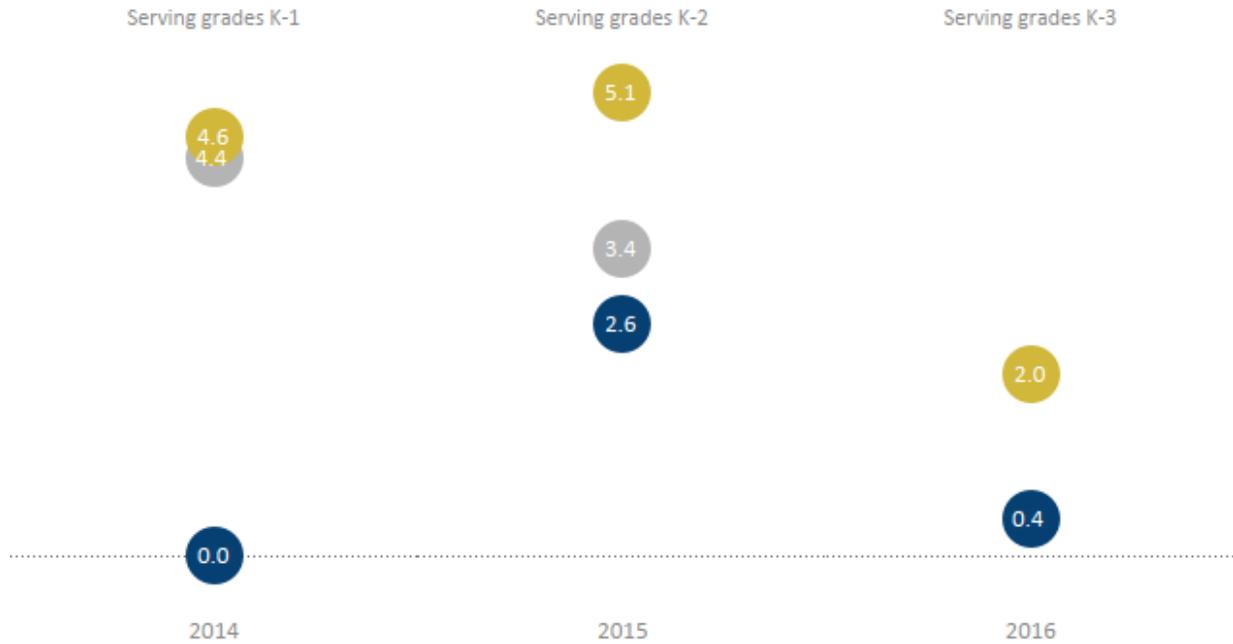
Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the 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.

2013	2014	2015	2016
0	0	0	0

APPENDIX E: EDUCATION CORPORATION OVERVIEW

Suspensions: East Harlem Scholars Academy Charter School II'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.

2014	2015	2016
0	0	0

Appendix F

Education Corporation Fiscal Dashboard

APPENDIX F: EDUCATION CORPORATION FISCAL DASHBOARD



East Harlem Scholars Academy Charter School (Merged)

SCHOOL INFORMATION

BALANCE SHEET					
	2010-11	2011-12	2012-13	MERGED	MERGED
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	-	1,088,888	1,474,954
Grants and Contracts Receivable	-	-	-	250,658	317,775
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	33,419	20,309
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	1,372,965	1,813,038
Property, Building and Equipment, net	-	-	-	298,208	268,148
Other Assets	-	-	-	-	50,000
Total Assets - GRAPH 1	-	-	-	1,671,173	2,131,186
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	401,705	120,082
Accrued Payroll and Benefits	-	-	-	-	315,682
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	491,134	532,172
Total Current Liabilities - GRAPH 1	-	-	-	892,839	967,936
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	892,839	967,936
Net Assets					
Unrestricted	-	-	-	728,334	1,163,250
Temporarily restricted	-	-	-	50,000	-
Total Net Assets	-	-	-	778,334	1,163,250
Total Liabilities and Net Assets	-	-	-	1,671,173	2,131,186
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	-	6,605,291	5,973,920
Students with Disabilities	-	-	-	778,473	1,178,135
Grants and Contracts					
State and local	-	-	-	402,791	41,588
Federal - Title and IDEA	-	-	-	307,913	448,547
Federal - Other	-	-	-	-	143,068
Other	-	-	-	3,921	7,056
Food Service/Child Nutrition Program	-	-	-	-	123,037
Total Operating Revenue	-	-	-	8,098,389	7,915,351
Expenses					
Regular Education	-	-	-	4,817,646	4,551,824
SPED	-	-	-	2,112,965	2,318,938
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	254,759	132,186
Total Program Services	-	-	-	7,185,370	7,002,948
Management and General	-	-	-	451,964	561,577
Fundraising	-	-	-	104,216	245,910
Total Expenses - GRAPHS 2, 3 & 4	-	-	-	7,741,550	7,810,435
Surplus / (Deficit) From School Operations	-	-	-	356,839	104,916
Support and Other Revenue					
Contributions	-	-	-	311,200	280,000
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	3,921	-
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	-	315,121	280,000
Total Unrestricted Revenue	-	-	-	8,413,510	8,195,351
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	-	8,413,510	8,195,351
Change in Net Assets	-	-	-	671,960	384,916
Net Assets - Beginning of Year - GRAPH 2	-	-	-	407,095	778,334
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	-	1,079,055	1,163,250

APPENDIX F: EDUCATION CORPORATION FISCAL DASHBOARD



East Harlem Scholars Academy Charter School (Merged)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	-	-	833,717	1,070,682
Instructional Personnel	-	-	-	2,547,018	3,447,709
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	-	3,380,735	4,518,391
Fringe Benefits & Payroll Taxes	-	-	-	562,682	783,843
Retirement	-	-	-	34,106	52,863
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	-	71,137	78,154
Professional Fees, Consultant & Purchased Services	-	-	-	883,296	921,207
Marketing / Recruitment	-	-	-	51,002	146,247
Student Supplies, Materials & Services	-	-	-	494,531	417,252
Depreciation	-	-	-	128,806	167,256
Other	-	-	-	586,889	725,222
Total Expenses	-	-	-	6,193,184	7,810,435

SCHOOL ANALYSIS

ENROLLMENT	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	-	-	310	416
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	-	-	-	322	432
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-
Primary School District:					
Per Pupil Funding (Weighted Avg of All Districts)	-	-	-	-	-
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue	2010-11	2011-12	2012-13	2013-14	2014-15	Average - 5 Yrs. OR Charter Term
Operating	-	-	-	25,150	18,331	21,741
Other Revenue and Support	-	-	-	979	648	814
TOTAL - GRAPH 3	-	-	-	26,129	18,980	22,554
Expenses						
Program Services	-	-	-	22,315	16,218	19,266
Management and General, Fundraising	-	-	-	1,727	1,870	1,799
TOTAL - GRAPH 3	-	-	-	24,042	18,088	21,065
% of Program Services	0.0%	0.0%	0.0%	92.8%	89.7%	91.2%
% of Management and Other	0.0%	0.0%	0.0%	7.2%	10.3%	8.8%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	0.0%	8.7%	4.9%	7.1%

Student to Faculty Ratio	-	-	-	-	-
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Faculty to Admin Ratio	-	-	-	-	-
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Financial Responsibility Composite Scores - GRAPH 6

Score	2010-11	2011-12	2012-13	2013-14	2014-15	Average
Score	0.0	0.0	0.0	2.0	2.3	2.1
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	2010-11	2011-12	2012-13	2013-14	2014-15	Average
Net Working Capital	0	0	0	480,126	845,102	662,614
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	5.7%	10.3%	8.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	1.5	1.9	1.7
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	Good	Good	Good

Quick (Acid Test) Ratio

Score	2010-11	2011-12	2012-13	2013-14	2014-15	Average
Score	0.0	0.0	0.0	1.5	1.9	1.7
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	Good	Good	Good

Debt to Asset Ratio - GRAPH 7

Score	2010-11	2011-12	2012-13	2013-14	2014-15	Average
Score	0.0	0.0	0.0	0.5	0.5	0.5
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	Good	Good	Good

Months of Cash - GRAPH 8

Score	2010-11	2011-12	2012-13	2013-14	2014-15	Average
Score	0.0	0.0	0.0	1.7	2.3	2.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	Good	Good	Good

APPENDIX F: EDUCATION CORPORATION FISCAL DASHBOARD

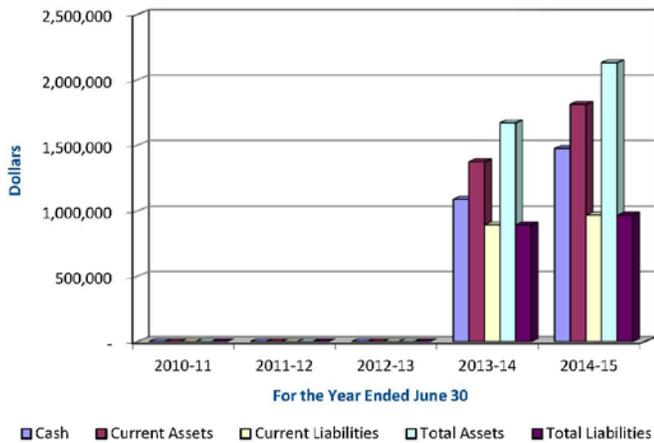


Charter Schools Institute
The State University of New York

East Harlem Scholars Academy Charter School (Merged)

GRAPH 1

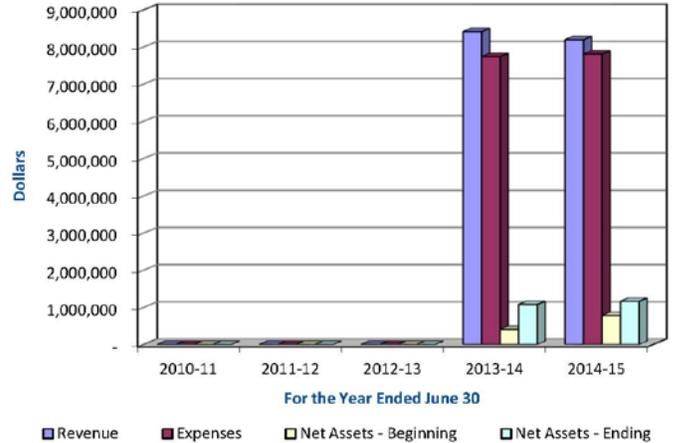
Cash, Assets and Liabilities



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 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.

GRAPH 2

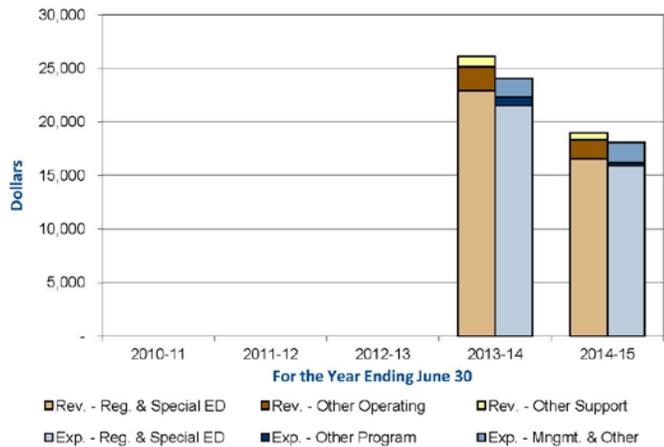
Revenue, Expenses and Net Assets



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

GRAPH 3

Revenue & Expenses Per Pupil



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

GRAPH 4

Enrollment vs. Operating Expenses



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

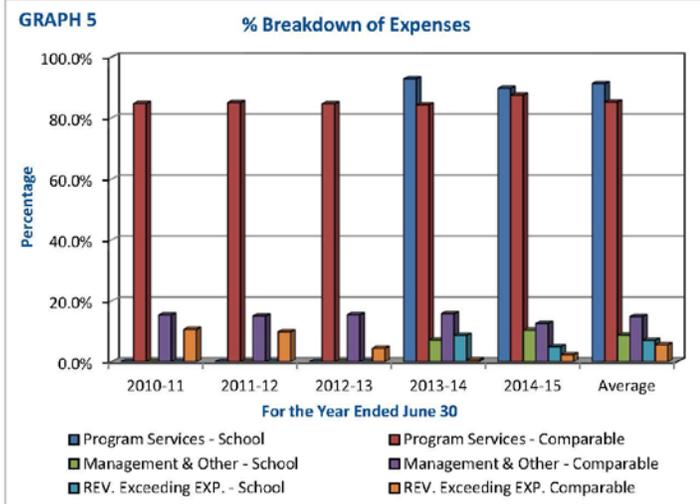
APPENDIX F: EDUCATION CORPORATION FISCAL DASHBOARD



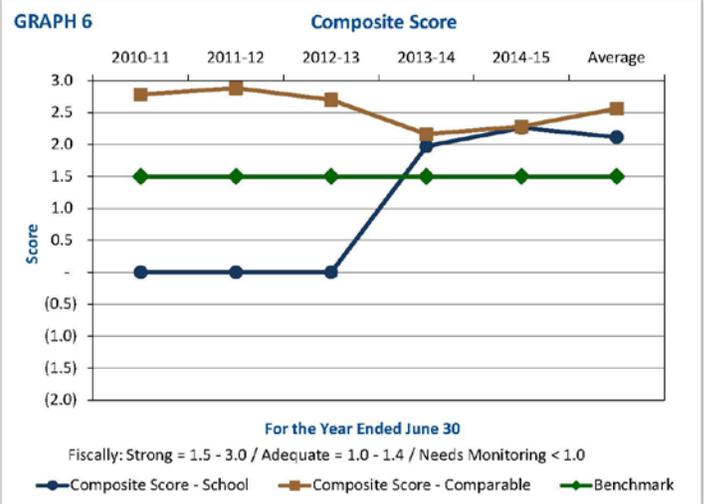
East Harlem Scholars Academy Charter School (Merged)

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

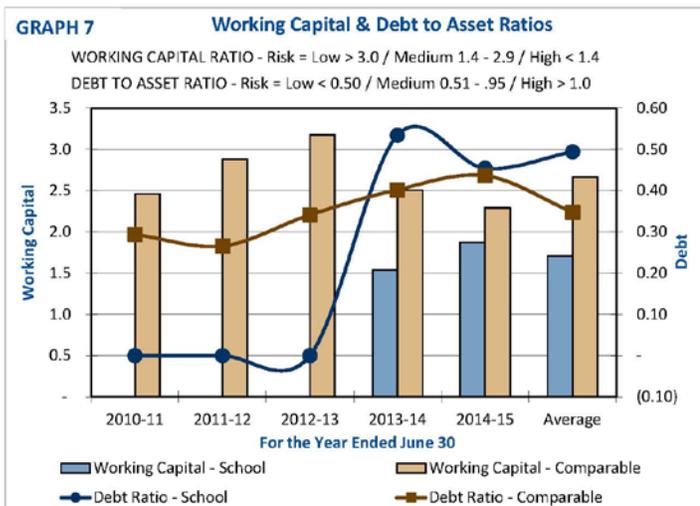
* Average = Average - 5 Yrs. OR Charter Term



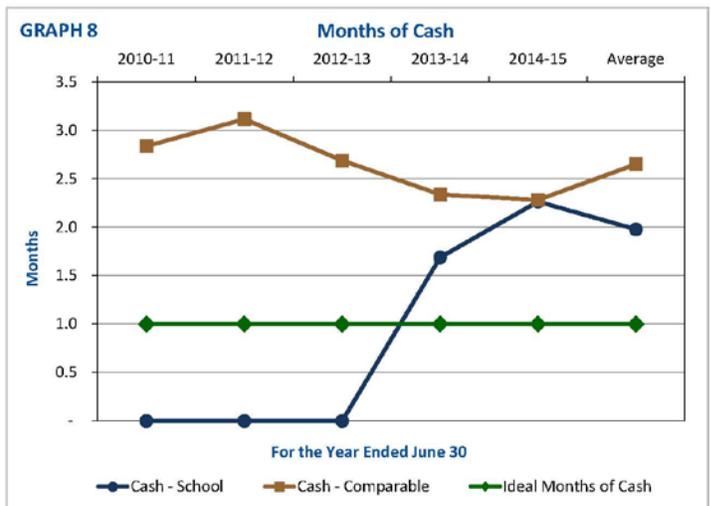
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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.