



Renewal Recommendation Report **Achievement First Apollo Charter School**

Report Date: January 23, 2015

Visit Date: September 23, 2014

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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 a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”) (revised September 4, 2013 and available at: <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf>).

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: <http://www.newyorkcharters.org/operate/existing-schools/renewal/>.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

ACHIEVEMENT FIRST APOLLO CHARTER SCHOOL

BACKGROUND

Originally chartered as Achievement First North Crown Heights Charter School and opened in September 2010, Achievement First Apollo Charter School (“AF Apollo”) is now in its fifth year of operation and provides a high quality educational experience to the families of Brooklyn, NY. AF Apollo’s mission is as follows:

The mission of Achievement First Apollo is to deliver on the promise of equal educational opportunity for all of America’s children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First Apollo provides all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities.

Achievement First, Inc. (“Achievement First”), a Connecticut not-for-profit corporation, serves as the charter management organization for AF Apollo and five other SUNY authorized schools. AF Apollo remains an independent not-for-profit education corporation.

The school currently serves 548 students in grades K-5 in a co-located facility at 350 Linwood Street, Brooklyn, NY in New York City Community School District (“CSD”) 19. Also housed in the New York City Department of Education (“NYCDOE”) building is J.H.S. 302 Rafael Cordero, a middle school serving students in 7th and 8th grades. AF Apollo divides its program into an elementary academy (K-4) and a middle academy (5-8).

EXECUTIVE SUMMARY

At the end of its first charter term, AF Apollo has met or come close to meeting its Accountability Plan goals with limited data. Data is limited as the school has served students in grades assessed on state exams in just the last two years. The school posted very strong 3rd grade student performance in 2012-13. In 2013-14, the school’s 3rd and 4th grade combined performance declined. However, key accountability measures, such as how well the school performs relative to schools with similar economically disadvantaged student populations state wide, are still positive and close to meeting SUNY’s standards.

The school’s program, as analyzed using SUNY’s Charter Renewal Benchmarks,¹ was, at the time of the renewal visit, strong and effective. The school has strong instructional leaders who prioritize supporting teachers in delivering high quality instruction. Notably, the school now provides five

¹ The *State University of New York Charter Renewal Benchmarks* (version 5.0, the “SUNY Renewal Benchmarks”), available at: <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf>.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

weeks of pre-service professional development for teachers new to the school each year, three weeks of which are with returning teachers. The school's at-risk program focuses significant resources on supporting students most in need of academic improvement.

The AF Apollo education corporation board (the "board") performs its duties in focusing the school on academic achievement targeting resources to support instructional leaders and classroom teachers. The board has maintained strong membership throughout the charter term. The board regularly receives specific and robust reports from school leaders tracking academic, operational and fiscal performance that allows the board to exercise proper oversight at the school. For these reasons, the Institute recommends that AF Apollo be granted an initial full-term renewal of five years.

RENEWAL RECOMMENDATION

RECOMMENDATION: FULL-TERM RENEWAL

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Achievement First Apollo Charter School and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 10th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 941 students.

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

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

³ SUNY Renewal Policies, page 12.

RENEWAL RECOMMENDATION

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,
- 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 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 Board of Regents finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school in July 2013.

Given the date the school was originally chartered, it does not have statutory targets. However, in accordance with the Act, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its future enrollment and retention targets during the next charter term prior to recommending the renewal application for approval. The Institute found the school's plans to meet or exceed the targets satisfactory. Its plans for the education of students with disabilities, ELLs and FRPL students are similarly satisfactory. The Institute also found the school to be making good faith efforts to attract and retain such students in accordance with the Act.

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. As of the date of this report, the Institute has received no district comments in response.

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

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

RENEWAL RECOMMENDATION

REPORT FORMAT

The Institute makes the foregoing renewal recommendation based on the 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 SUNY Renewal Benchmarks, 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?

The report's Appendix provides a 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 and additional evidence on student achievement contained in the School Performance Summaries.

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN ACADEMIC SUCCESS?

AF Apollo is an academic success given its record of meeting or coming close to meeting its Accountability Plan goals and based on evidence about the educational program, compiled on school evaluation visits during the charter term and at the time of the renewal review using the SUNY Renewal Benchmarks, that demonstrates the program is generally effective.

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 English Language Arts (“ELA”) and mathematics. 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 well did the school do in catching students up – and then keeping them up to grade level proficiency?

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

Because of testing changes made by the state, the Institute has since 2009 consistently de-emphasized the two absolute measures under each goal in schools’ Accountability Plans. The Institute continues to focus primarily on the two comparative measures and the growth measure while also considering 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 the Appendix at the end of the report.

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).

⁹ While the state has recalibrated the absolute Annual Measurable Objective, the Institute only considers and reports on the 2013-14 results, not on those for 2012-13.

RENEWAL BENCHMARK CONCLUSIONS

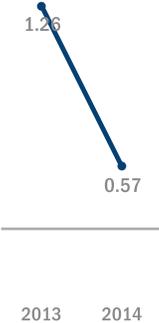
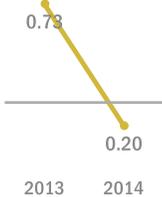
The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

Academic Attainment. During its initial charter term, AF Apollo enrolled students in grades K-5 such that it generated outcome data based on the state’s 3rd and 4th grade ELA, mathematics, and science assessments during the two most recent years of the Accountability Period or charter term. During those years, the school has at met or come close to meeting its key Accountability Plan goals in ELA and mathematics. In ELA, the school consistently outperformed its local district and it also outperformed, to at least a meaningful degree, schools statewide that serve the same grades and students that are similarly economically situated. During 2013-14, the school’s 4th grade cohort growth fell below its target of meeting the state’s median score in ELA achievement. Despite this, the school came close to meeting its ELA goal that year.

Based on the two years of available data, AF Apollo has come close to meeting its mathematics goal. The school consistently outperformed its local school district. Relative to demographically similar schools statewide, the school performed higher than expected to a meaningful degree during 2012-13, and it performed higher than expected to a small degree during 2013-14. During 2013-14, the school’s 4th grade cohort growth in mathematics achievement fell below its target of meeting the state’s median score. Despite this, the school came close to meeting its mathematics goal that year.

The school is meeting its science and NCLB goals.

RENEWAL BENCHMARK CONCLUSIONS

DESCRIPTION	ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL	MATHEMATICS ACCOUNTABILITY PLAN GOAL																		
<p>Comparative Measure: District Comparison. Each year, the percent of students enrolled at the school 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 the local school district.</p>	 <table border="1"> <tr> <th>Year</th> <th>Value 1</th> <th>Value 2</th> </tr> <tr> <td>2013</td> <td>32</td> <td>14</td> </tr> <tr> <td>2014</td> <td>29</td> <td>17</td> </tr> </table>	Year	Value 1	Value 2	2013	32	14	2014	29	17	 <table border="1"> <tr> <th>Year</th> <th>Value 1</th> <th>Value 2</th> </tr> <tr> <td>2013</td> <td>33</td> <td>19</td> </tr> <tr> <td>2014</td> <td>36</td> <td>22</td> </tr> </table>	Year	Value 1	Value 2	2013	33	19	2014	36	22
Year	Value 1	Value 2																		
2013	32	14																		
2014	29	17																		
Year	Value 1	Value 2																		
2013	33	19																		
2014	36	22																		
<p>Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above in ELA and mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p>	 <table border="1"> <tr> <th>Year</th> <th>Effect Size</th> </tr> <tr> <td>2013</td> <td>1.26</td> </tr> <tr> <td>2014</td> <td>0.57</td> </tr> </table>	Year	Effect Size	2013	1.26	2014	0.57	<p>Performance Standard: 0.3</p>  <table border="1"> <tr> <th>Year</th> <th>Effect Size</th> </tr> <tr> <td>2013</td> <td>0.73</td> </tr> <tr> <td>2014</td> <td>0.20</td> </tr> </table>	Year	Effect Size	2013	0.73	2014	0.20						
Year	Effect Size																			
2013	1.26																			
2014	0.57																			
Year	Effect Size																			
2013	0.73																			
2014	0.20																			
<p>Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile in ELA and mathematics.</p>	<p>State Median: 50</p>  <table border="1"> <tr> <th>Year</th> <th>Mean Growth Percentile</th> </tr> <tr> <td>2014</td> <td>36.9</td> </tr> </table>	Year	Mean Growth Percentile	2014	36.9	<p>State Median: 50</p>  <table border="1"> <tr> <th>Year</th> <th>Mean Growth Percentile</th> </tr> <tr> <td>2014</td> <td>38.5</td> </tr> </table>	Year	Mean Growth Percentile	2014	38.5										
Year	Mean Growth Percentile																			
2014	36.9																			
Year	Mean Growth Percentile																			
2014	38.5																			

RENEWAL BENCHMARK CONCLUSIONS

Instructional Leadership. AF Apollo has strong instructional leadership. Leadership teams at both the elementary and middle academies are highly effective in providing teachers with strong supports through a robust coaching system and evaluation process, emphasizing the importance of pedagogical growth and student achievement.

- As in previous years of the school’s charter term, AF Apollo establishes high expectations through its thorough hiring process, emphasizing expectations of work commitments and communicating performance goals orally and through documents the leaders create for pre-service trainings. The school continues to utilize the Achievement First’s teacher evaluation protocol (“The Teacher Career Pathway”) to provide a clear developmental trajectory for teachers at every experience level.
- At the time of the renewal visit, the school’s leadership structure was consistent with previous years at the elementary academy, with one principal and two academic deans serving as instructional leaders. A principal with the support of an academic dean leads the newly opened middle academy. Leaders support the teaching staff across the school through a minimum of one observation and feedback cycle per week. Deans also increase the effectiveness of classroom instruction by providing real-time coaching to teachers in response to immediate pedagogical needs.
- Teachers continue to set professional goals with their assigned instructional leader and monitor their progress towards meeting them during weekly meetings. At these weekly meetings, the principals and deans also provide guidance in the creation of lesson plans, holding meetings before each unit to assist teachers in instructional planning and deciding what students should know at the conclusion of a unit. In addition to meetings with the leadership teams, teachers have regular common planning periods to discuss curriculum at the school level, as well as the opportunity to meet with other grade level teachers across the network during practice days which allow for additional guidance to help ensure the effective implementation of unit plans.
- In contrast to previous years, Achievement First now provides five weeks of summer training for new teachers and three weeks for returning teachers in which they address topics such as expectations for classroom rigor and classroom management techniques. Teachers also participate in weekly professional development at the school level, which instructional leaders design to respond to teacher needs they observe during weekly observations and walkthroughs. For example, although the focus for the first eight weeks across the school is building strong community and culture, the middle school principal specifically recognized the need for teachers to receive more professional development in giving precise academic directions. Once teachers receive training in this area, instructional leaders circle back to classrooms to observe teachers implementing skills taught in the professional development sessions, ensuring that the school’s professional development activities interrelate with classroom practice.
- AF Apollo’s leaders continue to conduct formal evaluations with clear criteria throughout the school year. Consistent with classroom observations and previous teacher evaluations, leaders have a good grasp on the strengths and weaknesses of individual teachers. AF Apollo’s emphasis on data analysis at the school and network levels for both academics and behavior also allow leaders to gauge teachers’ observed instructional abilities in

RENEWAL BENCHMARK CONCLUSIONS

relation to student and classroom performance data. The elementary principal specifically reported not rehiring several teachers at the end of the 2013-14 school year that fell short of performance expectations.

Curriculum and Assessment. AF Apollo has an assessment system that improves instructional effectiveness and student learning. The Achievement First network's curriculum documents support teachers in their instructional planning. The network and school focus on revising curriculum documents and interim assessments to improve alignment with new state standards.

- AF Apollo continues to use Achievement First's curriculum which is aligned to New York State Learning Standards. Achievement First develops curriculum maps, scope and sequences and unit plans for each subject and grade level. These tools provide the bridge between the curriculum framework and lesson plans that allow teachers to know what to teach and when to teach it.
- As with previous years, Achievement First has a process for selecting, developing and reviewing its curriculum documents, using data from formal data days every six weeks to help analyze the effectiveness of its academic program. Curriculum Fellows from network schools collaborate with network curriculum coordinators to review and revise the grade and content specific scope and sequences in accordance to data findings throughout the year.
- AF Apollo's instructional leaders and teachers use these curricular resources to develop lesson plans and pacing guides for each unit of study that are individually tailored to the needs of their students. Teachers include in their lesson plans opportunities for differentiation and scaffolded support based on formal and informal student assessment data. Unlike in the past, teachers are now responsible for creating their own daily lesson plans. Teachers write these plans two weeks in advance for instructional supervisors to review and provide feedback before the implementation of lessons. Teachers continue to have formal opportunities to collaborate in instructional planning within grade teams and report having informal opportunities to collaborate across grade levels supporting vertical alignment.
- AF Apollo continues to administer standardized assessments in ELA and math as well as interim assessments ("IAs") the network creates. Teachers are responsible for creating and administering regular classroom assessments including exit tickets and weekly quizzes to monitor student mastery against daily and weekly goals. Teachers and instructional leaders have access to student assessment data and Achievement First provides the school with detailed reports on IA results while teachers are responsible for scoring and analyzing their own classroom assessment data with the assistance of instructional supervisors.
- The network regularly correlates the IA results with those from the state assessments to determine their validity and to revise as necessary. Instructional leaders collaborate at the network level to set norming expectations for assessment scoring. In turn, instructional leaders work with teachers to develop scoring rubrics for assessments to ensure reliability and validity of assessment results.

RENEWAL BENCHMARK CONCLUSIONS

- Alignment of network IAs and assessments notwithstanding, instructional leaders at AF Apollo recognize the need to address discrepancies between students’ IA performance, Achievement First network goals and overall performance on state tests.
- In order to address concerns, leaders require teachers to use informal classroom assessments and IA data to inform whole class re-teaching, targeted interventions and instructional groupings including homogeneous guided reading groups based on ELA assessment data. Assessment data underpins AF Apollo’s Response to Intervention process and informs the progression of tiered interventions for struggling students consistently underperforming on IAs.
- Teachers communicate regularly with parents about their students’ progress and growth, sending home IA scores as well as report cards and progress reports six times a year. Parents also attend parent-teacher conferences upon the issuance of report cards throughout the year.

Pedagogy. Strong instruction is evident throughout most the school. As shown in the chart below, during the renewal visit, Institute team members conducted 12 classroom observations following a defined protocol used in all school renewal visits.

CLASSROOM OBSERVATION METHODOLOGY: NUMBER OF OBSERVATIONS

		GRADE						Total
		K	1	2	3	4	5	
CONTENT AREA	Math		1		1	2	1	5
	ELA	1		1			2	4
	Writing					2		2
	Science							
	Soc Stu			1				1
	Specials							
	Total	1	1	2	1	4	3	12

- Teachers continue to deliver purposeful lessons with clear objectives that align to the New York State Standards (12 out of 12 observations). Lesson activities are purposeful and align to stated objectives that teachers communicate by posting conspicuously in the classroom and reference while executing lessons.
- Teachers regularly and effectively use techniques to check for student understanding during instruction by circulating among students to ask questions during individual work time, using co-teachers to individually conference with students during whole-group lectures and through whole-class monitoring such as call and response and hand movements (11 out of 12 observations). In most classes, teachers monitored student responses and adjusted instruction as necessary. For example, when a teacher recognizes that students do not understand how to find appropriate evidence to support an assertion

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in a text, they stop the activity, re-teach the concept and give students three minutes to try again.

- Most classes required students to summarize and apply information (9 out of 12 observations). For example, students in a 1st grade class learned subtraction skills by acting out birds flying away from a flock. Additionally, many teachers require peer-to-peer interactions, allowing students to turn to one another to justify responses. Many teachers provided opportunities for students to investigate open-ended problems with partners and in whole-group discussions. Some teachers, however, did not challenge students to defend or elaborate on their answers when called upon.
- Most teachers across the school maximized learning time through appropriate pacing of lessons and smooth transitions between activities (10 out of 12 observations). There was a general sense of urgency in the execution of lessons and in multiple classrooms, teachers used props such as bells and timers to reinforce the effective use of learning time. Most teachers utilized effective classroom management techniques including call and response to instructions and visual signals, which students have internalized as evidenced by consistency in observed student responses at the time of the visit.

At-Risk Students. AF Apollo has robust intervention programs in place and effectively utilizes substantial resources to meet the educational needs of at-risk students.

- Throughout the life of the charter, AF Apollo has had clear processes for identifying students at-risk of academic failure. At the elementary academy, the student support coordinator leads the review of assessment data to determine which students may need academic interventions. The student services coordinator also refers students who do not respond to interventions for special education identification. The principal and academic dean carry out these responsibilities at the middle academy. Both academies identify ELLs through the administration of a home language information survey and the New York State Identification Test for English Language Learners.
- Throughout the charter term, the school developed strong programs to meet the needs of at-risk students at the elementary level. Both the elementary and middle academies employ teachers who provide struggling students with guided reading instruction, remedial phonics instruction and research based reading and math intervention curriculum. These teachers regularly monitor student progress and the effectiveness of interventions during six week cycles, and make changes to services as necessary.
- At the elementary academy, a student services coordinator oversees the provision of general interventions and accommodations for students with disabilities, which include push-in and pull-out services as well as integrated co-teaching. At the middle academy, the principal and academic dean divide these responsibilities with staff providing integrated co-teaching to students with disabilities. The elementary academy employs a full time English as a Second Language (“ESL”) teacher who provides ELLs with pull out and push-in support using a combination of commercial and school created ESL curriculum. The ESL teacher monitors ELL student progress through on-going school assessments and through the annual New York State English as a Second Language Achievement Test. The

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middle academy does not currently serve any ELLs, and therefore does not employ an ESL teacher.

- The special services coordinator regularly observes teacher interventions and the ESL teacher provides feedback on the teachers’ teaching practices. The middle academy academic dean provides similar coaching to the middle academy interventionist. Achievement First provides on-going support to the special services coordinator in effectively carrying out the school’s at-risk programs through regular meetings with Achievement First’s special services staff.
- Teachers reported receiving adequate supports in serving the needs of students who are at-risk of academic failure. Teachers were aware of their students’ Individualized Learning Programs (“IEPs”). The special services coordinator creates “IEP at a Glance” summary documents and consults teachers when evaluating student progress toward meeting IEP goals. The student services coordinator also coordinates with the academic deans to support teachers in writing student accommodations into lesson plans. Teachers are also aware of which students are ELLs. The school’s ESL teacher provides teachers with a list of strategies to serve ELLs, which teachers reported finding useful in planning instruction to meet student needs. In the previous school year, the school provided teachers with more comprehensive training on serving ELLs, but had not yet done so at the time of the renewal visit.

	2011-12	2012-13	2013-14
Enrollment (N) Receiving Mandated Academic Services	(13)	(24)	(28)
RESULTS			
Tested on State Exams (N)	(N/A)	(2)	(5)
Percent Proficient on ELA Exam	N/A	5 ¹⁰	5
Percent Proficient Statewide	15.2	5.0	5.2

	2011-12	2012-13	2013-14
ELL Enrollment (N)	(8)	(14)	(25)
RESULTS			
Tested on NYSESLAT ¹¹ Exam (N)	(N/A)	(0)	(20)
Percent ‘Proficient’ or Making Progress ¹² on NYSESLAT	N/A	N/A	0

¹⁰ In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students.

¹¹ New York State English as a Second Language Achievement Test, a standardized state exam.

¹² Defined as moving up at least one level of proficiency. Student scores fall into four categories/proficiency levels: Beginning, Intermediate, Advanced and Proficient.

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

AF Apollo is an effective and viable organization. The board carries out its oversight responsibilities with an unrelenting focus on student achievement. The school organization effectively supports the delivery of the educational program. During the current charter term, the board has generally abided by its by-laws and been in general and substantial compliance with the terms of its charter, code of ethics, applicable state and federal law, rules and regulations.

ORGANIZATIONAL STRUCTURE

Board Oversight. AF Apollo's board works effectively to achieve the school's Accountability Plan goals. The board recognizes ongoing areas of weakness at the school, such as low teacher retention rates, and personally creates initiatives to help curb negative trends.

- Operating with little turnover over the life of the school's charter, AF Apollo's board has adequate skills, including education management and financial expertise. The board intends to merge with other Achievement First charter school boards to create one board to serve all Achievement First Brooklyn schools. Through this merger the board hopes to have a greater understanding of the strengths and needs of Achievement First schools, and a greater impact on the day-to-day operations of the Achievement First schools in its portfolio due to its increased size and capacity.
- The merging of the Achievement First charter school boards would allow board members to gauge AF Apollo performance against other Achievement First charter schools. The board realizes weaknesses in AF Apollo's student performance when comparing to other Achievement First schools and is setting goals to address the negative trajectory of student performance on state tests.
- AF Apollo's elementary principal reports the school's academic progress and areas of improvement during board meetings occurring every six to eight weeks. The board believes that the elementary leader's reports are thorough and give a snapshot of what is happening at the school on a daily basis. The board also receives discipline and attendance reports at each meeting in addition to quantitative data from recent IAs and other assessments.
- In addition to setting academic goals, the board is mindful of high teacher turnover at the school and continues to make efforts to address this issue. The board has made teacher retention a priority by organizing teacher appreciation initiatives such as luncheons and letter writing campaigns during the charter term to express their gratitude as a board and to emphasize the vital importance of the teaching staff to the functioning of the school organization.
- Along with retention of staff, the board plays a role in the hiring of personnel, although making clear its confidence in the recruitment and hiring processes of Achievement First. This includes the network's principal-in-residence program of which the current middle academy principal was a participant.

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- A board sub-committee reviews the school leaders' annual evaluation in collaboration with the Achievement First regional superintendent. However, it only evaluates the network's performance through the use of an annual board survey. The board is reflective of its own practices and, in preparation for the merged Achievement First charter school board, is already setting in place priorities to improve its effectiveness including outreach to the school community and increasing parent involvement.

Organizational Capacity. AF Apollo's organization effectively supports the delivery of the educational program with sound systems and procedures. The elementary and middle academy leaders each lead and implement policies, systems and the school's academic program consistent with the Achievement First model. AF Apollo functions effectively as two distinct academies operating in one space.

- Supported by separate Achievement First regional superintendents and school level directors of operations at both the elementary and middle academies, AF Apollo has an administrative structure with sound systems and procedures that allow the school to implement its academic program.
- AF Apollo continues to have an organizational structure, which separates academic and operational functions, providing a clear accountability system and reporting protocol that teachers and leaders understand.
- In contrast to previous years, AF Apollo is working to improve the inconsistent implementation of its discipline policy, tracking student removals and discipline using online graphics at the elementary level across classrooms and grade levels, and using a "paycheck" system of rewards and consequences in the middle school grades. Despite being in close proximity, the two academies do not align their discipline systems.
- At the beginning its fifth year of operation, AF Apollo continues to have significant teacher turnover. At the end of the 2013-14 school year, the school lost 35 percent of its teaching staff. Of the 16 teachers that did not return, four were not rehired and 12 left for personal or professional reasons.
- AF Apollo continues to allocate sufficient resources in meeting the school's goals. At the middle academy, the principal is strategic in meeting the needs of the largely new fifth grade student population by allocating resources to increase the number of support staff and intervention programs available.
- The school maintains adequate student enrollment with 541 students and 720 students on its waitlist.¹³ Although elementary grade students have the option of remaining at AF Apollo in the middle school academy, some choose not to do so. As a result of attrition during this transition and the school's practice of backfilling available seats through 5th grade, almost half of the school's 5th grade student population is new to AF Apollo.
- AF Apollo has procedures in place to progress toward meeting enrollment and retention targets for special education students, ELLs and students who qualify for FRPL and adjusts its recruitment efforts accordingly. The school has already shown evidence of being able

¹³ School self-report.

RENEWAL BENCHMARK CONCLUSIONS

to meet or come close to meeting those targets, which will be effective during the next charter term.

- AF Apollo regularly monitors and evaluates its programs and makes changes if necessary. It continues to be reflective about areas of weakness, and leaders at the academies report meeting regularly with their deans to discuss the effectiveness of the school's academic and behavioral programs. This can be seen through the implementation of a new response to intervention process for behavior management, the implementation of a new curriculum to serve ELLs through the hiring of a new ESL teacher at the elementary academy and the addition of interventionists to address the academic and social-emotional needs of all AF Apollo students.

FAITHFULNESS TO CHARTER & PARENT SATISFACTION

As part of their initial applications and their Applications for Charter Renewal, schools identify the Key Design Elements that reflect their mission and distinguish the schools. The table below reflects the intended Key Design Elements and indicates for each if the school is implementing the element as included in the school's charter.

Key Design Elements	Evident?
More time on task;	+
Character education;	+
College focus;	+
Rigorous standards-based curriculum;	+
Powerful use of on-going assessments;	+
Excellent teaching; and,	+
Parents as partners.	+

Parent Satisfaction. Parents/guardians and students are satisfied with the school. The Institute compiled data from NYCDOE's 2013-2014 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 2013-2014 survey indicate parents/guardians and students are 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.

2013-14

RENEWAL BENCHMARK CONCLUSIONS

Response Rate: 57%

Instructional Core: 96%
Systems for Improvement: 96%
School Culture: 98%

Persistence in Enrollment. The Institute derived the following statistical information 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 by CSD comparison. As such, the data presented is for information purposes but does not allow for comparative analysis.

	2011-12	2012-13	2013-14
Percent of Eligible Students Returning From Previous Year ¹⁴	82.4	88.3	89.9

COMPLIANCE

Governance. In material respects, the AF Apollo board has implemented and abided by adequate and appropriate systems, processes, policies and procedures to ensure the effective governance and oversight of the school. Many of these structures are in place at other Achievement First charter schools. The board demonstrates a thorough understanding of its role in holding Achievement First and the school leadership accountable for both academic results and fiscal soundness.

- The board of trustees has generally avoided creating conflicts of interest where possible, and where conflicts exist, the board has managed those conflicts in a clear and transparent manner through recusal. The Institute found no conflict with having Achievement First as the sole corporate member of the not-for-profit charter school education corporation. While New York law permits a not-for-profit corporation to have members, most SUNY authorized charter schools choose not to do so.
- The board has materially complied with the terms of its by-laws.
- The education corporation board has a functioning committee structure.
- The board receives specific and extensive reports on academics, finance, development and family engagement keeping informed as to all stakeholders of the school as well as its academic and fiscal performance.

¹⁴ The Institute calculated these statistics using the school’s 2011-12, 2012-13 and 2013-14 BEDS reports.

RENEWAL BENCHMARK CONCLUSIONS

- The board appropriately sought amendment to its charter to provide weighted preferences in its admissions policy for at-risk students, in this case, students eligible for FRPL.

Legal Requirements. AF Apollo generally and substantially complies with applicable state and federal laws, rules and regulations and the provisions of its charter.

- **Complaints.** The school has generated several informal complaints regarding discipline, use of the bathroom, and alleged rough handling of a student by a staff member. In following up on the informal allegation of rough handling of a student by a staff member, the Institute found the school had investigated, warned the employee and ultimately terminated the employee. No formal complaints required review by the Institute, and initial inquiries found no violations.
- The Institute noted exceptions to the school's compliance in the following area.
 - **Certification.** The number of certified teachers employed at AF Apollo exceeds that allowed by the Act. The Act allows a charter school to have 30 percent or five teachers, whichever is less, uncertified so long as they meet other requirements in the Act. The Institute will work with the school to correct this situation.
- **Violations.** The Institute issued a violation letter in April of 2013 for failure of the school to submit 1st and 2nd Quarter financial reports. This reporting, which was based, among other things, on Achievement First personnel turnover, has been corrected and there have been no further reporting issues.

RENEWAL BENCHMARK CONCLUSIONS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected through the renewal review, AF Apollo is fiscally sound. The education corporation creates realistic budgets that it monitors on a regular basis, maintains adequate cash reserves and a line of credit to ensure stable operations and operates on public funding with additional financial support from the Achievement First network on an as needed basis. The projected budgets for the next charter term are reasonable and feasible. The organization maintains appropriate internal controls and procedures and recently has complied with SUNY and NYSED financial reporting requirements. The SUNY Fiscal Dashboard, a multi-year financial data and analysis for SUNY authorized charter schools appears below in the Appendix.

AF Apollo pays Achievement First a management fee equivalent to 10% of all public revenues. For that fee Achievement First provides services including bookkeeping, facilities acquisition and management, special education services support, data management and analysis support and tutoring program support. The education corporation pays additional ancillary services fees that are mutually negotiated.

Budgeting and Long-Range Planning. Throughout the charter term, AF Apollo maintained fiscal soundness with assistance from Achievement First. The education corporation created realistic budgets that it monitored and on a regular basis.

- The AF Apollo academies develop annual budgets based on an Achievement First network wide financial model as a collaborative effort among the principal, the director of school operations (“DSO”), the regional director of operations (“RDO”), finance team from Achievement First and the AF Apollo board of trustees.
- Every two months, the Achievement First finance team provides to the AF Apollo board a Statement of Financial Position and a Statement of Revenue and Expenditures which includes a comparison of budget to actual expenses for the year-to-date and a full-year forecast, which shows an estimate of the education corporation’s revenue and expenses for the fiscal year.
- Board members review and approve the financial reports on a regular basis.
- AF Apollo has achieved annual operating surpluses in one of the first four years of their first charter term, and received sufficient contributions passed down from the Achievement First network to compensate in the other three years to cover the operating deficits.

Internal Controls. AF Apollo maintains appropriate fiscal policies, procedures and controls related to external and internal compliance for cash disbursements and receipts, bank reconciliations, payroll, fixed assets, grants/contributions, procurement and supplies, and the preparation of financial statements.

RENEWAL BENCHMARK CONCLUSIONS

- AF Apollo hired a controller and accounting staff to assure compliance with fiscal policies, procedures and controls following audit findings of material weaknesses and deficiencies in its first year of operation related to reconciliations of accounts, booking in appropriate periods and compliance reporting.
- AF Apollo's most recent audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants, disclosed no material weaknesses, or instances of non-compliance.
- AF Apollo accurately records and appropriately documents transactions in accordance with established policies.

Financial Reporting. While AF Apollo did not submit all reports in a timely manner in the past, it has recently complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that were on time, complete and followed generally accepted accounting principles.

- SUNY and NYSED did not receive financial reports in a timely manner earlier in the charter terms, primarily due to turnover on the finance team. Over the past year, the school has made significant changes to stabilize fiscal operations and build the capacity of the finance team. As a result, the school submitted the most recent few reports on a timely basis.
- AF Apollo's annual financial audits indicate that reports are prepared in accordance with generally accepted accounting principles (GAAP) and received an unqualified opinion.

Financial Condition. The education corporation maintains adequate financial resources with the support of Achievement First to ensure stable operations.

- The education corporation has posted on average fiscally adequate composite-score ratings on the SUNY Fiscal Dashboard indicating a consistent level of stability over the charter contract term.¹⁵
- The education corporation benefits from having both the elementary and middle schools located together in an existing NYCDOE facility. The school anticipates that both academies will remain in the current location for the duration of the next charter term.
- The education corporation plans to seek co-location space in a NYCDOE public facility per state law for the high school academy.
- The education corporation maintains low cash flow that has consistently been less than one month of cash reserves to cover current bills and those coming due shortly. The recommended cash reserve and best practices recommendation would be a one month reserve; therefore the SUNY Fiscal Dashboard shows a high risk in this category. Likewise, due to low cash reserves, the education corporation reflects poor scores for Working Capital and Quick ("Acid Test") Ratio.

¹⁵ The composite score assists in measuring the financial health of an education corporation using a blended score that measures the school's performances on key financial indicators. The blended score offsets financial strengths against areas where there may be financial weaknesses.

RENEWAL BENCHMARK CONCLUSIONS

- The education corporation has no long-term debt but did secure a \$200,000 line of credit that is outstanding and Achievement First provided a \$300,000 unsecured loan with no specific repayment date.
- Throughout the academic year, the education corporation has related party transactions that consist of sharing staff with other education corporations within the Achievement First network and occasionally purchase equipment from each other.
- As required by SUNY charter agreements, the education corporation has established a Dissolution Reserve Fund of \$75,000 for the purpose of covering legal and administrative costs associated with the closure/dissolution.

The SUNY Fiscal Dashboard, provided in the Appendix, presents color coded tables and charts indicating that Achievement First Apollo has demonstrated fiscal soundness over the course of its charter term.¹⁶

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

RENEWAL BENCHMARK CONCLUSIONS

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

To the extent that AF Apollo has compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, has in place a strong and effective educational program that supports achieving those goals, operates as an effective and viable organization and is fiscally sound, the plans to implement the educational program as proposed during the next charter term are reasonable, feasible and achievable.

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

MISSION FOR THE NEXT CHARTER TERM

The mission of AF Apollo Charter School will be to provide students with academic and character skills they need to gain admission to top colleges, to succeed in a competitive world and to serve as the next generation of leaders in their communities.

Plans for the Educational Program. AF Apollo plans to expand the current program through 10th grade using the current Achievement First model, which is in place at other SUNY authorized schools. The high school program would eventually be a full 9-12 program (assuming further renewal) and would likely be co-located with other Achievement First charter schools, either by contract or as a result of a potential merger among SUNY authorized and maybe NYCDOE authorized Achievement First charter schools.

	Current Charter Term	End of Next Charter Term
Enrollment	504	941
Grade Span	K-5	K-10
Teaching Staff	41 (Grades K-5)	79 (Grades K-10)
Days of Instruction	183	183

Plans for Board Oversight and Governance. Board members express an interest in continuing to serve AF Apollo in the next charter term and may add additional members in the future. Some of the trustees may resign if the education corporation merges with other SUNY authorized Achievement First charter school education corporations or upon any further merger with NYCDOE

RENEWAL BENCHMARK CONCLUSIONS

Achievement First education corporations. Such plans have not yet been approved by the AF Apollo board or SUNY.

Fiscal & Facility Plans. AF Apollo plans to continue providing instruction for Kindergarten through 8th grade in the school's current NYCDOE facility. The school plans to seek co-location in a different facility to serve high school grades.

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 school has amended or will amend other key aspects of the renewal application including by-laws, code of ethics to comply with various provisions of federal regulations, and the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law or General Municipal Law, as appropriate. Based on the foregoing, the school, as described in the amended Application for Charter Renewal will meet the requirements of the Act and all other applicable laws, rules and regulations.

APPENDIX: SCHOOL OVERVIEW

Mission Statement

The mission of the Achievement First Apollo Charter School will be to provide students with the academic and character skills they need to gain admission to top colleges, to succeed in a competitive world and to serve as the next generation of leaders in their communities.

Board of Trustees

Board Member Name ¹⁷	Position
Andy Hubbard	Chair
Ambrose Wooden, Jr.	Treasurer
Natalie Chefer	Trustee
Brandon Freiman	Trustee
Mirian Rodriguez	Trustee
Ekwi Nwabuzor	Trustee

School Characteristics

School Year	Proposed Enrollment	Actual Enrollment ¹⁸	Proposed Grades	Actual Grades
2010-11	168	171	K-1	K-1
2011-12	249	245	K-2	K-2
2012-13	339	344	K-3	K-3
2013-14	416	403	K-4	K-4
2014-15	504	548	K-5	K-5

¹⁷ Source: The Institute's Board records at the time of the Renewal Review.

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

APPENDIX: SCHOOL OVERVIEW

Student Demographics

	2011-12		2012-13		2013-14 ¹⁹
	% of School Enrollment	% of NYC CSD 19 Enrollment	% of School Enrollment	% of NYC CSD 19 Enrollment	% of School Enrollment
Race/Ethnicity					
American Indian or Alaska Native	1	1	0	1	1
Black or African American	79	51	74	51	71
Hispanic	17	41	77	41	23
Asian, Native Hawaiian, or Pacific Islander	2	6	8	6	3
White	0	1	0	1	0
Multiracial	0	0	1	0	2
Special Populations					
Students with Disabilities	5	15	7	16	6
English Language Learners	3	13	4	12	3
Free/Reduced Lunch					
Eligible for Free Lunch	74	82	78	87	80
Eligible for Reduced-Price Lunch	9	5	8	5	-- ²⁰
Economically Disadvantaged	88	93	85	93	82

School Leaders

School Year(s)	Name(s) and Title(s)
2010-11 to Present	Jabari Sims, Principal (Grades K-4)
2014-15 to Present	Michael Hendricks, Principal (Grade 5)

¹⁹ The Institute derived the 2013-14 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2013 student enrollment report to NYSED (2013-14 BEDS Report). District data are not yet available. Because NYSED releases data up to a full year after the conclusion of any one school year, the data presented in this table may differ from current information reported by the school and included in this report.

²⁰ School FRPL enrollment data for 2013-14 and district Economically Disadvantaged enrollment data are not available.

APPENDIX: SCHOOL OVERVIEW

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2010-11	First Year Visit	Institute	June 7, 2011
2012-13	Evaluation Visit	Institute	March 6, 2013
2014-15	Initial Renewal Visit	Institute	September 23, 2014

Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
September 23, 2014	Aaron Campbell	Senior Analyst
	Sean Fitzsimons	Director of School Applications
	Mary Grace Eapen	External Consultant

APPENDIX: FISCAL DASHBOARD



Achievement First Apollo Charter School

SCHOOL INFORMATION

FINANCIAL POSITION

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 2010-11					
	2009-10	2010-11	2011-12	2012-13	2013-14
Total Current Assets - GRAPH 1	-	577,891	533,184	616,649	721,041
Property, Building and Equipment, net	-	155,867	329,141	473,542	384,137
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	733,758	862,325	1,090,191	1,105,178
Total Current Liabilities - GRAPH 1	-	535,627	711,480	729,350	770,440
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	535,627	711,480	729,350	770,440
Total Net Assets	-	198,131	150,845	360,841	334,738
Total Liabilities and Net Assets	-	733,758	862,325	1,090,191	1,105,178
Total Operating Revenue	-	2,918,429	3,658,093	5,194,074	6,136,335
Total Expenses - GRAPHS 2, 3 & 4	-	2,985,586	3,830,272	4,995,253	6,362,964
Surplus / (Deficit) From School Operations	-	(67,157)	(172,179)	198,821	(226,629)
Total Support and Other Revenue	-	265,288	124,893	11,175	200,526
Total Revenue - GRAPHS 2 & 3	-	3,183,717	3,782,986	5,205,249	6,336,861
Change in Net Assets	-	198,131	(47,286)	209,996	(26,103)
Net Assets - Beginning of Year - GRAPH 2	-	-	198,131	150,845	360,841
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	198,131	150,845	360,841	334,738

APPENDIX: FISCAL DASHBOARD



Achievement First Apollo Charter School

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2009-10	2010-11	2011-12	2012-13	2013-14
Personnel Service					
Administrative Staff Personnel	-	467,953	2,225,484	2,773,938	3,839,895
Instructional Personnel	-	887,827	-	-	-
Non-Instructional Personnel	-	113,700	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	1,469,480	2,225,484	2,773,938	3,839,895
Fringe Benefits & Payroll Taxes	-	302,041	395,219	585,968	778,756
Retirement	-	-	-	-	-
Management Company Fees	-	312,917	410,047	557,388	681,767
Building and Land Rent / Lease	-	13,715	-	-	-
Staff Development	-	35,600	32,313	30,223	32,371
Professional Fees, Consultant & Purchased Services	-	77,927	89,382	162,894	48,527
Marketing / Recruitment	-	-	-	-	-
Student Supplies, Materials & Services	-	290,348	153,390	213,973	248,045
Depreciation	-	22,983	33,745	85,093	132,071
Other	-	460,575	490,692	585,776	601,532
Total Expenses	-	2,985,586	3,830,272	4,995,253	6,362,964

SCHOOL ANALYSIS

ENROLLMENT

	2009-10	2010-11	2011-12	2012-13	2013-14
Chartered Enroll	-	168	249	411	416
Revised Enroll	-	-	-	339	-
Actual Enroll - GRAPH 4	-	171	245	344	403
Chartered Grades	P-Year	K-1	K-2	K-3	K-4
Revised Grades	-	-	-	-	-

Primary School District: NYC

Per Pupil Funding (Weighted Avg of All Districts)	2009-10	2010-11	2011-12	2012-13	2013-14
Increase over prior year	0.0%	8.7%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

	2009-10	2010-11	2011-12	2012-13	2013-14	Average - 5 Yrs. OR Charter Term
Revenue						
Operating	-	17,067	14,921	15,099	15,227	15,578
Other Revenue and Support	-	1,551	509	32	498	648
TOTAL - GRAPH 3	-	18,618	15,431	15,132	15,724	16,226
Expenses						
Program Services	-	15,232	13,153	12,235	13,866	13,621
Management and General, Fundraising	-	2,228	2,471	2,286	1,923	2,227
TOTAL - GRAPH 3	-	17,460	15,623	14,521	15,789	15,848
% of Program Services	0.0%	87.2%	84.2%	84.3%	87.8%	85.9%
% of Management and Other	0.0%	12.8%	15.8%	15.7%	12.2%	14.1%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	6.6%	-1.2%	4.2%	-0.4%	2.4%

Student to Faculty Ratio

	2009-10	2010-11	2011-12	2012-13	2013-14
Student to Faculty Ratio	-	11.4	9.0	9.8	11.5

Faculty to Admin Ratio

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty to Admin Ratio	-	2.3	6.8	4.4	4.4

Financial Responsibility Composite Scores - GRAPH 6

Score	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Score	0.0	1.5	0.6	1.5	1.1	1.2
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Strong	Fiscally Needs Monitoring	Fiscally Strong	Fiscally Adequate	Fiscally Adequate

Working Capital - GRAPH 7

	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Net Working Capital	0	42,264	(178,296)	(112,701)	(49,399)	(74,533)
As % of Unrestricted Revenue	0.0%	1.4%	-4.5%	-2.2%	-0.8%	-1.5%
Working Capital (Current) Ratio Score	0.0	1.1	0.7	0.8	0.9	0.9
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	HIGH	HIGH	HIGH	HIGH	HIGH
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Poor	Poor	Poor	Poor	Poor

Quick (Acid Test) Ratio

	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Score	0.0	0.9	0.7	0.8	0.9	0.8
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	HIGH	HIGH	HIGH	HIGH	HIGH
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Poor	Poor	Poor	Poor	Poor

Debt to Asset Ratio - GRAPH 7

	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Score	0.0	0.7	0.8	0.7	0.7	0.7
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Good	Good	Good	Good	Good

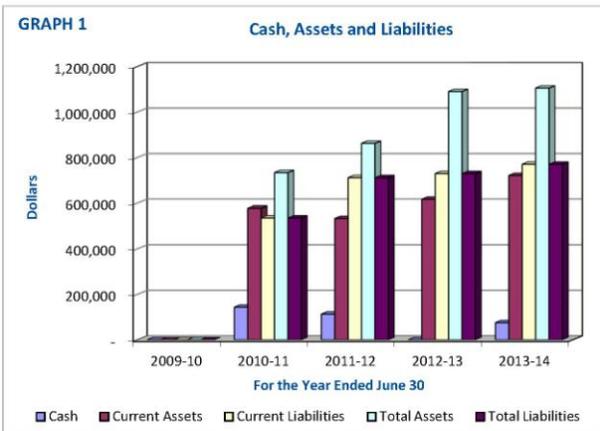
Months of Cash - GRAPH 8

	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Score	0.0	0.6	0.4	0.0	0.1	0.4
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	HIGH	HIGH	HIGH	HIGH	HIGH
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Poor	Poor	Poor	Poor	Poor

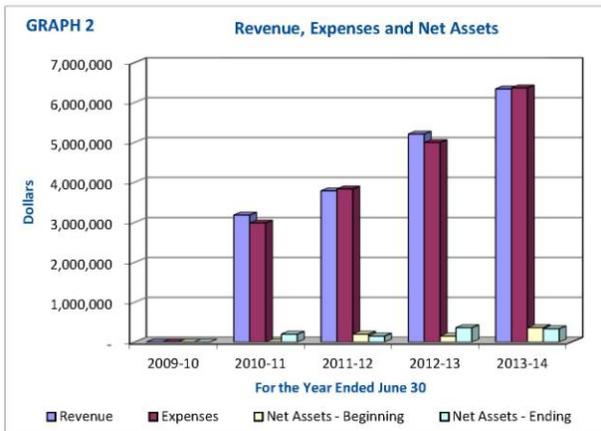
APPENDIX: FISCAL DASHBOARD



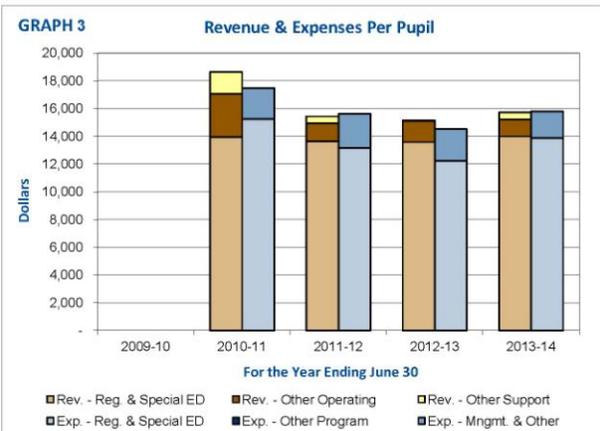
Achievement First Apollo Charter School



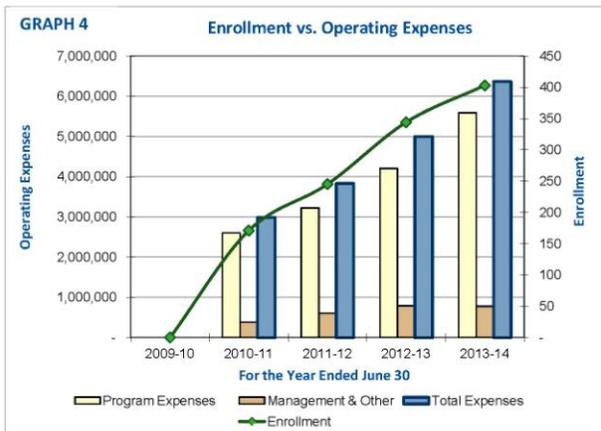
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year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



This chart illustrates the 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 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.

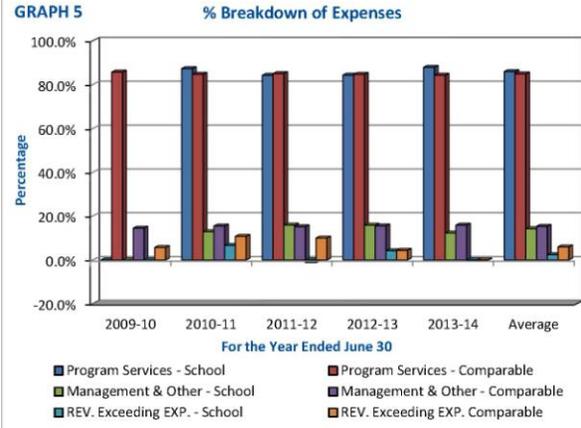
APPENDIX: FISCAL DASHBOARD



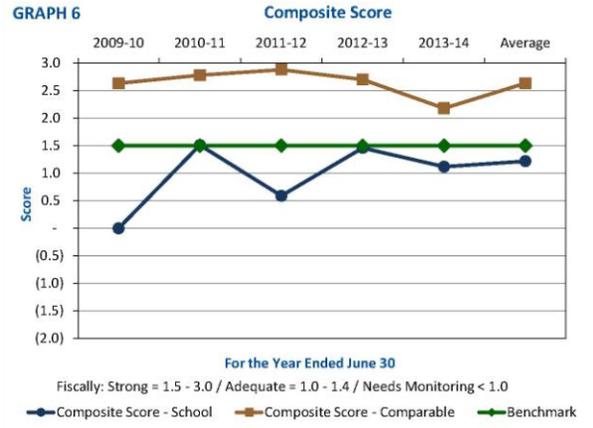
Achievement First Apollo Charter School

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

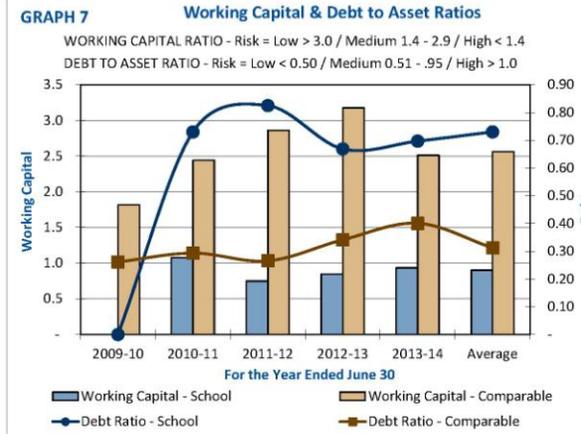
* Average = Average - 5 Yrs. OR Charter Term



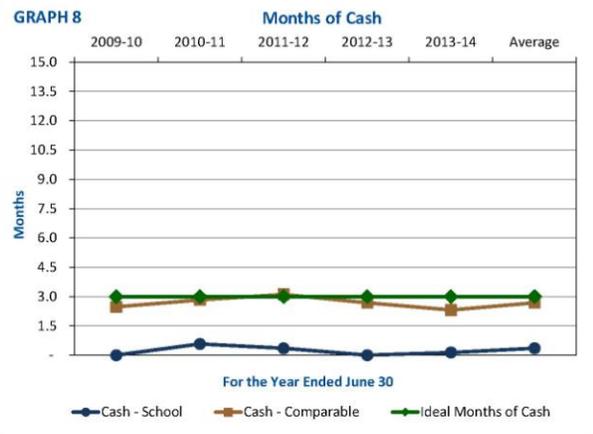
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset 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.

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: English Language Arts Achievement First Apollo Charter School



	2011-12			MET	2012-13			MET	2013-14			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)	3	35.9 (64)	31.7 (60)	3	26.6 (79)	25.6 (78)				
	4	()	(0)	4	(0)	(0)	4	36.5 (52)	34.0 (50)				
	5	()	(0)	5	(0)	(0)	5	(0)	(0)				
	6	()	(0)	6	(0)	(0)	6	(0)	(0)				
	7	()	(0)	7	(0)	(0)	7	(0)	(0)				
	8	()	(0)	8	(0)	(0)	8	(0)	(0)				
	All	()	(0)	All	35.9 (64)	31.7 (60)	NA	All	30.5 (131)	28.9 (128)	NA		
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	128		3-4	105	89	NA			
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: Brooklyn District 19			Comparison: Brooklyn District 19						
	Grades	School	District	Grades	School	District	Grades	School	District				
			NA	3	31.7	14.2	YES	3-4	28.9	17.0	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.	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	
					84.4	35.9	20.3	1.26	YES	81.1	30.5	23.2	0.57
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	36.9					
	5			5			5	0.0					
	6			6			6	0.0					
	7			7			7	0.0					
	8			8			8	0.0					
	All		50.0	All			All	36.9	50.0	NO			

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Mathematics

Achievement First Apollo Charter School



	2011-12 Grades Served:			MET	2012-13 Grades Served: K-3			MET	2013-14 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)		
<u>ABSOLUTE MEASURES</u> 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)		3	35.9 (64)	33.3 (60)		3	30.4 (79)	30.8 (78)		
	4	()	(0)		4	(0)	(0)		4	44.2 (52)	44.0 (50)		
	5	()	(0)		5	(0)	(0)		5	(0)	(0)		
	6	()	(0)		6	(0)	(0)		6	(0)	(0)		
	7	()	(0)		7	(0)	(0)		7	(0)	(0)		
	8	()	(0)		8	(0)	(0)		8	(0)	(0)		
	All	()	(0)		All	35.9 (64)	33.3 (60)	NA	All	35.9 (131)	35.9 (128)	NA	
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	123			3-4	124	86	NA	
<u>COMPARATIVE MEASURES</u> 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:			NA	Comparison: Brooklyn District 19			YES	Comparison: Brooklyn District 19			YES	
	Grades	School	District		Grades	School	District		Grades	School	District		
					3	33.3	18.8		3-4	35.9	21.9		
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	
					84.4	35.9	23.8	0.73	YES	81.0	35.9	31.9	0.20
<u>GROWTH MEASURE</u> 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	38.5			
	5				5				5	0.0			
	6				6				6	0.0			
	7				7				7	0.0			
	8				8				8	0.0			
	All				All				All	38.5	50.0	NO	