THE SUNY CHARTER SCHOOLS

INSTITUTE

RENEWAL RECOMMENDATION REPORT
EXPLORE EXCEED CHARTER SCHOOL

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CONTENTS

2
Introduction and Report Format

4
Renewal Recommendation

8
School Background and Executive Summary

12
Academic Performance

28
Organizational Performance

36
Fiscal Performance

40
Future Plans

Appendices

A: School Overview
B: School Performance Summaries
C: District Comments
D: School Fiscal Dashboard
E: Education Corporation Overview
F: Education Corporation Fiscal Dashboard

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INTRODUCTION & REPORT FORMAT

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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

- A SCHOOL'S APPLICATION FOR CHARTER RENEWAL
- INFORMATION GATHERED DURING THE CHARTER TERM
- ACADEMIC PERFORMANCE
- FISCAL SOUNDNESS
- LEGAL COMPLIANCE
- RENEWAL EVALUATION VISIT

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

1. Revised September 4, 2013 and available at: www.newyorkcharters.org/SUNY-Renewal-Policies/.

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REPORT FORMAT

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

RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?

2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

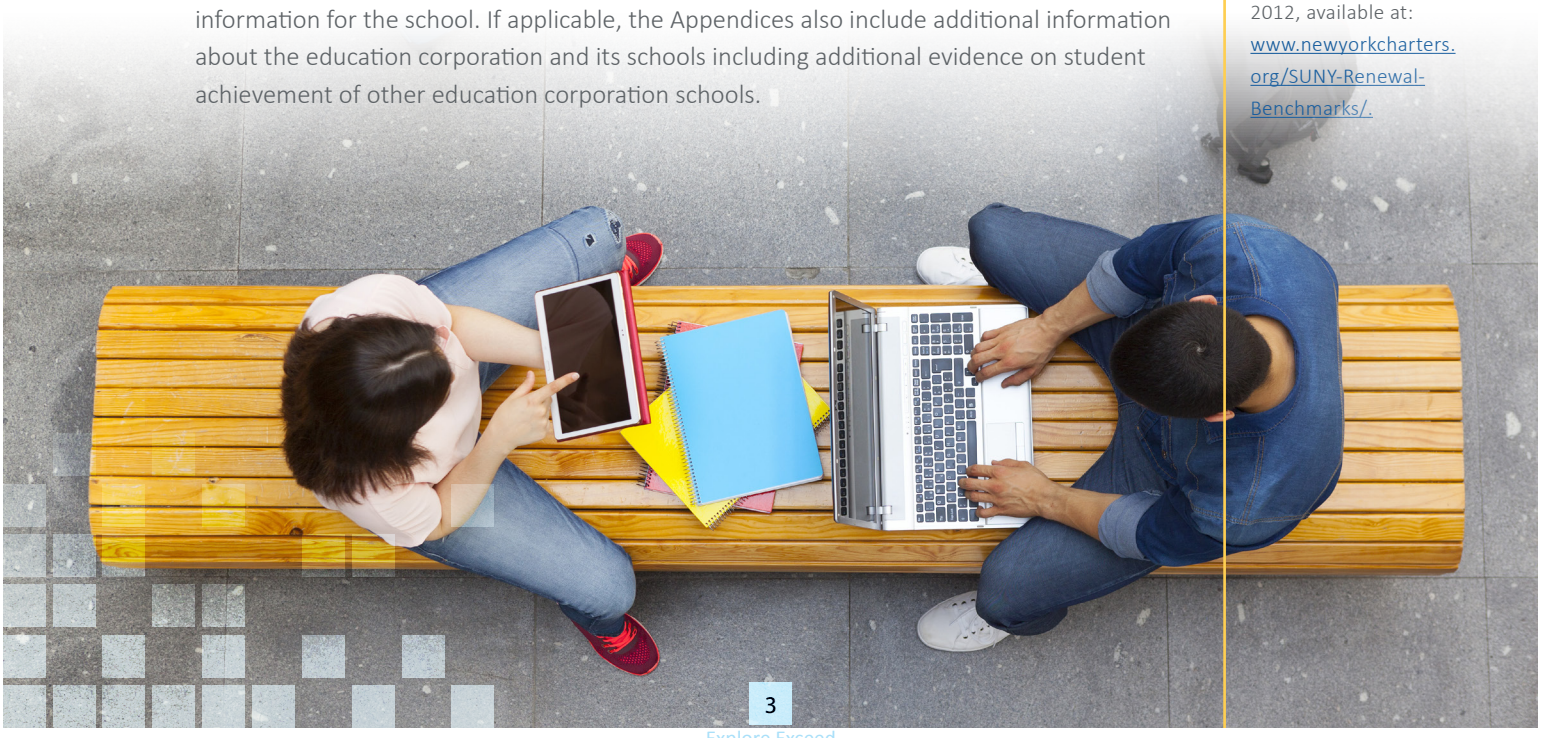
3. IS THE SCHOOL FISCALLY SOUND?

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

This report contains Appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the Appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.

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

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.



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RENEWAL RECOMMENDATION

Short-Term Renewal. The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Explore Exceed Charter School for a period of three years and renew Explore Charter Schools of Brooklyn's authority to operate the school 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 564 students.

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

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

- have compiled an overall record of meeting its academic Accountability Plan goals but, at the time of the renewal inspection visit, have in place an educational program that, as assessed using the Qualitative Education Benchmarks, is inadequate in multiple and material respects.[4]

REQUIRED FINDINGS

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

1: the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;

2: the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,

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

4. SUNY Renewal Policies (pp. 12-13).

given the programs it will offer, its structure and its purpose, approving the school to operate for another three years is likely to improve student learning and achievement and materially further the purposes of the Act.[5]

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute's Request for Proposal ("RFP") processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. Explore Exceed Charter School ("Explore Exceed") received its original charter on September 13, 2011 and has not previously applied for renewal. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs") and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program.

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

Explore Exceed makes good faith efforts towards meeting its enrollment and recruitment targets.

Explore Exceed uses the following strategies to enroll and retain students and will continue to use these strategies to meet future targets:

- **Family Information Sessions.** Information sessions are offered at different days and times during the week to increase availability to potential families and include specific information about services for students with disabilities.

- **Fliers and informational materials** are available in English and Spanish, and applications are available in English, Spanish and Haitian Creole.

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

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RENEWAL RECOMMENDATION

- **Direct Mailing Campaign.** In partnership with Vanguard Direct, Explore Exceed engages in direct mailing campaigns to encourage Kindergarten enrollment by informing families in the immediate community about Explore Exceed as a choice for their students and providing them with information about the school and an application.

- **Community Organizations,** Daycare and Pre-Kindergarten Program Outreach. During the Kindergarten recruitment season, Explore Exceed staff members research and contact community organizations, daycare and pre-Kindergarten programs in the neighborhood to inform program staff about the school enrollment process, in some cases visiting such programs and presenting information to families.

- **Parent Referral Campaign.** Explore Exceed leverages its current families to spread the word to other families about the school enrollment process. In particular, the school's leadership reaches out to families of ELL students and asks for help engaging other ELL families in the enrollment process.

- **Website, Social Media, and Language Accessibility.** Explore Exceed leverages its website and Facebook page to spread the word about its recruitment efforts. The website offers information about family information sessions, the enrollment process, services provided to students with disabilities, and its set-aside lottery preference for ELLs.

- **Retaining Students with Disabilities.** Explore Exceed provides support services for students with disabilities or who require additional academic support. The school employs four learning specialists, two social workers and a school counselor. These staff members provide services and support for students who need it, as well as maintain communication with families to apprise them of student progress and how families can work with students at home.

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

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CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

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

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SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXPLORE EXCEED CHARTER SCHOOL

BACKGROUND

The SUNY Trustees approved the original charter for Explore Exceed on September 13, 2011. The school opened its doors in the fall of 2012 initially serving 224 students in Kindergarten through 3rd grade. The school is authorized to serve 490 students in grades Kindergarten- 7 during the 2016-17 school year and will grow to serve students in Kindergarten-8, with a projected total enrollment of 564 students. The current charter term expires on July 31, 2017. A short-term charter renewal would enable the school to operate through July 31, 2020.

Grades Kindergarten-5 are co-located in a New York City Department of Education ("NYCDOE") building at 443 St. Marks Avenue, Brooklyn, New York, and grades 6-7 are co-located in a NYCDOE building at 46 McKeever Place, Brooklyn, New York. Both schools are located in Community School District ("CSD") 17. 443 St. Marks Avenue also houses district school Brooklyn Arts and Science, an elementary school. 46 McKeever Place also houses district school P.S. 375 Jackie Robinson School serving grades Kindergarten- 5 and Ebbets Field Middle School, serving grades 6 - 8.

The mission of Explore Exceed is:

> *"The mission of Explore Schools is to provide students with the academic skills and critical-thinking abilities they need to succeed in a college-preparatory high school. We know that all children can succeed in an environment with high expectations, rigorous academics, and caring and committed adults. We are committed to serving all students, including students with special needs and English Language Learners.*

Explore Exceed is one of six schools within a merged education corporation. On June 4, 2014, the Charter Schools Committee permitted Explore Charter School and Explore Empower Charter School (both approved by the New York City Schools Chancellor,) and three SUNY authorized schools to merge into Explore Excel Charter School (authorized by the SUNY Trustees), effective July 1, 2015. Two SUNY authorized schools, Explore Enrich and Explore Envision Charter Schools, are scheduled to open in 2018-19 and 2019-20, respectively. At the time of the merger, Explore Excel Charter School was renamed Explore Charter Schools of Brooklyn. The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1).

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

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SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Explore Exceed has posted a mixed record of academic success. After meeting its Accountability Plan goals in 2013-14, the first year during which a full complement of academic data was available, Explore Exceed struggled to meet its accountability standard. However, the educational program in place at the time of the renewal review is of sufficient strength and effectiveness that the school is likely to improve student learning given the extra time that a short-term renewal would allow. The school is working to establish an environment of high expectations and provide professional development opportunities that build teachers' ability to meet the needs of all students. The education corporation board members possess a plethora of skills relevant to school governance and are working to improve its ability to effectively govern the school's academic program.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance and financial documentation; and two renewal visits to the school, the Institute finds that the school meets the required criteria for charter renewal.

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ACADEMIC PERFORMANCE

IS THE SCHOOL AN ACADEMIC SUCCESS?

Explore Exceed has posted mixed academic results. After meeting or coming close to meeting its Accountability Plan goals in 2013-14, the first year during which a full complement of academic data were available, Explore Exceed struggled to meet its accountability standards. In light of these challenges, the school and the network have implemented changes to the academic program and administrative structure. Explore Exceed has in place an educational program that is improving and is likely to continue in a subsequent charter term.

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. 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?

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

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

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).

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

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

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

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.

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ACADEMIC PERFORMANCE

SUNY RENEWAL BENCHMARK 1A

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

Despite promising results early in its initial charter term, Explore Exceed presents a mixed record in meeting or coming close to meeting its academic Accountability Plan goals. During 2013-14, the first year that a full complement of achievement data became available, the school came close to meeting its ELA goal and met its mathematics goal. The school experienced a precipitous drop in ELA , mathematics, and science scores after that year and did not meet its goals in these content areas during the subsequent years.

After initially meeting the goal in 2013-14, Explore Exceed did not meet its ELA goal during 2014-15 and 2015-16. In 2014-15, the percentage of students enrolled for at least two years and scoring at or above proficiency dropped by 14 percentage points from the previous year. Comparatively, the school scored 12 percentage points lower than the district and scored lower than expected relative to schools throughout the state that enrolled similar concentrations of economically disadvantaged students. During that same year, Explore Exceed's average percentile rank for the growth of its tested 4th and 5th graders outpaced 40% of students with identical baseline scores during the previous year. During 2015-16, the school improved its percentage of students scoring at or above proficiency on the state's ELA exam by 10 points effectively doubling its proficiency rate from the previous year. In comparison to schools state wide enrolling similar percentages of economically disadvantaged students, Explore Exceed continued to perform lower than expected. The comparative growth of the school's students increased slightly but still fell below the state's median growth score of 50 by at least six percentile points.

Explore Exceed surpassed its mathematics accountability standard during 2013-14. During that year, Explore Exceed met its mathematics goal with 58% of students enrolled for at least two years scoring at or above proficiency on the state's mathematics exam. Comparatively, the school outscored the district by 30 percentage points and scored higher than expected to a large degree when compared to schools throughout the state enrolling similar concentrations of economically disadvantaged students. In 2014-15, however, the school's mathematics performance declined: Explore Exceed outscored the district by only three percentage points. With an average growth percentile of 33 in 2014-15, the school fell below its benchmark of 50 for that measure. Explore Exceed's mathematics performance declined again in 2015-16. Among students enrolled at the school for at least two years, 21% performed at or above grade level expectations. In comparison to schools enrolling similar concentrations of economically disadvantaged students throughout the state, Explore Exceed performed lower than expected during 2015-16. The school's mean growth percentile of 34 that year fell below the target of 50 for that measure.

During 2013-14, Explore Exceed came close to meetings its science goal. During that year, 75% of the school's 4th graders scored at or above proficiency on the state's science exam but the school's result fell slightly short of the district's 78% of students scoring at or above proficiency. During 2014-15, Explore Exceed did not meet its science goal. The school posted a 62% rate of students scoring at or above proficiency and fell to nearly 20 percentage points below the district. During 2015-16, the school failed to meet its science goal. The school's 4th grade science results continued to decline when only 54% of its 4th graders scored at or above proficiency.

Explore Exceed met its NCLB goal throughout the charter term having never been identified as a focus school or priority school.

Academic outcome data about the performance of students receiving special education services and ELLs appears below, although not tied to separate goals in the school's formal Accountability Plan.

		2013-14	2014-15	2015-16
Enrollment (N) Receiving Mandated Academic Services		(53)	(72)	(99)
RESULTS	Tested on State Exams (N)	(31)	(43)	(59)
	Percent Proficient on ELA Exam	0.0	2.3	5.1
	Percent Proficient Statewide	5.0	5.8	7.9

		2013-14	2014-15	2015-16
ELL Enrollment (N)		(13)	(21)	(21)
RESULTS	Tested on NYSESLAT* Exam (N)	(12)	(20)	(21)
	Percent 'Commanding' or Making Progress† on NYSESLAT	8.3	25.0	38.1

* New York State English as a Second Language Achievement Test, a standardized state exam.
† Defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering (formerly Beginning); Emerging (formerly Low Intermediate); Transitioning (formerly Intermediate); Expanding (formerly Advanced); and, Commanding (formerly Proficient).

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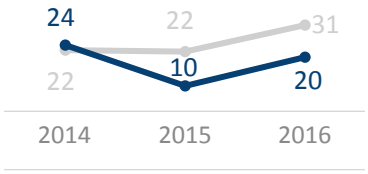
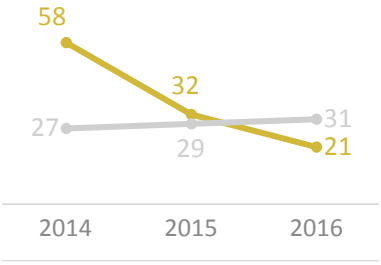
ACADEMIC PERFORMANCE

EXPLORE EXCEED CHARTER SCHOOL

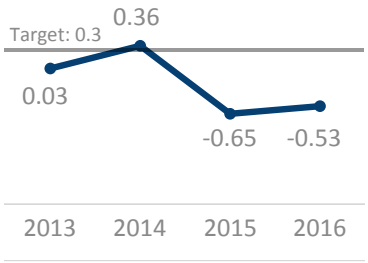
REQUIRED MEASURE DESCRIPTION	ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL	MATHEMATICS ACCOUNTABILITY PLAN GOAL

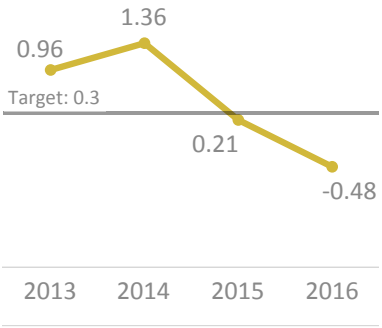
Comparative Measure: District Comparison. Each year, the percentage of students at Explore Exceed in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in CSD 17.



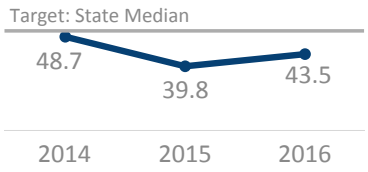


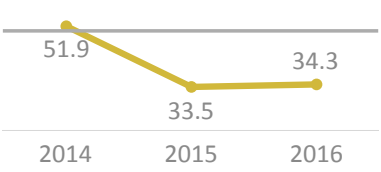
Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.





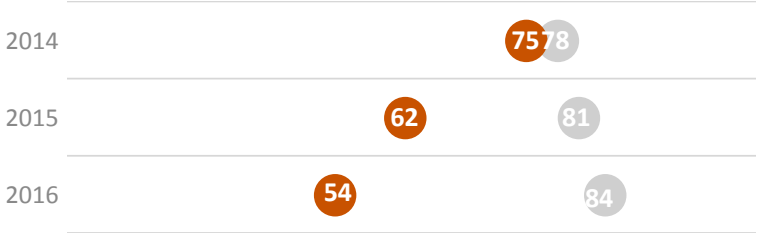
Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.





SCIENCE
ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school 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.



SUNY RENEWAL BENCHMARK 1B

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

Explore Exceed administers a wide variety of assessments to gauge student performance throughout the academic year. Teachers attempt to use assessment results to meet students' needs by adjusting classroom instruction.

- Explore Exceed regularly administers valid and reliable assessments aligned to the school's curriculum that allows teachers and school leaders to monitor individual student performance. In literacy, the school now administers curriculum-based Core Knowledge assessments in Kindergarten through 2nd grade, as well as Teachers College's on-demand writing assessments, and Fountas and Pinnell ("F&P") assessments to measure students' reading skill level in all grades. The school also administers network-created mathematics assessments for all grades and Power Reading interim assessments for 3rd-7th grades. The school has reliable procedures for scoring student work. Teachers norm grading standards and practices during content team professional learning community meetings ("PLCs"). During this time, teachers use a network-provided rubric to grade at least one student's assessment collectively. Such norming also takes place during network-wide pre-service professional development.

- The network continues to make assessment data available to teachers and supports their use thereof to improve instruction. Teachers and school leaders across the network meet after the conclusion of each term to discuss student performance on interim assessments. Teachers then break out into grade teams across the network to discuss strategies for reteaching missed concepts and interventions for extra support. School leaders continue these discussions during in-service data days to identify student groupings and instructional strategies for targeted intervention and enrichment blocks. These discussions notwithstanding, evidence that Explore Exceed teachers effectively use data to adjust and differentiate instruction to meet all students' needs was not evident at the lower school at the time of the visit. At the upper school, teachers develop action plans to meet the unique needs of students with oversight from instructional leaders. The network provides school leaders with abundant student assessment information but the school misses some opportunities to most effectively use this information. Leaders access the school's overall proficiency rates on interim assessments as well as student-level performance data after each interim assessment. School and network instructional leaders have effectively analyzed these data to identify areas of weakness in the ELA

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ACADEMIC PERFORMANCE

curriculum and have addressed them. The instructional leaders performed the same analysis of weaknesses on the mathematics curriculum and, at the time of the renewal review, were implementing new mathematics curriculum materials as a result. Although school leaders discuss student performance with teachers during coaching sessions, the school does not aggregate student-level data to understand performance trends for individual classrooms or for particular subgroups (e.g., students with disabilities).

- Explore Exceed does not have an effective system in place to use assessment results to develop the competencies of all teachers. Despite frequent articulation of network-wide goals for student achievement, Explore Exceed has not developed clear and measurable performance goals for students. For example, although school leaders and teachers frequently restated the priority of enhancing student work by means of increasing the quality of student discourse, most teachers and school leaders had varying definitions of what constitute exemplary discourse.

- The school formally communicates to parent/guardians about students' progress and growth five times per year.

SUNY RENEWAL BENCHMARK 1C

DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

Explore Exceed now has a curriculum in place that aligns to state standards and provides teachers with sufficient materials to guide their instructional planning. Though school leaders report a strong focus on implementing the new curriculum with fidelity, strategies for planning lessons require more consistency between the upper and lower schools.

- Due to dissatisfaction with student achievement results, Explore Schools recently implemented a variety of commercial curricular materials across all grades that provide a fixed, underlying structure, aligned to state standards across grades. Earlier in the charter term, the network attempted to revise existing instructional content to align the curriculum to state standards but was unsuccessful. After researching effective curricula and consideration of teachers' preferences, the network executed a multi-year rollout strategy of its new curriculum leaving Explore Exceed without a curriculum that aligned to state standards for most of its initial charter term. Explore Exceed implemented Core Knowledge in Kindergarten through 2nd grade and Expeditionary Learning in 3rd- 7th grade for ELA instruction in 2015-16. For mathematics instruction, the school implemented TERC Investigations for Kindergarten-5th grades and Math in Focus for 6th - 7th grade at the start of the 2016-17 academic year. The school continues to use Teachers College Writing Workshop to guide writing instruction across all grades.

- Teachers have sufficient instructional materials that provide a bridge between the curriculum framework and lesson plans. The network curriculum team, consisting of the chief academic officer, the director of literacy, director of mathematics, and the director of early childhood instruction, provide teachers with scoring rubrics, unit overviews, scope and sequence documents, and planning maps. Teachers work in grade teams during pre-service professional development sessions to develop lesson plans for the first week of school.

- In addition to the network-provided instructional resources, Explore Exceed continues to develop a system to ensure teachers implement lessons with fidelity to the curriculum. At the lower school, content lead teachers develop lesson plans for the grade and submit plans to their grade team and to school leaders within one business day of their scheduled PLC. However, scheduled PLCs may occur after teachers already begin implementing lessons. (For instance, teachers may submit lesson plans on Friday for a Monday afternoon PLC, although they begin teaching the lessons on Monday morning.) Teachers at the upper school do not consistently use common prep time such as PLCs to develop lesson plans and do not submit lesson plans regularly. Lastly, school leaders across the lower and upper schools often check submitted lesson plans for completion only and do not consistently provide effective and actionable feedback.

- With support from the network, the school evaluates and revises its curriculum documents. During PLCs, teachers and school leaders discuss student work as an informal means of evaluating the effectiveness of the curriculum and identifying appropriate modifications, such as adjusting the pacing of particular units. The network, with input from teachers using surveys and informal conversations, determines large-scale curricular changes based on school-wide and state assessment data. However, network leaders do not revise the curriculum with sufficient urgency, as the school did not implement the ELA curriculum until the most recent academic year and the mathematics curriculum until the current academic year despite dissatisfactory results.

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York

ACADEMIC PERFORMANCE

SUNY RENEWAL BENCHMARK 1D

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Although adequate instruction is evident throughout the school, some classrooms suffer from low quality instruction. Students' off task behavior and ineffective management techniques at both the lower school and upper school impede student learning in some cases. As shown in the chart below, during the renewal visit the Institute team members conducted 35 classroom observations following a defined protocol used in all school evaluation visits.

NUMBER OF CLASSROOM OBSERVATIONS

		GRADE								
		K	1	2	3	4	5	6	7	Total
CONTENT AREA	ELA		1		2	3	3	1	2	12
	Math	1			1	2	2	3	3	12
	Science		1							1
	Soc Stu			1				3		4
	Writing		1					2	3	6
	Total	1	3	1	3	5	5	9	8	35

- Across the school, teachers generally deliver purposeful lessons with clear objectives aligned to the school's curriculum (26 out of 35 classrooms observed). Most teachers communicate learning objectives to students for each lesson by having students write the objective down or by telling students the purpose of the day's lesson. The most effective teachers reinforce the learning objective throughout the lesson, require students to explain learning objectives in their own words, and connect the lesson's purpose with a larger theme spanning multiple lessons. In most instances, lesson activities are purposeful and align with the stated objective. Teachers present concepts accurately in clear and age-appropriate terms, yet do not consistently hold students accountable

for demonstrating understanding at the end of the lesson. Co-teachers do not have clearly delineated roles and often focus exclusively on behavior management rather than creating opportunities for increased student learning, such as differentiated instruction or small group interventions.

- Less than half of teachers both regularly and effectively use techniques to check for student understanding (15 out of 35 classrooms). While most teachers incorporate opportunities for whole-class understanding checks, many teachers allow students to regularly opt-out of understanding checks that require the use of hand signals to survey the class. In many classrooms, lesson activities did not lead students to create sufficient in-class student work that would allow for teachers to check students' understanding. Teachers generally circulate throughout the classroom during independent work time and group activity time, however, most teachers' comments to students while circulating were directed toward their behavior rather than learning. Though select teachers adjusted the pacing of their lessons to clarify misunderstandings and provide students with opportunities to revisit material, many teachers moved forward with lessons after students provided incorrect responses to teachers' prompts. Few teachers conducted closing activities, such as exit tickets, at the end of their lessons to gauge student understanding and inform future teaching.

- Few teachers challenge students with opportunities to develop depth of understanding, higher-order thinking, and problem solving skills (9 out of 35 classrooms). Teachers did not consistently present connections between lesson content and real-world situations though a few teachers observed effectively presented students with open-ended problems that challenged them to apply their knowledge and skills in new ways. Students engaged in off-task behaviors when given opportunities for peer interaction during learning activities and some teachers struggled to support them in learning from one another and collaboratively engaging in meaningful work. Teachers primarily ask students rote or factual questions that do not require students to analyze or interpret information, and similarly do not consistently challenge students to defend or elaborate on their answers. In a few notable exceptions, teachers structured their questioning such that students grappled with the content in a manner that enabled them to deepen their understanding.

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York

ACADEMIC PERFORMANCE

- More than half of teachers establish and maintain a classroom environment with a consistent focus on academic achievement (20 of 35 classrooms). Teachers are generally prepared with materials and make materials readily available to students. Although many lessons move along with efficiency, some teachers regularly lose instructional time to transitions during class. Teachers engage students of differing abilities by providing supplemental activities or extra work opportunities but many teachers do not provide students with enough authentic work to maintain their engagement throughout the lesson. The teachers who most effectively engage students are able to quickly redirect student misbehavior with proximity, silent signals, and positive praise. In contrast, teachers with less effective engagement strategies regularly settle for student compliance instead of student engagement.

SUNY RENEWAL BENCHMARK 1E

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

The school has not yet developed strong instructional leadership. Aspects of the school's teacher coaching and support are effective but some teachers are not clear about what criteria form the basis of their annual evaluation. Most teacher evaluations are unclear and do not contain concise assessments of goal attainment.

- Instructional leaders do not provide teachers with concise assessments of their performance based in student achievement data. At the beginning of the year, teachers work with a designated instructional coach to develop a process-oriented goal and a measurable outcome goal that comprise the teacher's annual targets. Although this process is in place, annual evaluations do not properly assess teachers' attainment of the measurable outcome goals or process goals. The network established school wide goals six weeks into the school year that are couched in baseline data collected at the start of the year and in the state's assessments: leaders expect Explore Exceed to post a 10 percentage point increase in the school's proficiency rate on the state's ELA assessment and a 15 percentage point increase in mathematics. Notwithstanding a wide variance in achievement across grade levels and subgroups of students in the school, leaders did not identify specific goals for growth or achievement outcomes by grade level, by any subgroup of students, or by classroom. At the end of the year, no one at the school or the network holds the network, instructional leaders, or teachers accountable for achieving these identified growth and achievement goals.

- The instructional leadership staff is not at full capacity: the mathematics coordinator role was vacant at the time of the first renewal visit. The network provides coaching in mathematics content to fill the gap. It is unclear if teachers are receiving the leadership support necessary to effectively implement a new mathematics curriculum or improve

instruction to raise mathematics achievement. Otherwise, there are two instructional leadership roles that have responsibility for supporting, coaching, and evaluating teachers. The academic director at the lower school, in addition to coaching the 5th grade teachers and the 12:1:1 special education teams, oversees the work of three academic coordinators. The academic coordinators divide their coaching responsibilities by grade level with one coordinator coaching teachers in Kindergarten through 2nd grades and the other coaching teachers in 3rd through 5th grade. A second academic director at the upper school coaches teachers in 6th and 7th grades. In a recent change to the organizational structure of the school, the network CEO immediately oversees the upper school academic director. Culture coordinators and student deans provide coaching and support to teachers around classroom management routines and strategies.

- Leaders at the lower school have clear roles and responsibilities for coaching, evaluating, and supporting teachers. This includes conducting weekly observations and holding weekly check in meetings that focus on teachers' development goals. Lower school leaders have a clear understanding of individual teacher's strengths and areas of improvement. The academic director at the upper school is solely responsible for coaching, evaluating, and supporting teachers. The upper school academic director observes in classrooms weekly to ensure that teachers utilize strategies discussed during the previous week's PLC meeting. Regardless of this routine, some teachers at the upper school struggle with classroom management and delivering high quality lessons.

- During the first term of this school year, academic and culture leaders focused all of their support on developing strong techniques and high expectations for classroom management. At the start of the second term, the team differentiated their coaching based on teachers' needs: some teachers continue to focus on classroom management issues while others have moved on to developing their academic pedagogical skills. Some teachers receive daily coaching around specific areas for growth; teachers that demonstrate sufficient growth self-select goals for their own development and meet with instructional leaders to monitor and reflect on progress, but they do not receive direct coaching from leaders. This system enables instructional leaders to directly coach those teachers in need of more targeted support.

- Teachers and school leaders convene weekly PLC meetings. During these meetings, classroom and ICT teachers have time to plan instruction and develop strategies for delivering the school's curriculum. Teachers script and, where teachers and instructional leaders have determined it necessary, teachers practice lesson delivery. Although teachers and leaders have common planning time to discuss their plans and strategies, teachers inconsistently submit lesson plans for review by instructional

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York

ACADEMIC PERFORMANCE

leaders. Instructional leaders only check submitted lesson plans for completion and so do not provide actionable feedback to adjust lessons prior to implementation. Although teachers have opportunities to practice lesson delivery along with their instructional leaders, co-teachers lack clearly defined roles in most lessons creating a missed opportunity to more deeply engage students in learning activities.

- The network and the school now provide three weeks of pre-service professional learning during the summer. During the school year, teachers have professional development time on Wednesdays when students are released early. Professional development topics address a combination of network and school driven priorities. Teachers report that the development topics are relevant and relate directly to classroom practice.

- Although instructional leaders conduct evaluations of teacher performance each year, the criteria for those evaluations are not clear. Each evaluation contains narrative information about the teacher's contribution to the school that year followed by areas of strength and areas for growth. Teachers and leaders collaborate to develop growth goals at the beginning of each school year but evaluations do not coonsistently provide a clear a concise assessment about the teacher's attainment of those goals. Lacking that assessment, it is difficult to discern the difference between an evaluation of a teacher who has met the goals from the evaluation of a teacher who has not met the goals. Teachers also report that they are not always clear on the criteria that form the basis of evaluation. The school's evaluations do not hold teachers accountable for meeting school wide expectations for student performance growth and achievement.

SUNY RENEWAL BENCHMARK 1F

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

Explore Exceed has struggled to address the needs of at-risk students but has now implemented procedures and protocols to improve programming and compliance. The school has designed programming to ensure students receive English language acquisition supports and has tracked and created a plan to ensure all missed mandated services are made up.

- The school uses clear procedures at the lower school and has just begun such procedures at the upper school, for identifying at-risk students including students with disabilities, ELLs and those struggling academically. At the lower school, staff members utilize the child study team ("CST"), the composition of which depends on the particular student under consideration but often consists of general education teachers, counselors, learning specialists, and an instructional leader, as the chief mechanism for identifying students with disabilities and those who are struggling significantly. Instructional staff

members typically convene a CST at the request of a teacher. The CST creates academic and/or behavioral support plans with specific goals for individual students and evaluates each student's progress. The CST may refer students to special education evaluation if students do not respond to the academic and/or behavioral supports. The upper school has just begun to implement the similar systems of the lower school. Across both campuses the school identifies ELLs using the Home Language Identification Survey and the New York State Identification Test for English Language Learners.

- Explore Exceed has bolstered its supports for students with special education needs. At the time of the first visit, Explore Exceed was not meeting the needs of many of its students with disabilities. The school serves students with disabilities through integrated co-teaching ("ICT") classrooms, more intensive 12:1:1 classrooms, and special education teacher support services ("SETSS"). There is at least one ICT classroom in each grade of the lower school. The lower school has three and one-half full-time equivalent learning specialists that provide SETSS. Additionally, the lower school has one Kindergarten through 2nd grade 12:1:1 classroom and one 3rd through 5th grade 12:1:1 classroom. The upper school employs two ICT teachers and one SETSS teacher. The school also employs three counselors that help meet the needs of students with disabilities. Despite this number of staff members, a significant number of students were not receiving required services per Individualized Education Programs ("IEPs"). At the time of the first visit, the lower school did not provide 17 students with the required occupational therapy services; the IEPs of two students require a 12:1:1 classroom but those students were in ICT classrooms; one student in a 12:1:1 setting required an 8:1:1 setting; and, four students did not receive mandated SETSS support in mathematics. The upper school was not meeting the following IEP requirements: a student receiving ICT 32 times per week; another student receiving ICT ELA 15 times per week; five students receiving speech services; and five 6th graders receiving ELA SETSS. The upper school support services coordinator was not currently, but is supposed to soon become, full-time. Upon return to the school, a coordinator from the network had been put into the upper school. She worked diligently to put systems in place and worked with the lower school coordinator to work with the district committee on special education ("CSE") to ensure IEPs appropriately reflected programming and are appropriately implemented. All providers had either been secured or district providers had been identified. Missed mandated services were tracked and a plan is in place to ensure all students receive all missed mandated services.

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York

ACADEMIC PERFORMANCE

- The school has not consistently used a Response to Intervention ("RtI") approach to provide interventions and supports to students struggling academically. At the lower school, staff members specifically refer to the terms "Tier 1," "Tier 2," and "Tier 3" to represent the following interventions: Tier 1 instruction entails general education teacher supports appropriate for the majority of students in a classroom; groups of students receive Tier 2 interventions, such as small group pull-outs, if one or more students are not meeting performance standards; and Tier 3 refers to more individualized student support. At the time of the first visit, the upper school had no formally identified RtI process with teachers and school staff actively tracking students through the process. This had been rectified by the second visit using the processes created at the lower school. The school wide Leveled Literacy Intervention ("LLI") program is designed to help meet the needs of struggling students through offering a methodology to use during homogenous reading groups.

- At the time of the first renewal visit this fall, Explore Exceed was not providing adequate supports for ELLs. Upon return, the school had designed and begun to implement a well thought out program of services including evaluation and benchmarking. Teachers were being trained on how to work with the ELL staff and implement best practices for students. ELLs receive services based on English acquisition needs as identified through students' NYSESLAT results. Those needing the highest level of services receive alloted pull out services while those with further acquisition of language receive push in services.

- Teachers have been trained and have developed individual plans on how to meet the needs of individual ELLs breaking down skills and needs based on NYSESLAT results. The school has an instructional leader, trained in methodologies to meet the needs of ELLs, designated to conduct those trainings.

- Teachers are aware of students' progress toward meeting IEP goals and are now aware of students' progress toward achieving English proficiency. At the beginning of the school year, the school provides teachers with rosters of students with disabilities that include IEP goals and required services and accommodations. School staff members have additional meetings to determine whether students are making progress toward meeting some of their IEP goals. ICT teachers participate in weekly teacher PLC meetings, in which the individual at-risk needs of students are sometimes discussed. The school similarly provides teachers of rosters of identified ELLs. However, on the first visit to the school it was learned that the school was not yet providing training to teachers on how to address ELL language acquisition gaps and teachers were not aware of students' progress toward achieving English proficiency. This had been rectified by the second visit and there was a cohesive plan in place to ensure not only were teachers trained but they were part of creating plans for students and would continue to monitor progress.

- The school provides training and professional development to identify and help teachers meet the needs of at-risk students. The school and network provide training on how to meet the needs of students with disabilities and struggling students including professional development on how to write an IEP (required training for ICT and SETSS teachers); classifications and characteristics of particular disabilities (required training for ICT and SETSS teachers); LLI strategies and planning; and CST processes. ICT teachers across the network meet weekly to discuss, and receive trainings on, strategies to meet the needs of students with IEPs. The school and network have provided training on how to identify ELLs, what the various proficiency levels of ELLs mean, and what supplemental materials and strategies might benefit ELLs. However, given the high staff turnover at Explore Exceed, some teachers did not receive those trainings.

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York

ORGANIZATIONAL PERFORMANCE

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Explore Exceed has secured the organizational capacity necessary to deliver an effective educational program that fosters high levels of student achievement. Board members bring a wealth of skills and expertise to bear on school oversight and regularly review Explore Exceed's progress toward meeting its Accountability Plan goals.

SUNY RENEWAL BENCHMARK 2A

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

Explore Exceed is faithful to its mission and implements half or more of its key design elements. These can be found in the School Background section at the begining of the report and Appendix A, respectively. The school has a longer school day than neighboring district schools and class sizes commensurate with those described in the school's design. To fully realize its vision, Explore Exceed will need to continue to strengthen its instructional decision-making and governance.

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 satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The Institute compiled data from NYCDOE's 2015-16 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction and systems for improvement. Respondents expressed high levels of satisfaction with Explore Exceed. The response rate of 67% is sufficiently high to be useful in framing the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs and parents of ELLs. The 17 parents in attendance at a focus group during the renewal visit reported mixed levels of satisfaction with Explore Exceed. Some parents expressed satisfaction with the frequency and content of teacher contacts in that parents feel well informed about their students' academic progress and engagement in classroom activities.

Other parents report significant frustration with the high level of teacher turnover at the school. Some parents report that they did not learn about a teacher's departure until six weeks after the teacher left the school. All parents agree that the school needs to bolster its arts and science curriculum in addition to adding more extracurricular opportunities including sports.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2015-16, 92.90% of Explore Exceed 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 the NYCDOE or the New York State Education Department ("NYSED") is available to the Institute to provide either district or state wide context.

DOES THE SCHOOL'S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

SUNY RENEWAL BENCHMARK 2C

The school leadership, under guidance from the network, continues to build its capacity to effectively support the delivery of the educational program.

- Explore Exceed has begun to establish an administrative structure with operational systems, policies, and procedures that effectively support the school in carrying out its academic program. The school lacks systematic process for several key academic and some compliance functions, resulting in leaders and staff lacking critical information required to effectively execute their responsibilities.

- The organizational structure of the school has clearly communicated roles and responsibilities across the organization for academic and non-academic functions and supports. School leaders provide information and training to teachers regarding roles and responsibilities through multiple avenues, such as summer pre-service professional development and "at a glance" style documents. Teachers respond positively to the increased clarity and receive more timely and effective responses to their inquiries and requests.

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York

ORGANIZATIONAL PERFORMANCE

- Explore Exceed has a discipline system in place. The discipline system is implemented by the culture coordinator, two deans, and two dean associates. The lower school uses a color behavior system whereas the upper school uses a point system to monitor and enforce behavior expectations. In comparing the 2015-16 academic year to the previous academic year, there were 70 in-school suspension this year compared to 46 in-school suspensions last year (increase of 52%) and 232 out-of-school suspensions this year compared to 91 out-of-school suspensions last year (increase of 155%). The school created and filled two new full-time dean positions, one at each of the lower and upper schools, to provide consistent onsite culture leadership. The culture team provides more support to teachers in becoming more effective at behavior management and better learning to deescalate students in the classroom or with quick pullouts, though there is little evidence of effective culture coaching within the school. The school's newer teachers at both sites struggle to implement the school's discipline systems. While some leaders and teachers report that the discipline system is improving in its effectiveness and consistency of implementation, classrooms consistently lose significant instructional time due to behavior management issues.

- Explore Exceed maintains adequate student enrollment. At the time of the first renewal visit, the school enrolled 491 students with a chartered enrollment of 490 students for grades K-7 (as the school is not yet at its full K-8 chartered capacity). There is a significant waitlist of 1,192 students. The school is actively enrolling students across all grades; however, the waitlist for several grades was depleted at the time of the first renewal visit. The school faces challenges with recruiting students for its upper school, citing the split campus as one significant reason for parents choosing not to enroll in upper school grades.

- Teacher turnover is a significant issue for Explore Exceed with 44% of teachers leaving the school between 2015-16 and 2016-17 and 39% of teachers leaving the school between 2014-15 and 2015-16. The high degree of teacher turnover presents the school with several challenges regarding the continuity of school culture at both the adult and student levels and the ability to consistently deliver high-level engaging lessons. Leaders and teachers agree that new teachers struggle with implementing the school's curriculum, interventions, and culture systems. While the school is working to be responsive to teachers' desires, such as working to protect and provide additional planning time, the school did not communicate a coherent plan to decrease the school's teacher attrition at the time of the renewal visits.

- The school's resources support the school in meeting its academic goals. The school's operations team regularly reviews the school's needs and actively encourages teachers and leaders to collaborate in identifying, obtaining, and reallocating resources they have to support classroom instruction. For example, the Kindergarten teaching team obtained thousands of dollars of new furniture and materials to restructure their classrooms around learning centers in alignment with the network's vision for early childhood instruction. As for reallocation, the upper school has zoned sets of Chromebooks and laptops specifically for writing instruction with the result of increased student engagement and production of in-class writing.

- Explore Exceed regularly monitors and evaluates its programs and makes changes if necessary. Teachers and leaders are increasing their use of F&P assessments to monitor the effectiveness of the school's new literacy curricula, provide literacy interventions, and provide coaching to teachers. The culture team is implementing more structured ways to record student behavior data and track infractions and suspensions. School leadership is issuing new report cards and actively seeking feedback from teachers and parents to determine if the new content and formatting communicate key information effectively.

DOES THE SCHOOL BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

SUNY RENEWAL BENCHMARK 2D

The Explore Charter Schools of Brooklyn board continues to develop its ability to provide effective oversight to Explore Exceed. The board currently monitors several data elements about the school's academic program and organizational health, and it is now focusing on using that information to drive improvements in the school's academic outcomes and staff retention. The board continues to lack systems for evaluating the performance of the network.

- The board members' experience in finance, law and non-profit work enable the board to monitor the school's fiscal health and operational efficiency. As a stated priority, the board continues to seek out new members with experience in K-12 education. The board monitors Exceed's academic performance data but, lacking sufficient members with K-12 education experience, it continues to rely on the network's interpretation of the data to inform its decisions about adjustments to the academic program. The board would also like to recruit a member who would better keep them abreast of political developments that would directly affect schools within the education corporation.

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York

ORGANIZATIONAL PERFORMANCE

- Two years ago, the board collaborated with the network to develop a three year strategic plan to improve Explore Exceed's organizational and academic performance. The board uses its dashboard to monitor Explore Exceed's academic program performance, organizational capacity and its fiscal health. The data elements in the board's dashboard align with the priorities in its strategic plan; however, the data contained in the dashboard obfuscate clear strengths and weaknesses in the academic program. Meeting minutes indicate that the board discusses organizational and fiscal issues in depth but reflect less time discussing academic data. The board did not communicate clear benchmarks to monitor the trajectory for success of its three year plan.

- The board has retained Explore Exceed's founding principal, but the rest of the school organization has experienced turnover. Key positions in academic leadership turned over last year and the math coordinator position remained unfilled at the time of the first renewal visit. The board expected teacher turnover to be much lower than in previous years and set a staff retention goal of 90%. Of the 2015-16 teachers Explore Exceed hoped to retain, 70% returned to the school for the current school year.

- The board has yet to establish a systematic method for using data to evaluate the network's performance. The board identifies a three year plan designed to improve, among other things, the school's overall academic achievement. The board states a priority to continue to develop the skills and capacities of school personnel with a commitment to maintaining a continuity of culture.

- The board has included a non-voting ex-officio parent representative. It is not clear that the school's board regularly and effectively communicates with the school community. While a board member visits each school once per year, this may not be sufficient in providing a fulsome understanding of the challenges and successes at each school.

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York

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

SUNY RENEWAL BENCHMARK 2E

The board implements adequate and appropriate systems and procedures to ensure the effective governance and oversight of the school. While the board does demonstrate a clear understanding of its role in holding the school leadership and Explore Schools accountable for fiscal soundness, it has yet to implement regular practices that provide the board an independent analysis of the academic program's strengths or areas in need of growth thereby allowing it to more effectively hold the network accountable for academic improvement.

- The board has materially complied with the terms of its by-laws and code of ethics.
- The board provides common oversight of four operating charter schools.
- The board appears to manage the non-academic aspects of its work clearly. Board minutes reflect that the board has continually received reports and monitored finances, employment issues and management contract negotiations.
- Board minutes reflect little regarding the time the board may spend analyzing school performance data, how it evaluates the progress of the network in improving the academic program at the school as well as non-academic student-level data except an annual report of high school placements.
- The board would benefit from including additional academic expertise to its membership or by regularly engaging an independent entity to analyze the effective implementation of its schools' academic program.

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York

ORGANIZATIONAL PERFORMANCE

SUNY RENEWAL BENCHMARK 2F

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

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

- **Complaints.** No formal complaints have been received by the Institute. Yet, several informal complaints requiring follow-up from the Institute were received. In 2012, the Institute received an informal complaint that a student's self-contained classroom was not being implemented. At the time the school did not offer a self-contained classroom but demonstrated to the Institute that the school and the CSE were working together to either amend the student's IEP or to place the student in a program with the appropriate setting. While this was the case in 2012, the renewal visit in 2016 showed differently, see below. Another complainant took issue with the school's supervision of the playground area and the school nurse's handling of an injury her daughter received on the playground. The school swiftly investigated the matter and found that the daughter was taken to the school nurse upon falling off a piece of playground equipment. The school nurse (an employee of the NYCDOE) had assessed the child and contacted the family immediately. The school nurse had also appropriately documented the incident as confirmed by the New York City Department of Health and Mental Hygiene. The severity of the injury which was later found to be a broken shoulder. While all information was reported to the school nurse's superiors, the school also took note to review its safety procedures during recess.

- **ELL Program.** At the time of the first renewal visit, the school had failed to have in place an effective ELL program constituting a violation of federal law and regulations. While the school was appropriately identifying ELL students and providing appropriate training to staff, the school could not clearly define the ELL services ELL students actually receive. Upon return visit to the school, the school clearly demonstrated the ELL services in place for each student and progress tracking that was put into place.

- **IDEA.** At the time of the first renewal visit students were not receiving the special education programs and services as stated on their IEPs. For instance, while the elementary location has a 12:1:1 program, the middle school location does not. Students with this program on their IEPs are not receiving the program and the school does not have a plan to meet with the CSE to amend the IEP to come into compliance. At the time of the first renewal visit students were not receiving their required related services due to a loss of provider. Upon return to the school, many issues had been rectified and plans were in place to receive missed services and ensure compliance.

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York

FISCAL PERFORMANCE

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Explore Charter Schools of Brooklyn is fiscally sound as is its school, Explore Exceed. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Explore Exceed and the education corporation have demonstrated fiscal soundness over the majority of the charter term.[9]

Explore Charter Schools of Brooklyn has adequate financial resources to ensure stable operations. Effective July 1, 2015, six Explore schools merged with Explore Excel Charter School being the surviving entity. The merger combined all the existing Explore schools under SUNY as the authorizer. 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 to be fiscally sound. Since the merger just recently took effect the fiscal dashboard in Appendix D reflects the financial condition for the first three years of the charter term when the school was an independent entity.

Explore Schools supports Explore Exceed in the areas of academic program, fiscal management and operational support, human resources, technology and public relations under the terms of a management contract with a 12% fee. The Explore Charter Schools of Brooklyn financial model is intended to ensure that all fully enrolled schools are financially sustainable, operating the school's program solely through public funding.

9. 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.

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 Explore Schools, Explore Exceed has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- Explore Schools' chief financial officer coordinates the development of annual and long-term budget preparation procedures with input from the school leadership staff and the board finance committee.
- The projected five-year renewal budget reflects anticipated revenues and expenses associated with steady enrollment as the school is at its full capacity with Kindergarten through grade 8 for the next renewal charter term.

- The individual education corporation prepares a long-term budget which is updated on an annual basis.

- Explore Exceed is located in shared NYCDOE facility space since opening in 2012. Explore Exceed is not responsible for rent, utilities, custodial services, maintenance and school safety services on the facility.

- Effective July 1, 2015, Explore Exceed merged under SUNY with other charters into Explore Charter Schools of Brooklyn. The merger enables operating efficiencies and purchasing power with shared expenses between the network and five other charters related by common management.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

SUNY RENEWAL BENCHMARK 3B

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

- The Explore Schools Financial Policies and Procedures Manual is the guide for all internal controls and procedures at Explore Exceed. The manual contains fiscal policies and procedures that undergo ongoing reviews. The most recent update to the manual included federal guidelines for grant management, other recent updates included the conflict of interest policy.

- The Explore Exceed audit reports had no findings of deficiencies over the charter term. With the effective merger dated July 1, 2015, the schools now report on a combined financial audit which also had no findings of deficiencies as of June 30, 2016.

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

SUNY RENEWAL BENCHMARK 3C

Explore Exceed and the merged education corporation, Explore Charter Schools of Brooklyn, have complied with financial reporting requirements.

- The Institute has received required financial reports that are on time, complete and follow generally accepted accounting principles (GAAP).

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FISCAL PERFORMANCE

- Independent audits of annual financial statements have received unqualified opinions with no material weaknesses or instances of non-compliance observed.

- The individual education corporation and merged entity have generally filed key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses and enrollment.

SUNY RENEWAL BENCHMARK 3D

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

Explore Exceed and the merged education corporation, Explore Charter Schools of Brooklyn, have maintained adequate financial resources to ensure stable operations.

- The individual school fiscal dashboard in Appendix D reflects fiscally strong going into the effective date of the merger.

- As a merged entity, the board has established a designated reserve fund for unforeseen facility, personnel and other issues, as of June 30, 2016 the board designated reserve was $3.285 million.

- The merged entity has substantial assets available, total net assets of approximately $11.7 million, cash on hand of $12.8 million which is 5.1 months of cash available to pay bills coming due shortly as reported in the most recent audit report.

- As a merged entity, the dissolution fund reserve is to be $75,000 for the first two schools and $25,000 for additional schools up to a maximum of $350,000. Explore Charter Schools of Brooklyn has established the dissolution reserve fund and maintains a balance of $290,942 as of June 30, 2016, audited financial statements.

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FUTURE PLANS

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

Explore Exceed is establishing itself as an academic success. The school continues to bolster its organizational capacity with network support, and the education corporation is fiscally sound. With the additional time afforded by renewal, Explore Exceed is likely to meet or come close to meeting its Accountability Plan goals in the future. Therefore, the plans for the school's future are reasonable, feasible and achievable.

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

Plans for the Educational Program. Explore Exceed plans to strengthen the core elements of its promising program design while continually monitoring the quality of instructional delivery and organizational capacity. The core elements that have enabled the school to make progress toward meeting its Accountability Plan goals and that have proven successful in other network schools are likely to position the school to meet its academic goals in a subsequent current charter term. The school will add one more grade to align with the Kindergarten through 8th grade model of other schools in the network.

Plans for Board Oversight & Governance. Board members express interest in continuing to serve the education corporation in the future.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	490	564
Grade Span	K - 7	K - 8
Teaching Staff	47	51
Days of Instruction	180	180

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, Explore Charter Schools of Brooklyn presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable. The education corporation intends to maintain its contractual relationship with the network. The Institute has reviewed the proposed terms of such contract and will review and approve the final contract, and any other network contracts, when executed.

The school plans to continue co-locating in a NYCDOE public school building.

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.

Explore
Exceed

Ax

APPENDICES

PAGES Ax 1-34

A	B	C	D	E	F
SO SCHOOL OVERVIEW	PS PERFORMANCE SUMMARIES	DC DISTRICT COMMENTS	FD FISCAL DASHBOARD	EO ED CORP OVERVIEW	EF ED CORP FISCAL
PAGE Ax 1	PAGE Ax 7	PAGE Ax 9	PAGE Ax 11	PAGE Ax 15	PAGE Ax 31

APPENDIX A: School Overview

BOARD OF TRUSTEES

CHAIR
Henry Mannix

VICE CHAIR
Kimesha Carnegie

TREASURER
Peter Walker

TRUSTEES
Beth Cohen
Morty Ballen
Jana Reed

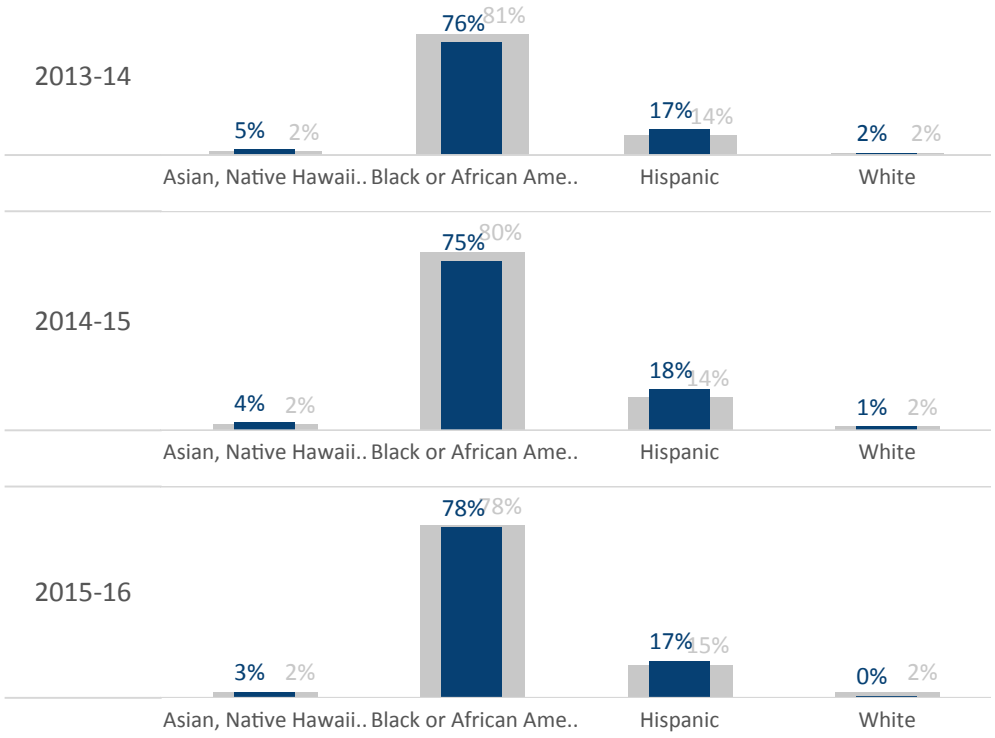
SCHOOL LEADERS

PRINCIPAL
Curtis Palmore (2012-Present)

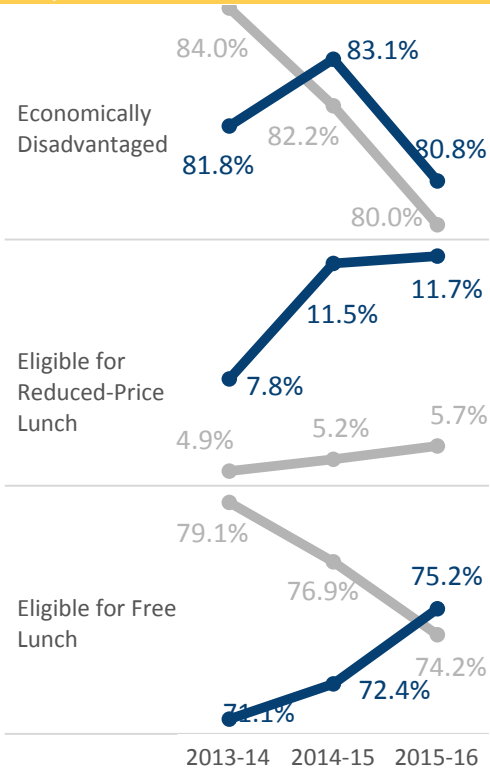
SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2012-13	224	235	105%	K-3	K-3
2013-14	280	303	108%	K-4	K-4
2014-15	336	366	109%	K-5	K-5
2015-16	430	433	101%	K-6	K-6
2016-17	490	491	100%	K-7	K-7

STUDENT DEMOGRAPHICS: RACE/ETHNICITY

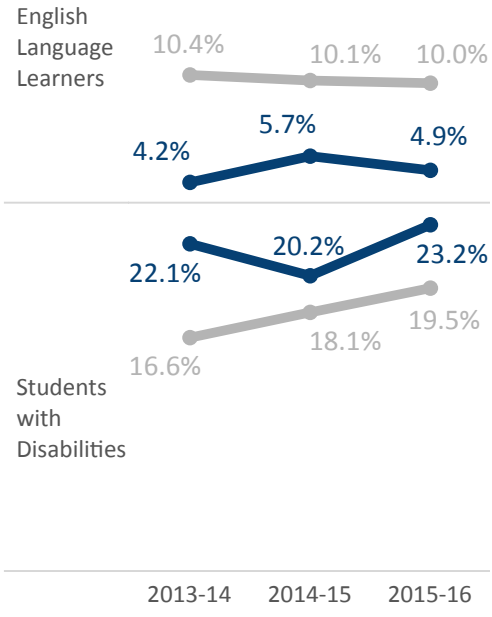


STUDENT DEMOGRAPHICS: FREE/REDUCED LUNCH



The charts show the trends in enrollment in the **school** and the district for each subgroup. Economically disadvantaged includes those students eligible for Free and Reduced-Price lunch among other qualifying income assistance programs.

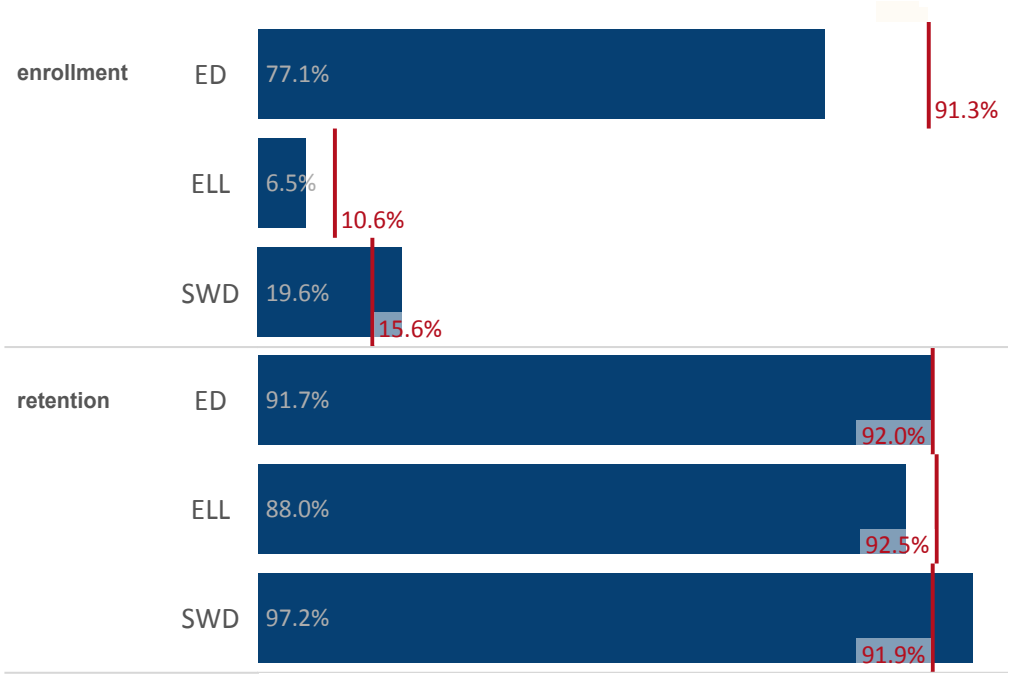
STUDENT DEMOGRAPHICS: SPECIAL POPULATIONS



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

APPENDIX A: School Overview

ENROLLMENT AND RETENTION TARGETS

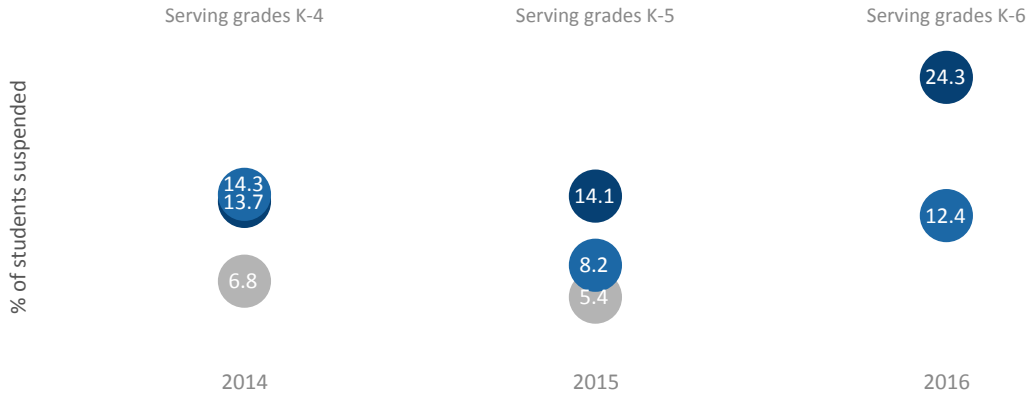


The chart illustrates the school's **current enrollment and retention percentages** against the **enrollment and retention targets**. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or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

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.

SUSPENSIONS: EXPLORE EXCEED CHARTER SCHOOL'S OUT OF SCHOOL SUSPENSION RATE, IN 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 insatnces of suspension of a single student, the overall number of suspensions, the duration of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in school and out of school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: 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

2013-14	2014-15	2015-16
0	0	4

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	COLLABORATIVE TEACHERS	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY COMMUNITY TIES
67%	73%	77%	89%

APPENDIX A: School Overview

TIMELINE OF CHARTER SCHOOL RENEWAL

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2012-13	First Year	May 17, 2013
2015-16	Evaluation	May 11-12, 2016
2016-17	Initial Renewal	October 26-27, 2016 & December 1, 2016

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
October 26-27, 2016	Jeffrey Wasbes	Executive Deputy Director for Accountability
	Chastity McFarlan	Evaluation Analyst
December 1, 2016	Susie Miller Carello	Executive Director
	Carrie Gee	Associate Counsel
	Natasha Howard, Ph.D.	Managing Director for Program
	Ronald Miller, Ph.D.	Consultant

KEY DESIGN ELEMENTS

ELEMENT	EVIDENT?
Beginning Young;	+
Continuing Through 8th Grade;	+
Small Class Size;	-
Meeting the Needs of At-Risk Students;	+
Continuous Research to Drive Improvement;	+
Instructional Decision Making; and,	-
Governance and Organizational Design.	-

SCHOOL PERFORMANCE SUMMARY: English Language Arts

Explore Exceed Charter School

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.

2013-14 Grades Served: K-4			MET
Grades	All Students % (N)	2+ Years Students % (N)	
3	21.3 (61)	19.0 (58)	
4	32.2 (59)	31.1 (45)	
5	(0)	(0)	
6	(0)	(0)	
7	(0)	(0)	
8	(0)	(0)	
All	26.7 (120)	**24.3** (103)	**NA**

2014-15 Grades Served: K-5			MET
Grades	All Students % (N)	2+ Years Students % (N)	
3	10.9 (64)	8.0 (50)	
4	11.3 (62)	8.9 (56)	
5	9.4 (64)	11.8 (51)	
6	(0)	(0)	
7	(0)	(0)	
8	(0)	(0)	
All	10.5 (190)	**9.6** (157)	**NO**

2015-16 Grades Served: K-6			MET
Grades	All Students % (N)	2+ Years Students % (N)	
3	31.6 (57)	33.3 (54)	
4	10.9 (64)	11.3 (53)	
5	13.3 (60)	13.8 (58)	
6	19.7 (66)	21.4 (56)	
7	(0)	(0)	
8	(0)	(0)	
All	18.6 (247)	**19.9** (221)	**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	PLI	AMO	
3-4	**90**	89	**YES**

Grades	PLI	AMO	
3-5	**66**	97	**NO**

Grades	PI	AMO	
3-6	**81**	**104**	**NO**

COMPARATIVE MEASURES

3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.

Comparison: Brooklyn District 17			
Grades	School	District	
3-4	**24.3**	**22.4**	**YES**

Comparison: Brooklyn District 17			
Grades	School	District	
3-5	**9.6**	**21.9**	**NO**

Comparison: Brooklyn District 17			
Grades	School	District	
3-6	**19.9**	**31.5**	**NO**

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	
86.2	26.7	21.4	**0.36**	**YES**

% ED	Actual	Predicted	Effect Size	
84.7	10.5	19.1	**-0.64**	**NO**

% ED	Actual	Predicted	Effect Size	
81.2	18.6	27.4	**-0.53**	**NO**

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	
4	48.7		
5	0.0		
6	0.0		
7	0.0		
8	0.0		
All	**48.7**	**50.0**	**NO**

Grades	School	State	
4	37.3		
5	42.2		
6	0.0		
7	0.0		
8	0.0		
All	**39.8**	**50.0**	**NO**

Grades	School	State	
4	39.8		
5	46.9		
6	43.9		
7	0.0		
8	0.0		
All	**43.5**	**50.0**	**NO**

SCHOOL PERFORMANCE SUMMARY: Mathematics

Explore Exceed Charter School

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.

2013-14 Grades Served: K-4			MET
Grades	All Students % (N)	2+ Years Students % (N)	
3	59.0 (61)	56.9 (58)	
4	52.5 (59)	60.0 (45)	
5	(0)	(0)	
6	(0)	(0)	
7	(0)	(0)	
8	(0)	(0)	
All	55.8 (120)	**58.3** (103)	NA

2014-15 Grades Served: K-5			MET
Grades	All Students % (N)	2+ Years Students % (N)	
3	26.6 (64)	24.0 (50)	
4	35.5 (62)	35.7 (56)	
5	34.4 (64)	37.3 (51)	
6	(0)	(0)	
7	(0)	(0)	
8	(0)	(0)	
All	32.1 (190)	**32.5** (157)	NO

2015-16 Grades Served: K-6			MET
Grades	All Students % (N)	2+ Years Students % (N)	
3	22.8 (57)	22.2 (54)	
4	10.9 (64)	5.7 (53)	
5	26.7 (60)	27.6 (58)	
6	24.2 (66)	26.8 (56)	
7	(0)	(0)	
8	(0)	(0)	
All	21.1 (247)	**20.8** (221)	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	PLI	AMO	
3-4	**143**	86	YES

Grades	PLI	AMO	
3-5	**108**	94	YES

Grades	PI	AMO	
3-6	**83**	**101**	NO

COMPARATIVE MEASURES

3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.

Comparison: Brooklyn District 17			
Grades	School	District	
3-4	**58.3**	**27.5**	YES

Comparison: Brooklyn District 17			
Grades	School	District	
3-5	**32.5**	**29.1**	YES

Comparison: Brooklyn District 17			
Grades	School	District	
3-6	**20.8**	**30.8**	NO

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	
86.2	55.8	29.7	**1.36**	YES

% ED	Actual	Predicted	Effect Size	
84.7	32.1	28.1	**0.21**	NO

% ED	Actual	Predicted	Effect Size	
81.2	21.1	30.3	**-0.48**	NO

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	
4	51.9		
5	0.0		
6	0.0		
7	0.0		
8	0.0		
All	**51.9**	**50.0**	YES

Grades	School	State	
4	32.6		
5	34.5		
6	0.0		
7	0.0		
8	0.0		
All	**33.5**	**50.0**	NO

Grades	School	State	
4	22.7		
5	37.6		
6	42.5		
7	0.0		
8	0.0		
All	**34.3**	**50.0**	NO

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APPENDIX C: District Comments

NO COMMENTS RECEIVED

26
28
32

APPENDIX D: Fiscal Dashboard

Explore Exceed Charter School

NOTE: For analysis purposes the school's data was combined into the "merged" education corporation, Explore Charter Schools of Brooklyn. Accordingly, see the education corporation report on Appendix F containing the "Balance Sheet" data for all schools merged into the education corporation.

SCHOOL INFORMATION

BALANCE SHEET	Opened 2012-13				
Assets					
Current Assets	2010-11	2011-12	2012-13	2013-14	2014-15
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	-	-	3,527,878	4,103,510	5,048,471
Students with Disabilities	-	-	-	473,431	647,443
Grants and Contracts					
State and local	-	-	213,008	16,189	28,014
Federal - Title and IDEA	-	-	498,380	412,714	208,051
Federal - Other	-	-	159,671	72,943	112,309
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	4,398,937	5,078,787	6,044,288
Expenses					
Regular Education	-	-	3,187,704	3,427,441	3,831,607
SPED	-	-	178,464	482,347	921,227
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	-	3,366,168	3,909,788	4,752,834
Management and General	-	-	594,958	820,960	933,565
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	3,961,126	4,730,748	5,686,399
Surplus / (Deficit) From School Operations	-	-	437,811	348,039	357,889
Support and Other Revenue					
Contributions	-	-	160,120	350	-
Fundraising	-	-	10,156	10,856	11,557
Miscellaneous Income	-	-	92	860	8,188
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	170,368	12,066	19,745
Total Unrestricted Revenue	-	-	4,569,305	5,090,853	6,064,033
Total Temporally Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	4,569,305	5,090,853	6,064,033
Change in Net Assets	-	-	608,179	360,105	377,634
Net Assets - Beginning of Year - GRAPH 2	-	-	-	608,179	968,284
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	608,179	968,284	1,345,918

Explore Exceed Charter School

NOTE: For analysis purposes the school's data was combined into the "merged" education corporation, Explore Charter Schools of Brooklyn. Accordingly, see the education corporation report on Appendix F containing the "Balance Sheet" data for all schools merged into the education corporation.

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	-	262,953	946,747	947,478
Instructional Personnel	-	-	1,940,877	1,719,969	2,280,885
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	2,203,830	2,666,716	3,228,363
Fringe Benefits & Payroll Taxes	-	-	511,015	684,049	805,165
Retirement	-	-	-	-	-
Management Company Fees	-	-	369,716	492,421	605,817
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	80,427	88,218	97,541
Professional Fees, Consultant & Purchased Services	-	-	170,642	153,324	262,494
Marketing / Recruitment	-	-	42,399	37,527	21,017
Student Supplies, Materials & Services	-	-	307,753	246,167	248,868
Depreciation	-	-	48,296	109,511	134,452
Other	-	-	227,048	252,815	282,682
Total Expenses	-	-	3,961,126	4,730,748	5,686,399

SCHOOL ANALYSIS

ENROLLMENT	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	-	224	280	336
Revised Enroll	-	-	-	-	-
Actual Enroll - **GRAPH 4**	-	-	235	303	366
Chartered Grades	-	-	K-3	K-4	K-5
Revised Grades	-	-	-	-	-
Primary School District: N/A					
Per Pupil Funding (Weighted Avg of All Districts)	-	-	13,527	13,527	13,777
Increase over prior year	0.0%	0.0%	100.0%	0.0%	1.8%
PER STUDENT BREAKDOWN					
Revenue					
Operating	-	-	18,719	16,740	16,495
Other Revenue and Support	-	-	725	40	54
TOTAL - GRAPH 3	-	-	19,444	16,779	16,548
Expenses					
Program Services	-	-	14,324	12,887	12,970
Management and General, Fundraising	-	-	2,532	2,706	2,548
TOTAL - GRAPH 3	-	-	16,856	15,592	15,518
% of Program Services	0.0%	0.0%	85.0%	82.6%	83.6%
% of Management and Other	0.0%	0.0%	15.0%	17.4%	16.4%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	15.4%	7.6%	6.6%
Student to Faculty Ratio	-	-	11.8	10.5	10.2
Faculty to Admin Ratio	-	-	1.8	2.4	2.6
Financial Responsibility Composite Scores - GRAPH 6					
Score	0.0	0.0	0.0	0.0	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	N/A	N/A
Working Capital - GRAPH 7					
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A
Quick (Acid Test) Ratio					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A
Debt to Asset Ratio - GRAPH 7					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A
Months of Cash - GRAPH 8					
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

APPENDIX D: Fiscal Dashboard

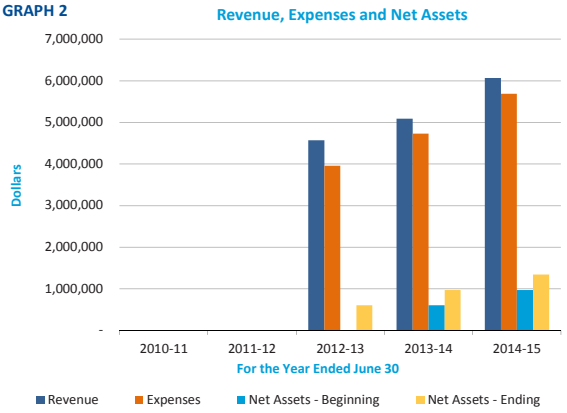
Explore Exceed Charter School

NOTE: For analysis purposes the school's data was combined into the "merged" education corporation, Explore Charter Schools of Brooklyn. Accordingly, see the education corporation report on Appendix F containing the "Balance Sheet" data for all schools merged into the education corporation.

GRAPH 1

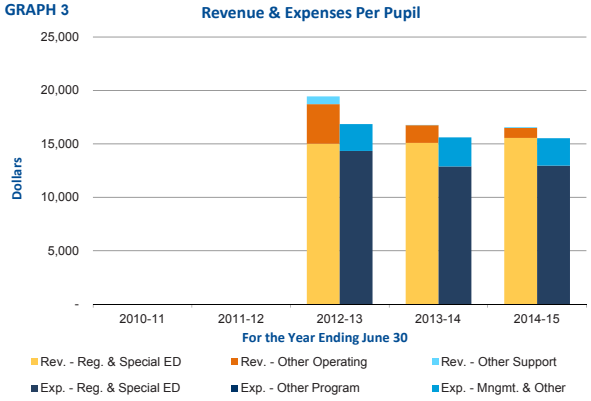
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

GRAPH 2



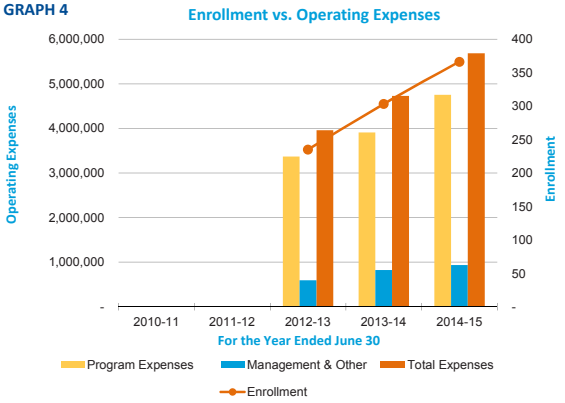
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year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

GRAPH 3



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



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.

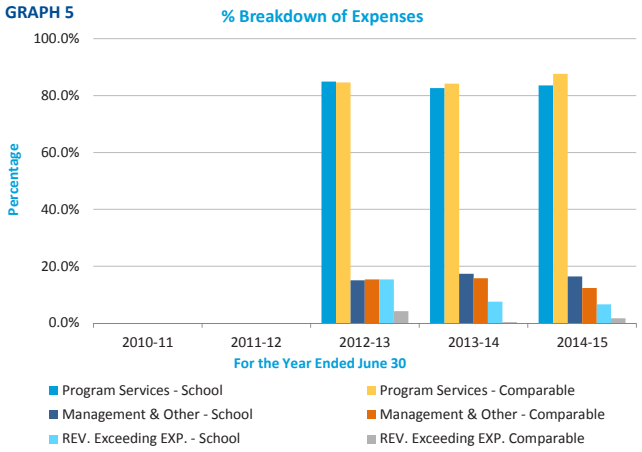
Explore Exceed Charter School

NOTE: For analysis purposes the school's data was combined into the "merged" education corporation, Explore Charter Schools of Brooklyn. Accordingly, see the education corporation report on Appendix F containing the "Balance Sheet" data for all schools merged into the education corporation.

Comparable School, Region or Network: New York City & Long Island Schools (Excluding Closed Schools)

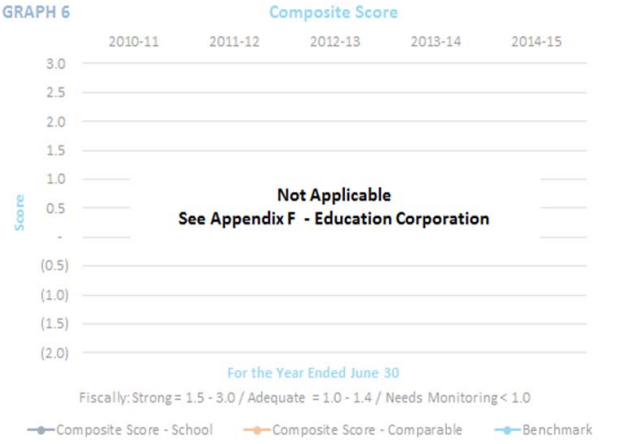
* Average = Average - 5 Yrs. OR Charter Term

GRAPH 5



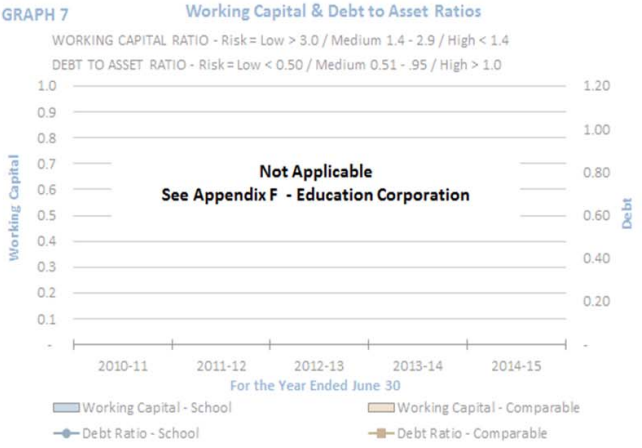
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

GRAPH 6



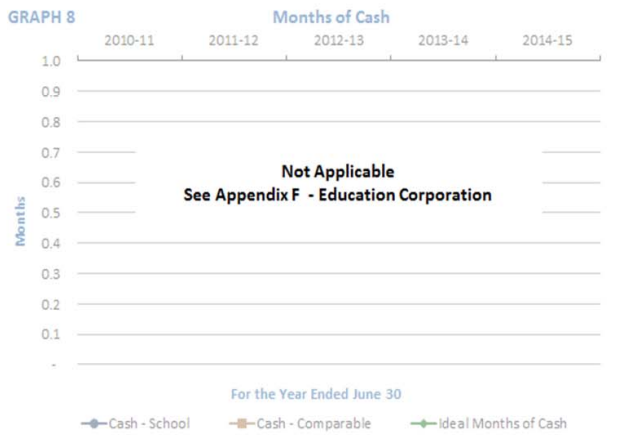
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid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

GRAPH 7



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

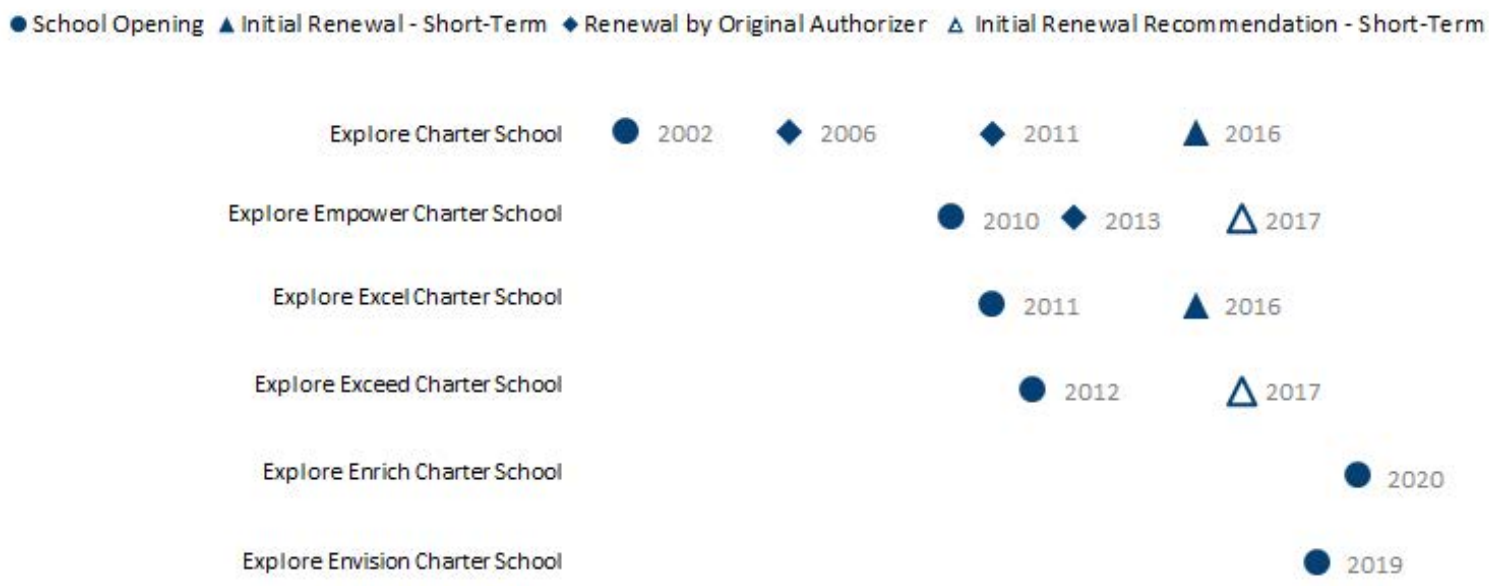
GRAPH 8



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 E: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

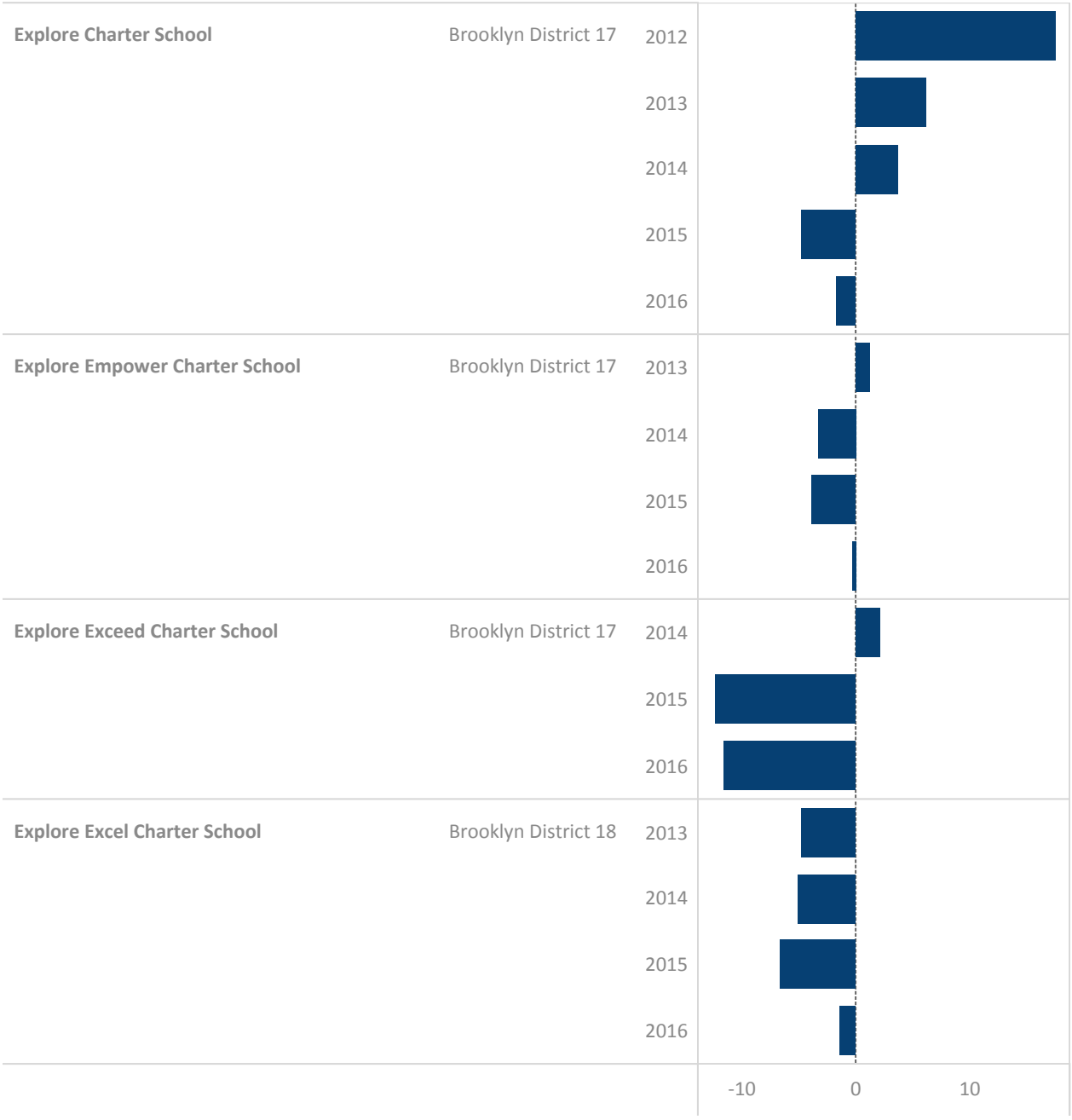


EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Explore Charter School	CSD 17	Yes	540	K-8
Explore Empower Charter School	CSD 17	Yes	540	K-8
Explore Enrich Charter School	CSD 17	Not open	Not open	Not open
Explore Envision Charter School	CSD 19	Not open	Not open	Not open
Explore Exceed Charter School	CSD 17	Yes	490	K-7
Explore Excel Charter School	CSD 18	Yes	552	K-8

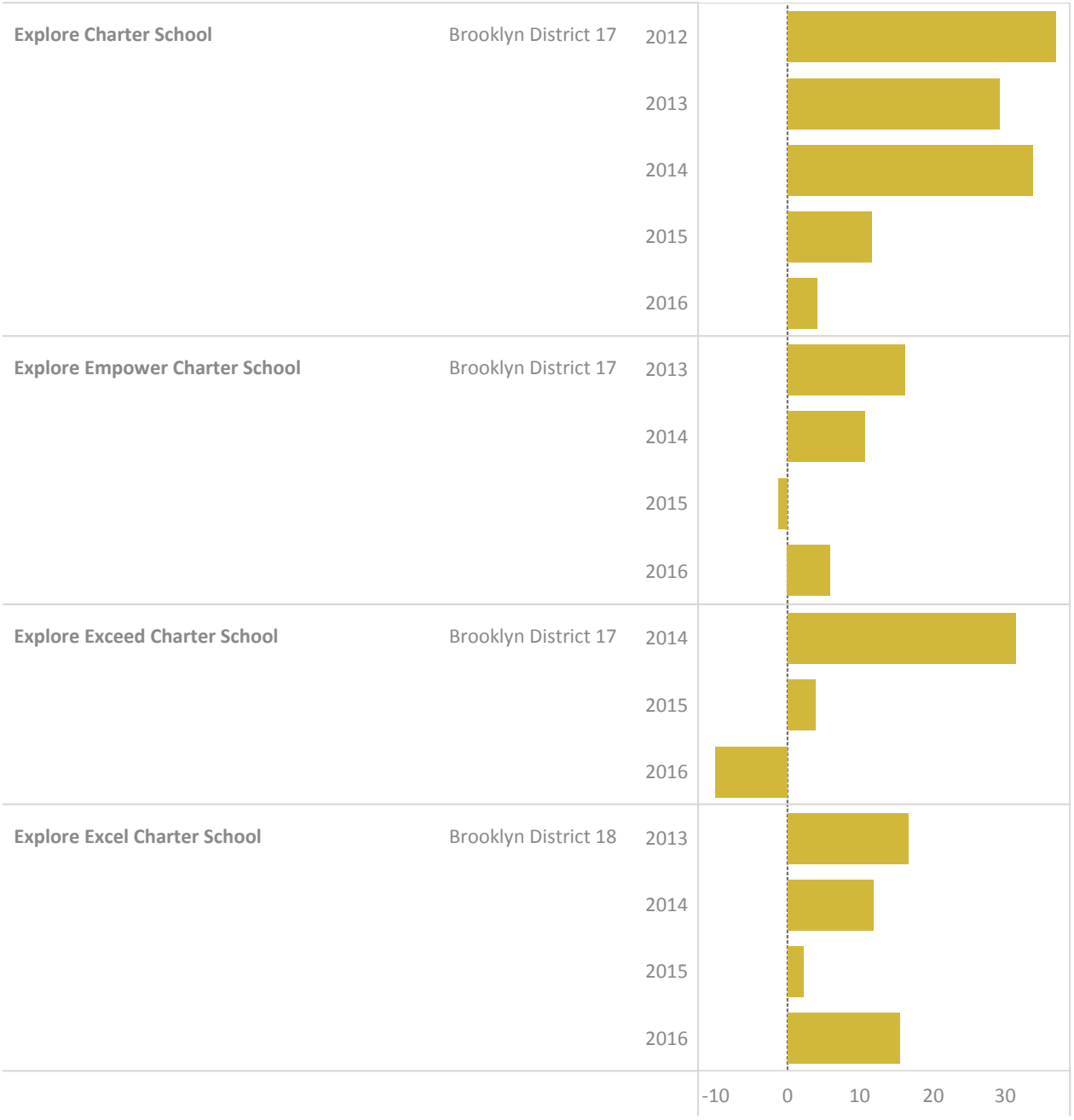
APPENDIX E: Education Corporation Overview

DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



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

DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



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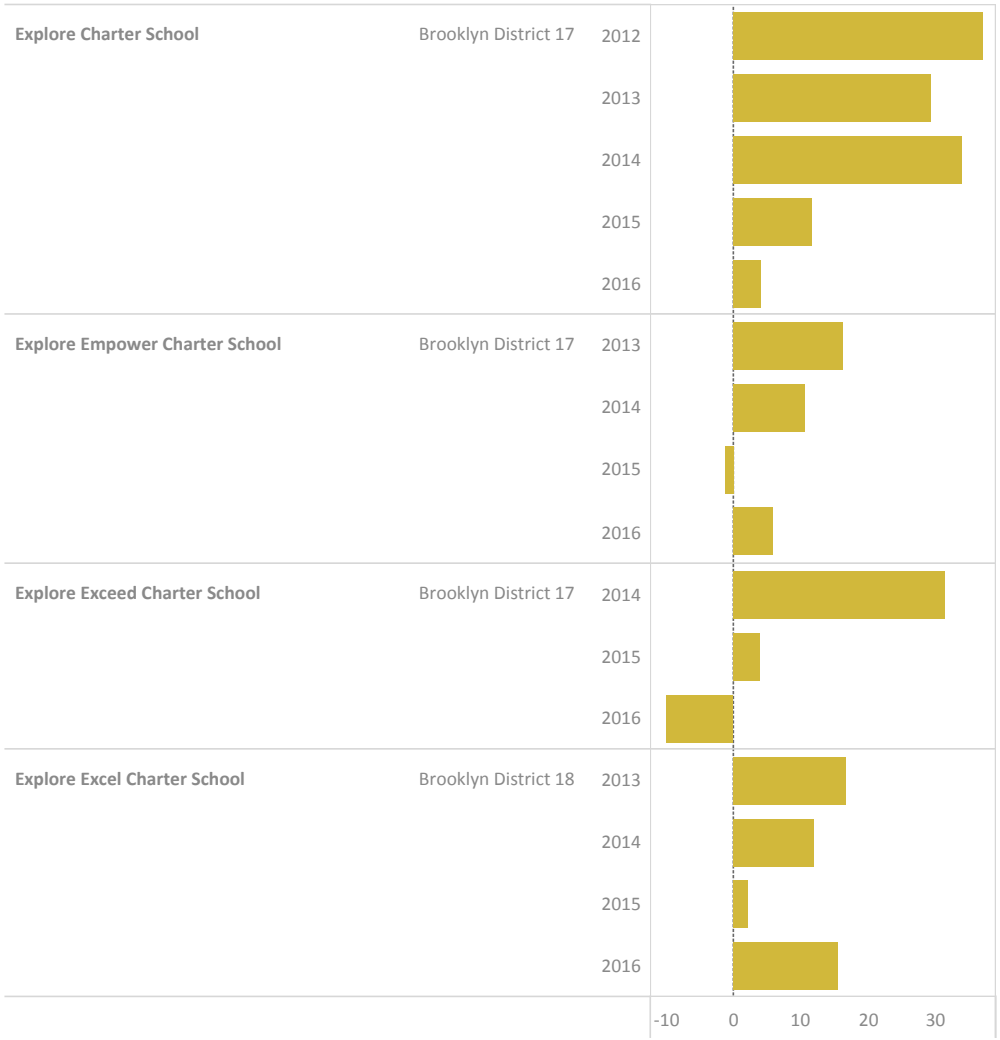
APPENDIX E: Education Corporation Overview

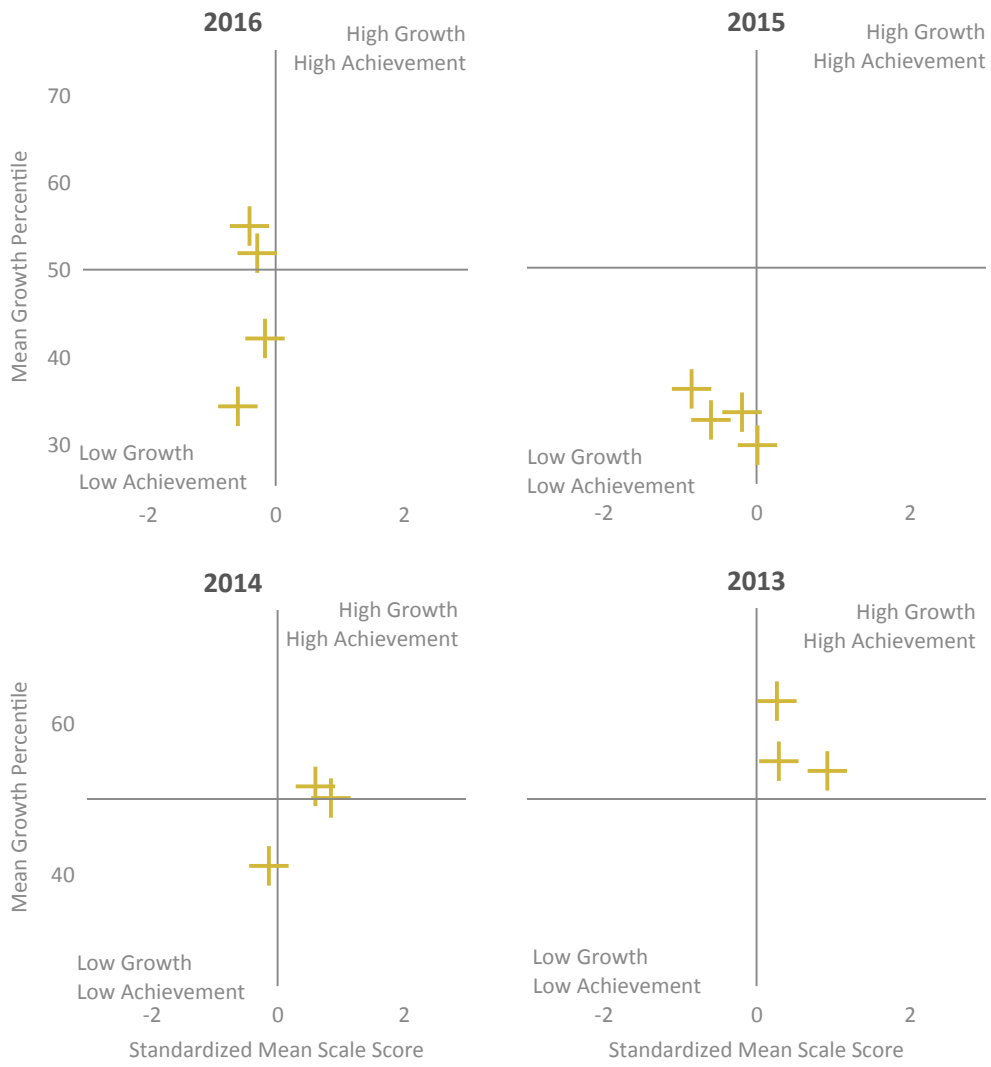
ELA GROWTH AND ACHEIVEMENT: 2012-13 THROUGH 2015-16

Difference between Math School and District Scores



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

MATH GROWTH AND ACHEIVEMENT: 2012-13 THROUGH 2015-16



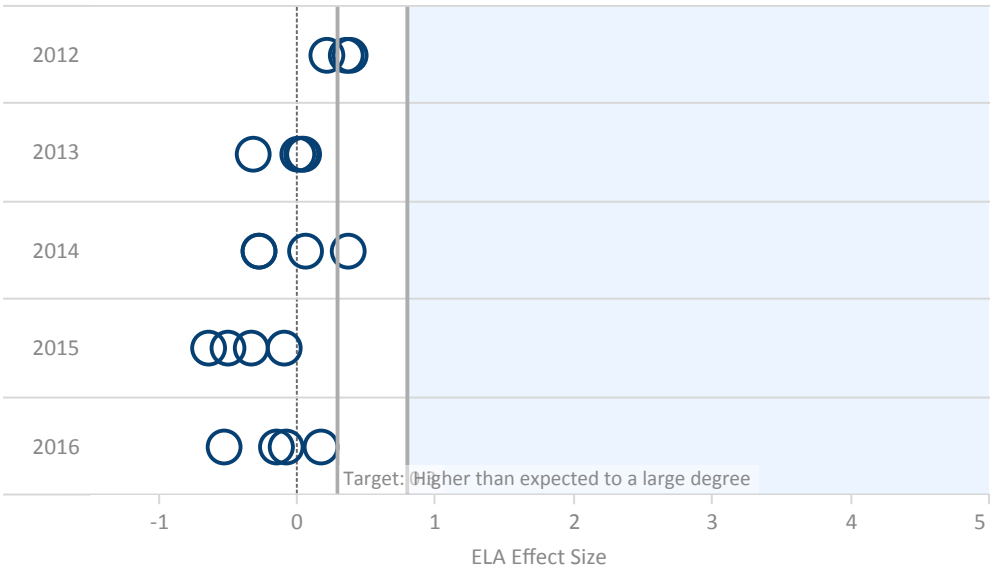
These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute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

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

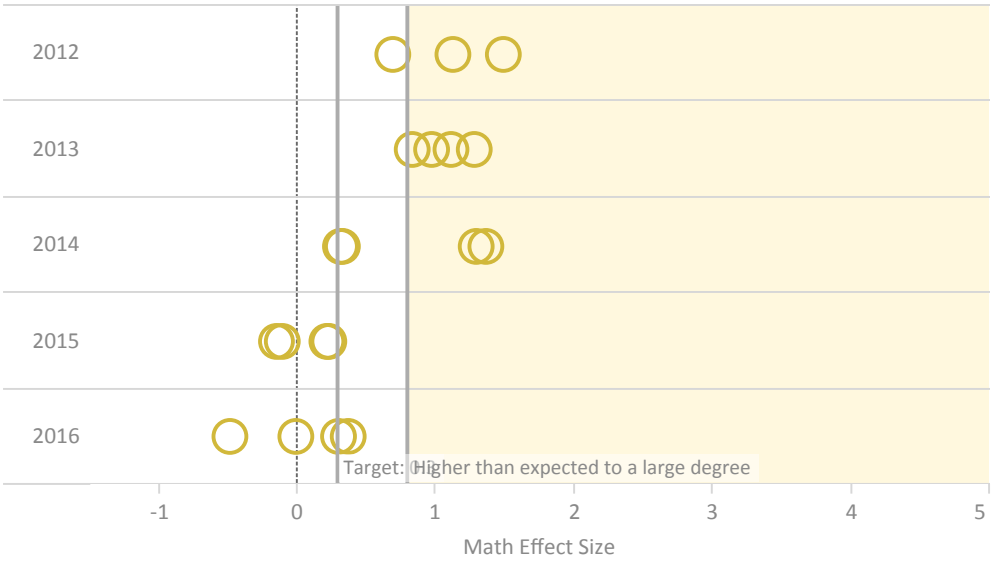
ENGLISH
28
31
32

ELA AND MATH EFFECT SIZE DOT PLOTS: 2011-12 THROUGH 2015-16

ELA Effect Size by Year and School



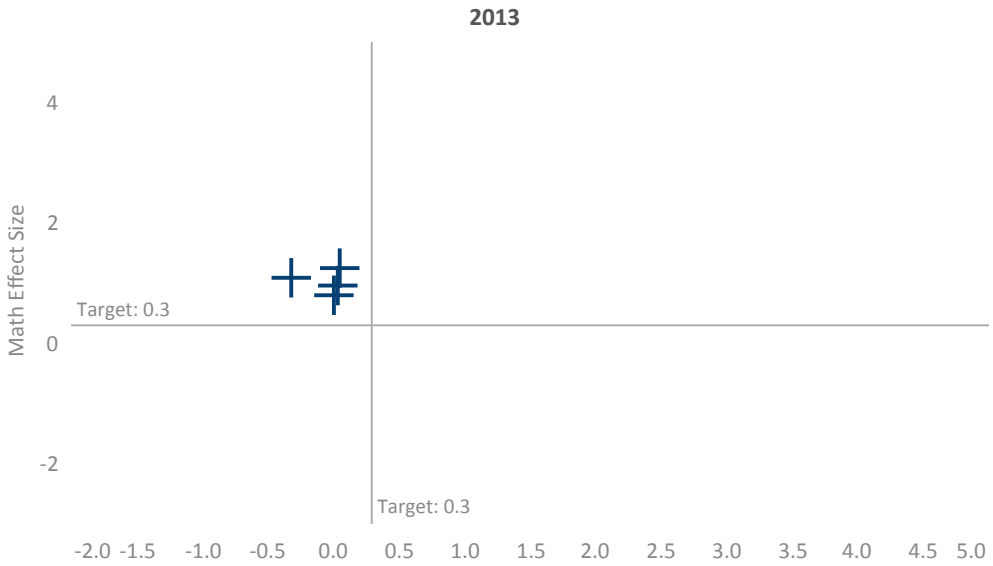
Math Effect Size by Year and School

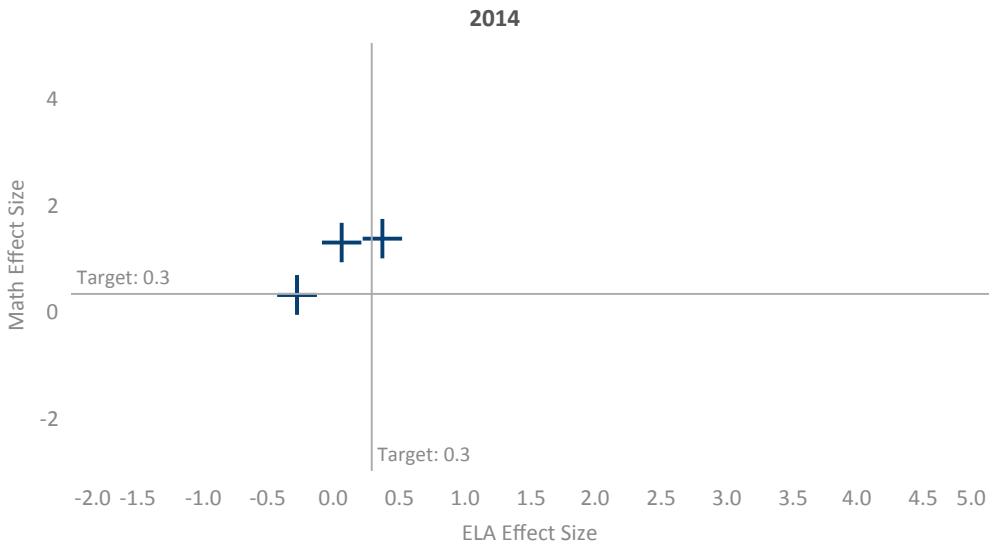


The charts illustrate the comparative Effect Size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher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

APPENDIX E: Education Corporation Overview

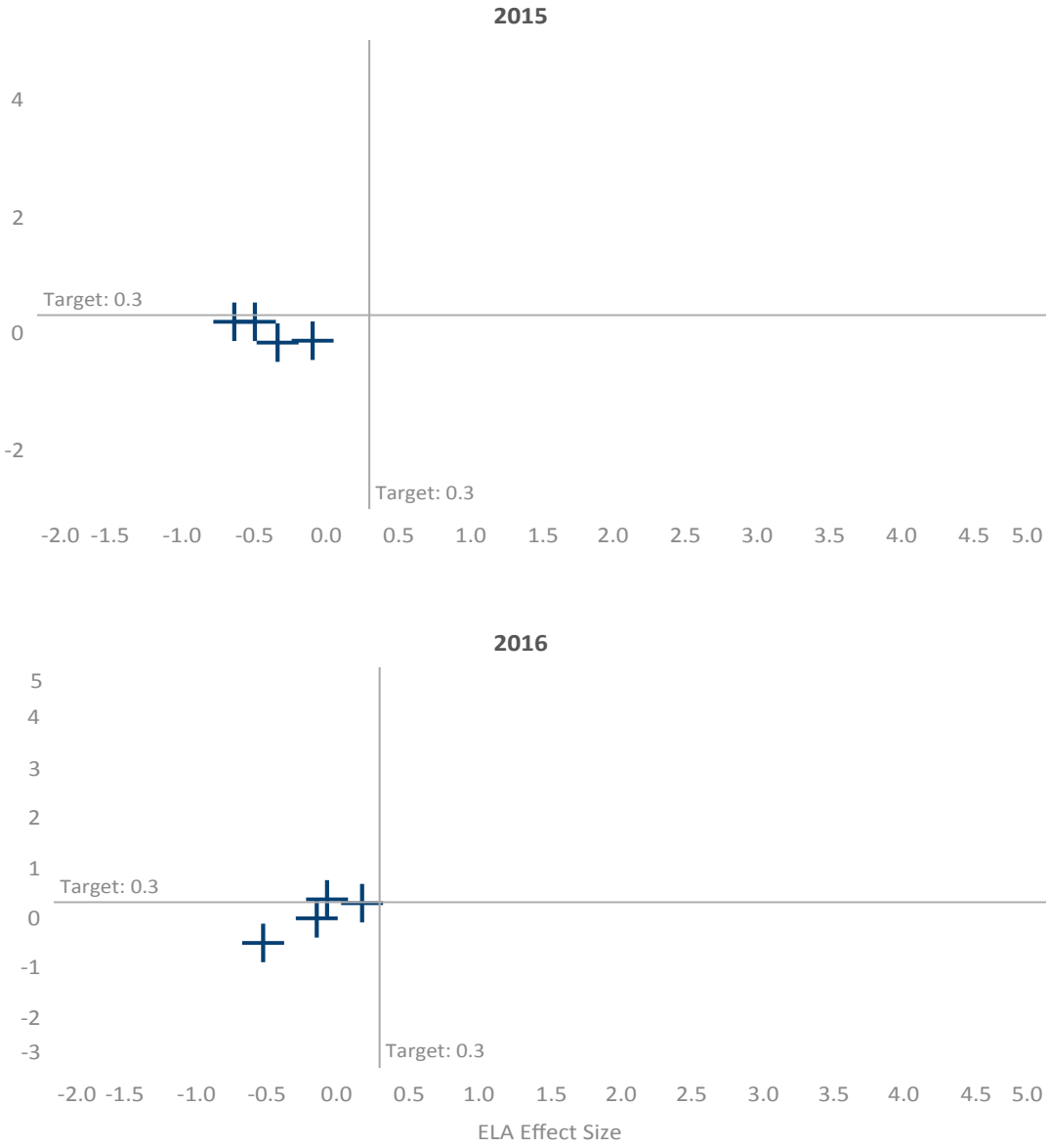
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2012-13 THROUGH 2013-14





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

ELA AND MATH EFFECT SIZE SCATTER PLOTS 2014-15 THROUGH 2015-16



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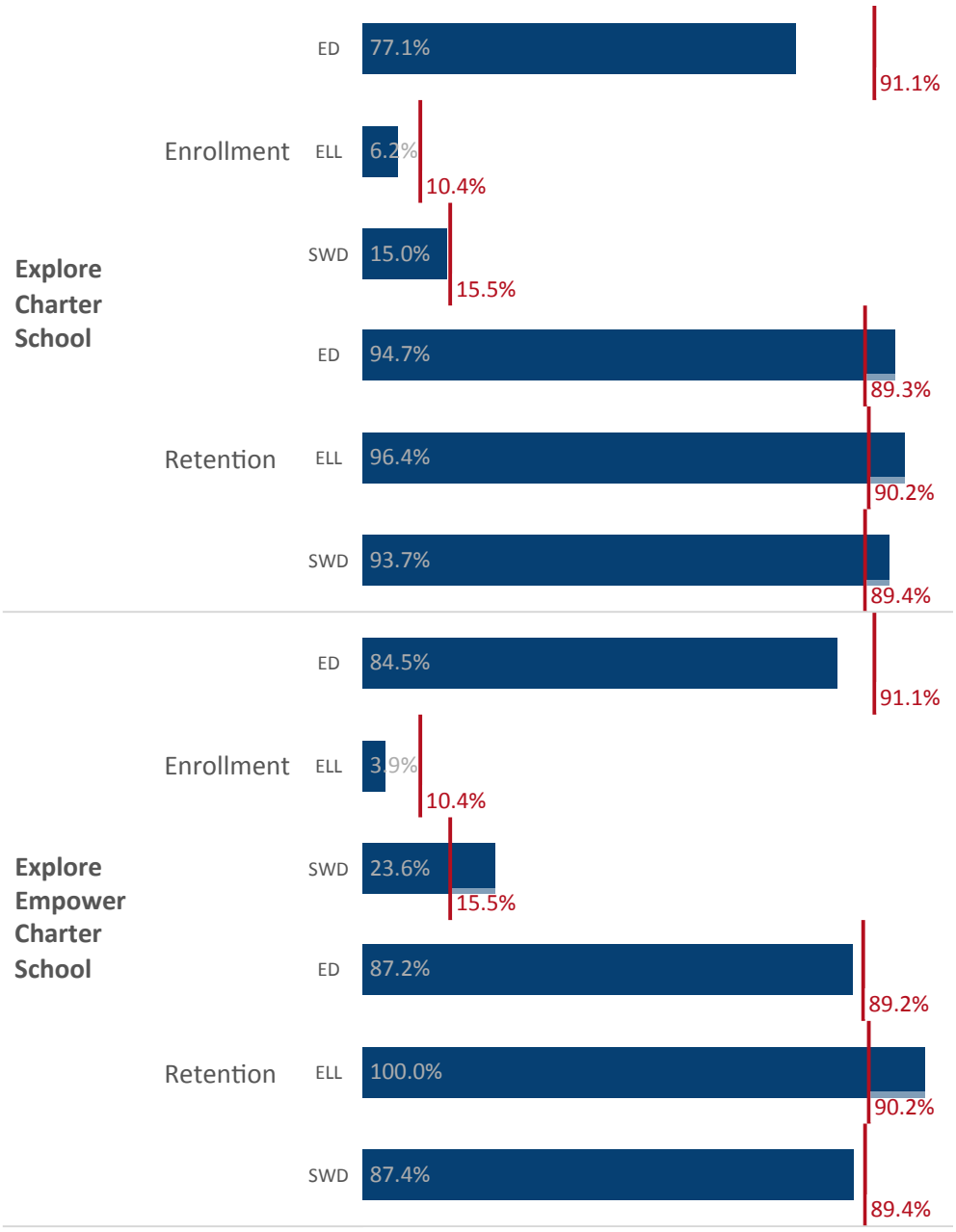
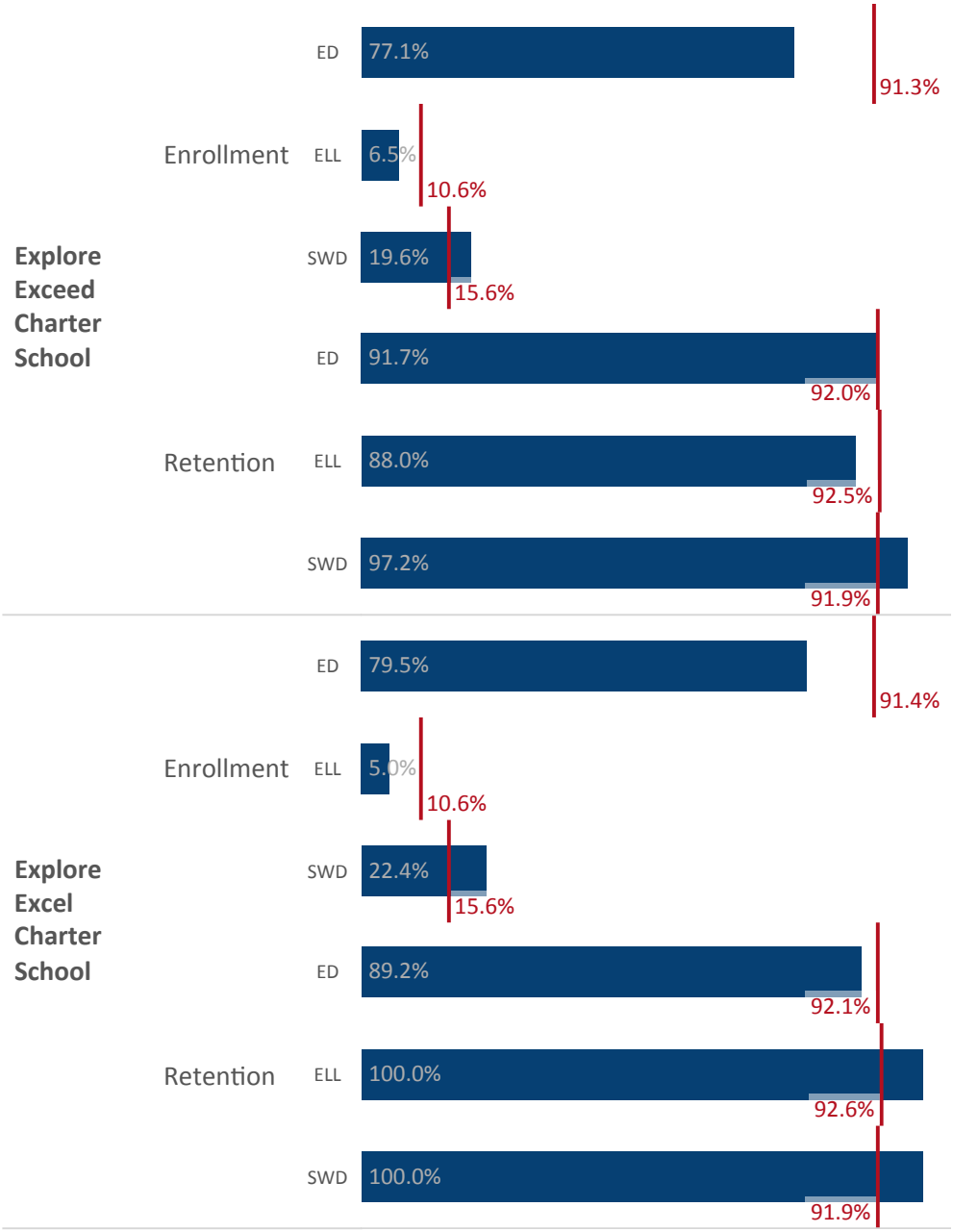
APPENDIX E: Education Corporation Overview

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.

ENROLLMENT AND RETENTION TARGETS



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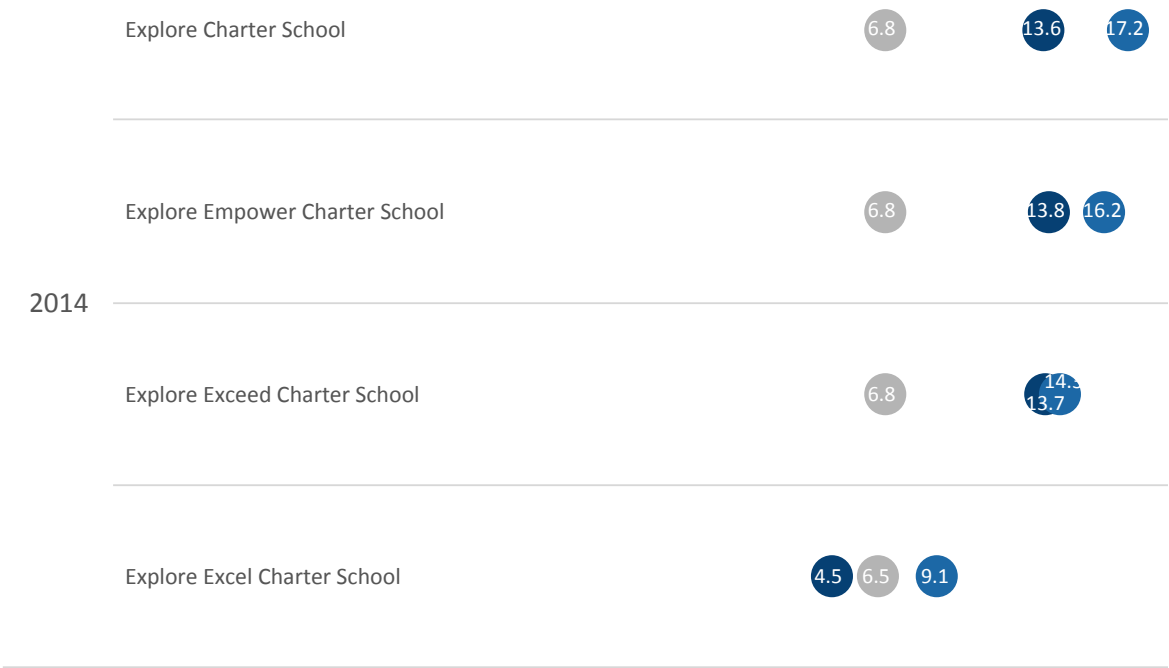
APPENDIX E: Education Corporation Overview

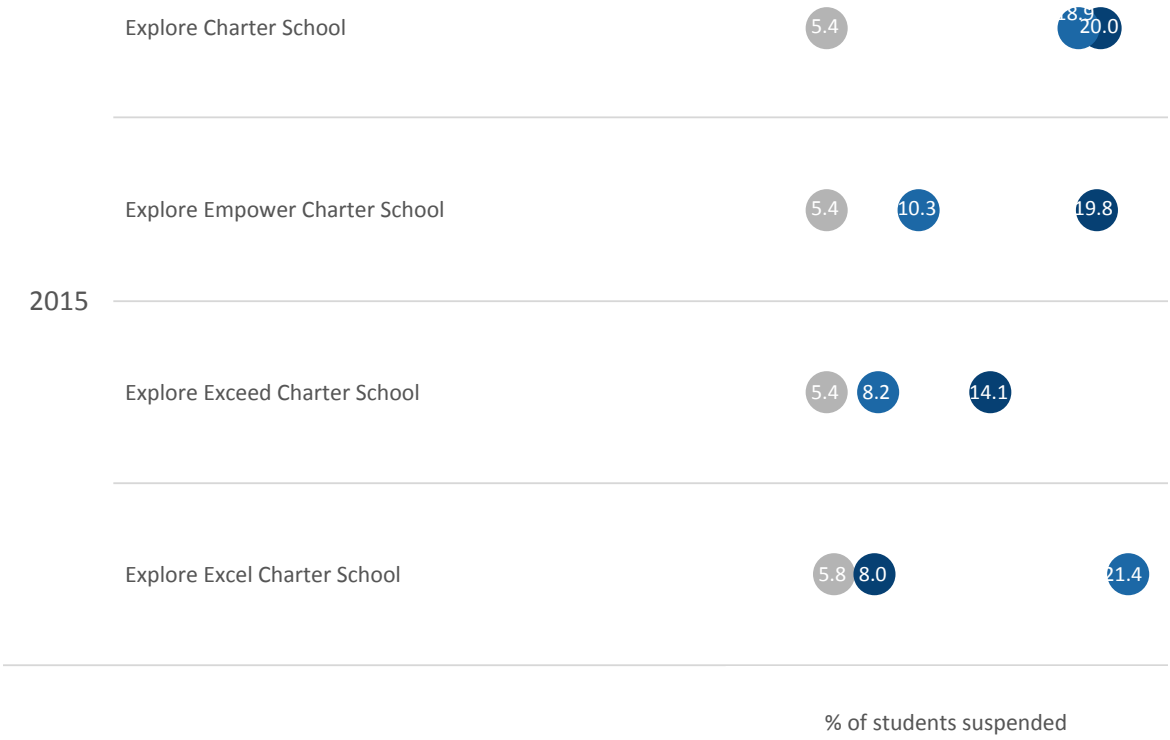
Suspensions: Explore Charter Schools' out of school suspension rate, in school suspension rate, and the district overall suspension rate.



ALTHOUGH COMMUNITY SCHOOL DISTRICT ("CSD") AND SCHOOL SUSPENSION RATES ARE PRESENTED ON THE SAME GRAPH, A DIRECT COMPARISON BETWEEN THE RATES IS NOT POSSIBLE BECAUSE AVAILABLE CSD DATA INCLUDES KINDERGARTEN THROUGH 12TH GRADES AND SCHOOL DATA INCLUDES ONLY THE GRADES SERVED BY THE SCHOOL. THE PERCENTAGE RATE SHOWN HERE IS CALCULATED USING THE METHOD EMPLOYED BY THE NEW YORK CITY DEPARTMENT OF EDUCATION: THE TOTAL THE NUMBER OF STUDENTS RECEIVING AN OUT OF SCHOOL SUSPENSION AT ANY TIME DURING THE SCHOOL YEAR IS DIVIDED BY THE TOTAL ENROLLMENT, THEN MULTIPLIED BY 100.

During the school year ending in 2014, Explore Charter Schools of Brooklyn schools expelled 0 students.

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

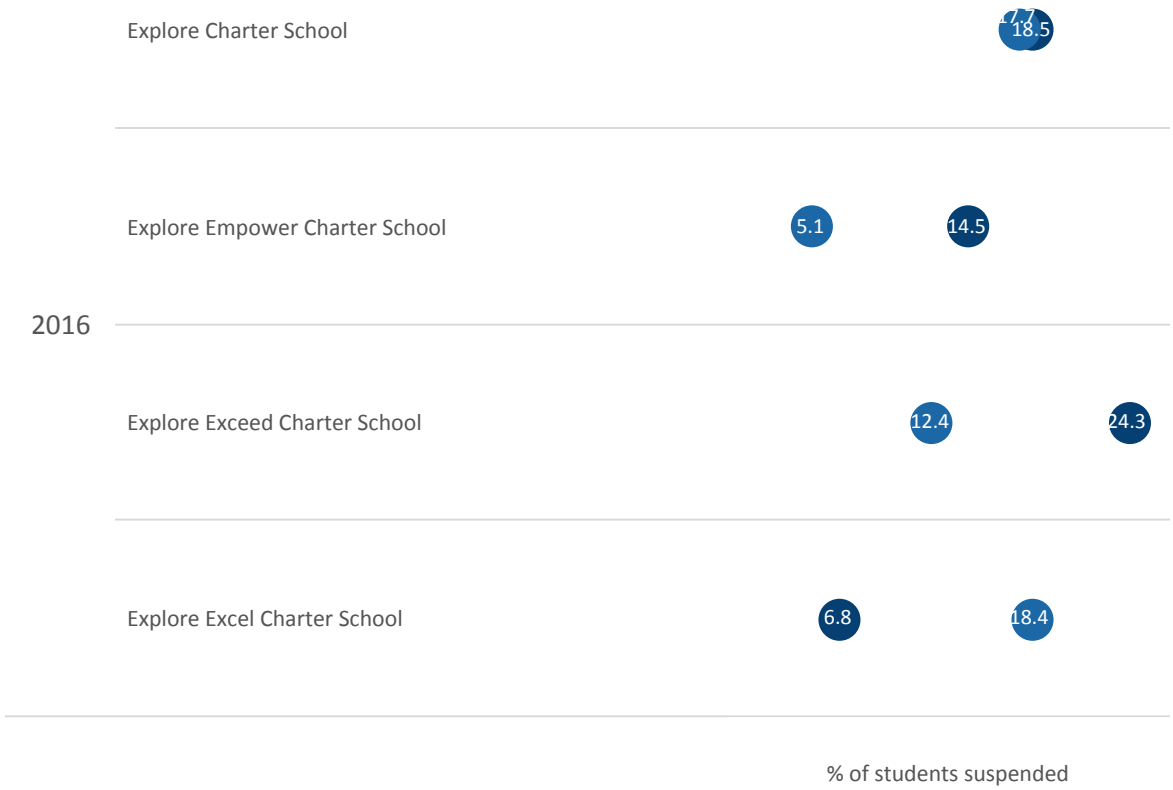


ALTHOUGH COMMUNITY SCHOOL DISTRICT ("CSD") AND SCHOOL SUSPENSION RATES ARE PRESENTED ON THE SAME GRAPH, A DIRECT COMPARISON BETWEEN THE RATES IS NOT POSSIBLE BECAUSE AVAILABLE CSD DATA INCLUDES KINDERGARTEN THROUGH 12TH GRADES AND SCHOOL DATA INCLUDES ONLY THE GRADES SERVED BY THE SCHOOL. THE PERCENTAGE RATE SHOWN HERE IS CALCULATED USING THE METHOD EMPLOYED BY THE NEW YORK CITY DEPARTMENT OF EDUCATION: THE TOTAL THE NUMBER OF STUDENTS RECEIVING AN OUT OF SCHOOL SUSPENSION AT ANY TIME DURING THE SCHOOL YEAR IS DIVIDED BY THE TOTAL ENROLLMENT, THEN MULTIPLIED BY 100.

During the school year ending in 2015, Explore Charter Schools of Brooklyn schools expelled 0 students.

APPENDIX E: Education Corporation Overview

Suspensions: Explore Charter Schools' out of school suspension rate and in school suspension rate.



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 OUT OF SCHOOL SUSPENSION AT ANY TIME DURING THE SCHOOL YEAR IS DIVIDED BY THE TOTAL ENROLLMENT, THEN MULTIPLIED BY 100. COMPARISON DATA IS NOT CURRENTLY AVAILABLE FOR 2016.

During the school year ending in 2016, Explore Charter Schools of Brooklyn schools expelled 4 students.

Explore Charter Schools Persistence in Enrollment

Persistence in enrollment illustrates the percentage of students not scheduled to age out of the schools 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 F: Ed Corp Fiscal Dashboard

Explore Charter Schools of Brooklyn (Merged)

SCHOOL INFORMATION

	2010-11	2011-12	2012-13	2013-14	2014-15
BALANCE SHEET					
Assets					
Current Assets					
Cash and Cash Equivalents - **GRAPH 1**	-	-	4,756,959	7,584,033	10,773,783
Grants and Contracts Receivable	-	-	771,361	538,304	476,839
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	117,141	193,627	48,215
Contributions and Other Receivables	-	-	-	-	13,721
Total Current Assets - GRAPH 1	-	-	5,645,461	8,315,964	11,312,558
Property, Building and Equipment, net	-	-	1,137,891	1,062,660	966,337
Other Assets	-	-	250,300	290,527	290,775
Total Assets - GRAPH 1	-	-	7,033,652	9,669,151	12,569,670
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	396,280	619,063	689,187
Accrued Payroll and Benefits	-	-	1,777,474	1,955,818	2,151,966
Deferred Revenue	-	-	7,373	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	21,112	26,297	95,302
Total Current Liabilities - GRAPH 1	-	-	2,202,239	2,601,178	2,936,455
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	2,202,239	2,601,178	2,936,455
Net Assets					
Unrestricted	-	-	2,629,413	3,857,973	6,223,215
Temporarily restricted	-	-	2,202,000	3,210,000	3,410,000
Total Net Assets	-	-	4,831,413	7,067,973	9,633,215
Total Liabilities and Net Assets	-	-	7,033,652	9,669,151	12,569,670
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	19,809,070	22,348,856	25,338,342
Students with Disabilities	-	-	822,922	1,643,153	2,087,415
Grants and Contracts					
State and local	-	-	302,701	126,332	136,944
Federal - Title and IDEA	-	-	1,614,777	1,252,856	1,075,305
Federal - Other	-	-	365,226	265,986	343,919
Other	-	-	-	37,916	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	22,914,696	25,675,099	28,981,925
Expenses					
Regular Education	-	-	15,260,363	16,897,084	18,316,646
SPED	-	-	2,399,986	2,654,644	3,956,869
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	-	17,660,349	19,551,728	22,273,515
Management and General	-	-	3,584,156	3,948,940	4,209,864
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	-	21,244,505	23,500,668	26,483,379
Surplus / (Deficit) From School Operations	-	-	1,670,191	2,174,431	2,498,546
Support and Other Revenue					
Contributions	-	-	170,140	1,105	1,108
Fundraising	-	-	43,949	58,940	56,375
Miscellaneous Income	-	-	3,794	2,084	9,213
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	217,883	62,129	66,696
Total Unrestricted Revenue	-	-	23,132,579	25,737,228	29,048,621
Total Temporally Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	23,132,579	25,737,228	29,048,621
Change in Net Assets	-	-	1,888,074	2,236,560	2,565,242
Net Assets - Beginning of Year - GRAPH 2	-	-	2,943,339	4,831,413	7,067,973
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	4,831,413	7,067,973	9,633,215

Explore Charter Schools of Brooklyn (Merged)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2010-11	2011-12	2012-13	2013-14	2014-15
Personnel Service					
Administrative Staff Personnel	-	-	2,537,982	3,520,127	3,479,426
Instructional Personnel	-	-	6,970,287	6,756,004	7,746,353
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	2,997,501	3,130,879	3,841,931
Total Salaries and Staff	-	-	12,505,770	13,407,010	15,067,710
Fringe Benefits & Payroll Taxes	-	-	2,884,148	3,232,974	3,527,954
Retirement	-	-	-	-	-
Management Company Fees	-	-	2,183,766	2,559,910	2,933,057
Building and Land Rent / Lease	-	-	15,572	1	1
Staff Development	-	-	224,959	278,914	374,627
Professional Fees, Consultant & Purchased Services	-	-	700,646	1,126,089	1,333,843
Marketing / Recruitment	-	-	154,790	147,739	134,083
Student Supplies, Materials & Services	-	-	940,487	881,800	1,083,511
Depreciation	-	-	416,251	519,273	536,683
Other	-	-	1,218,117	1,346,958	1,491,910
Total Expenses	-	-	21,244,506	23,500,668	26,483,379

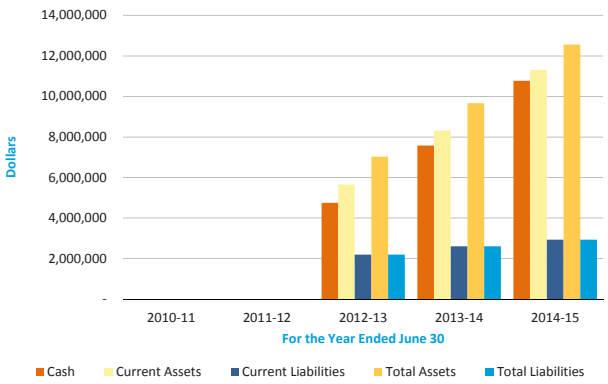
SCHOOL ANALYSIS

ENROLLMENT	2010-11	2011-12	2012-13	2013-14	2014-15
Chartered Enroll	-	-	1,297	1,478	1,651
Revised Enroll	-	-	1,353	1,531	1,711
Actual Enroll - **GRAPH 4**	-	-	1,401	1,601	1,771
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					
Operating	-	-	16,357	16,037	16,361
Other Revenue and Support	-	-	156	39	38
TOTAL - GRAPH 3	-	-	16,513	16,076	16,398
Expenses					
Program Services	-	-	12,606	12,212	12,574
Management and General, Fundraising	-	-	2,558	2,467	2,377
TOTAL - GRAPH 3	-	-	15,165	14,679	14,950
% of Program Services	0.0%	0.0%	83.1%	83.2%	84.1%
% of Management and Other	0.0%	0.0%	16.9%	16.8%	15.9%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	8.9%	9.5%	9.7%
Student to Faculty Ratio	-	-	-	-	-
Faculty to Admin Ratio	-	-	-	-	-
Financial Responsibility Composite Scores - GRAPH 6					
Score	0.0	0.0	2.9	2.8	3.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong
Working Capital - GRAPH 7					
Net Working Capital	0	0	3,443,222	5,714,786	8,376,103
As % of Unrestricted Revenue	0.0%	0.0%	14.9%	22.2%	28.8%
Working Capital (Current) Ratio Score	0.0	0.0	2.6	3.2	3.9
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	MEDIUM	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Good	Excellent	Excellent
Quick (Acid Test) Ratio					
Score	0.0	0.0	2.5	3.1	3.8
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	Excellent	Excellent	Excellent
Debt to Asset Ratio - GRAPH 7					
Score	0.0	0.0	0.3	0.3	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	Excellent	Excellent	Excellent
Months of Cash - GRAPH 8					
Score	0.0	0.0	2.7	3.9	4.9
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	MEDIUM	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	Good	Excellent	Excellent

APPENDIX F: Ed Corp Fiscal Dashboard

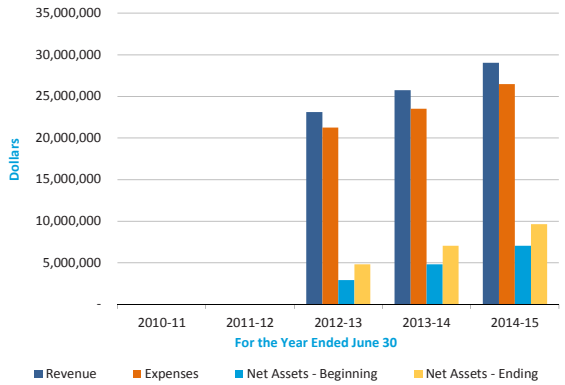
Explore Charter Schools of Brooklyn (Merged)

GRAPH 1



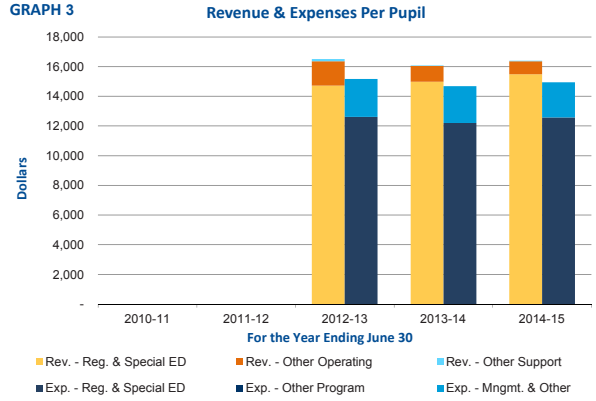
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

GRAPH 2



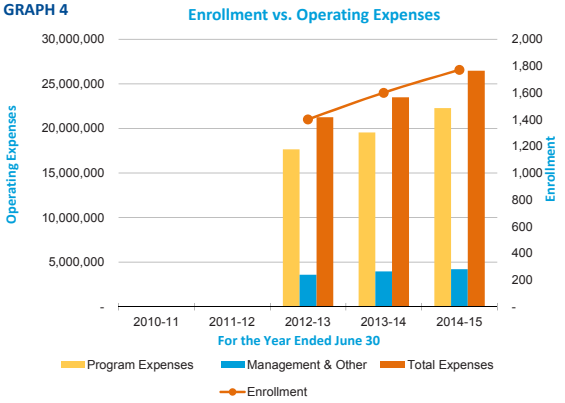
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year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

GRAPH 3



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



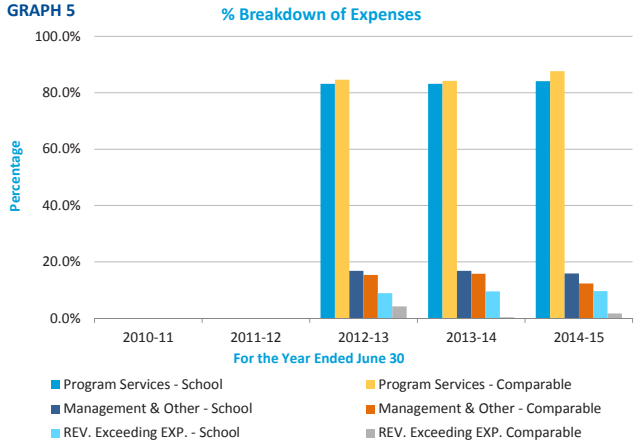
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

Explore Charter Schools of Brooklyn (Merged)

Comparable School, Region or Network: New York City & Long Island Schools (Excluding Closed Schools)

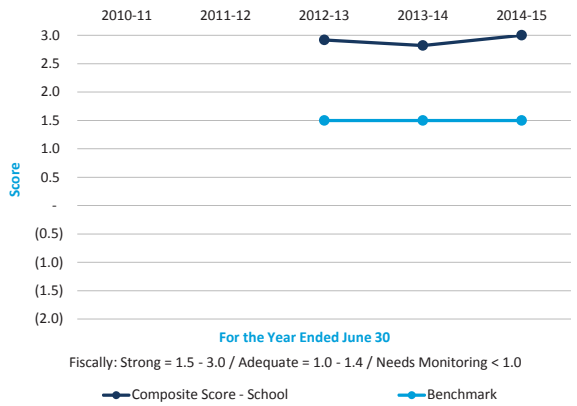
* Average = Average - 5 Yrs. OR Charter Term

GRAPH 5 **% Breakdown of Expenses**



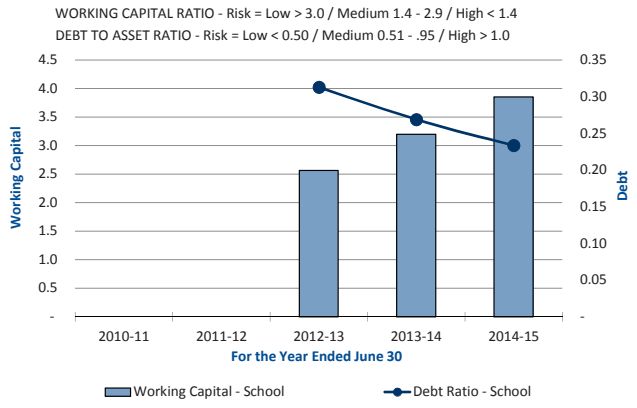
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

GRAPH 6 **Composite Score**



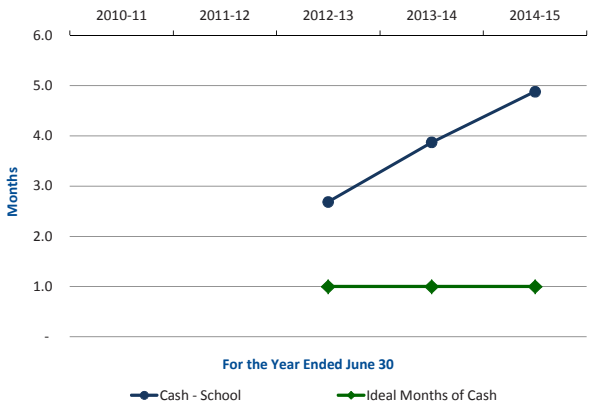
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid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

GRAPH 7 **Working Capital & Debt to Asset Ratios**



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

GRAPH 8 **Months of Cash**



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