



THE SUNY CHARTER SCHOOLS
INSTITUTE

*RENEWAL RECOMMENDATION REPORT
ACHIEVEMENT FIRST ASPIRE
CHARTER SCHOOL*

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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.



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/.

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?

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

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



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Achievement First Aspire Charter School and renew Achievement First Brooklyn Charter Schools' authority to operate the school for a period of five years with authority to provide instruction to students in Kindergarten – 10th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 959 students.

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



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,³ is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.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:** given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁵

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

4. SUNY Renewal Policies (p. 12).

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

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. Achievement First Aspire Charter School (“AF Aspire”) received its original charter on May 11, 2010 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.

AF Aspire makes good faith efforts to meet its enrollment and retention targets. Although AF Aspire currently falls short of its enrollment and retention targets, Achievement First, Inc. (“Achievement First” or the “network”) has bolstered their efforts to support the school to continue making progress towards meeting these targets over the next charter term.

The **enrollment** efforts include:

- providing a lottery preference for low-income families;
- providing a lottery preference for students with disabilities;
- providing a lottery preference for ELLs, which the school doubled the weight of for the 2016-17 school year;
- conducting direct outreach to Head Start and day care centers that enroll students with disabilities and ELLs, as identified by the New York City Department of Education (“NYCDOE”);
- participating in the Include NYC fair, an event focused on providing resources to families with students with disabilities;
- organizing refer a friend campaigns;
- leading school-based open houses;

- presenting at local education agencies and community based organizations in English and Spanish, such as The Coalition for Hispanic Family Services and Nueva Vida Daycare Center;
- canvassing at neighborhood high-density housing and building locations;
- participating in the NYC Charter Center application;
- administering geographical targeted mailings; and,
- advertising online, in print, and in outdoor spaces in English and Spanish.

The **retention** efforts include:

- conducting family focus groups with current families of students that attend Achievement First schools to determine ways the school can continue to best meet the needs of ELLs and students with disabilities;
- translating school materials and providing translation services for school events; and,
- regularly reviewing internal parent survey data to identify and intervene with families considering leaving.

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

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

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

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

ACHIEVEMENT FIRST ASPIRE CHARTER SCHOOL

BACKGROUND

The SUNY Trustees granted AF Aspire its original charter on May 11, 2010. It opened its doors in the fall of 2013 initially serving 170 students in Kindergarten and 1st grade. The school is authorized to serve 548 students in Kindergarten – 5th grade during the 2017-18 school year and will grow to serve students in Kindergarten – 10th grade, with a projected total enrollment of 959 students.

The current charter term expires on July 31, 2018. A subsequent charter term would enable the school to operate through July 31, 2023. The school is co-located in a New York City Department of Education (“NYCDOE”) building at 982 Hegeman Avenue, Brooklyn, NY in New York City Community School District (“CSD”) 19. The building also houses P.S. 202 Ernest S. Jenkyns, a district elementary school serving students in Kindergarten – 5th grade.

AF Aspire’s mission states:



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

AF Aspire is one of 12 schools Achievement First Brooklyn Charter Schools, a not-for-profit charter school education corporation, is authorized to operate, 10 of which are currently open. Effective July 1, 2015, eight SUNY authorized Achievement First schools merged into one SUNY authorized school, Achievement First Bushwick (“AF Bushwick”). The SUNY authorized AF Bushwick remained as the surviving education corporation under the name Achievement First Brooklyn Charter Schools. Effective April 1, 2016, three NYCDOE authorized schools merged into Achievement First Brooklyn Charter Schools. The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through a merger with one or more education corporations.

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Achievement First, a Connecticut not-for-profit organization, serves as the charter management organization for 34 Achievement First schools located in New York, Connecticut, and Rhode Island that serve 12,500 students in Kindergarten – 12th grade . By contract, the network provides the schools with academic, operational, facilities, and back office assistance. Schools utilize the network’s curriculum and assessment materials. The network is also responsible for managing and evaluating the performance of each school and school leader.



SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

AF Aspire is an academic success. The school has met its Accountability Plan goals and demonstrates success in the following ways:

- In its first two years with state assessment data, AF Aspire consistently outperformed the district by at least 20 percentage points in English language arts (“ELA”). AF Aspire exceeded its effect size target, in 2015-16 and 2016-17, performing higher than expected to a large degree in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. Notably, the proficiency rate on the ELA assessment for students with disabilities at AF Aspire was triple that of their district peers in 2016-17.
- AF Aspire has consistently outperformed the district by at least 30 percentage points in mathematics over the past two years. Furthermore, from 2015-16 to 2016-17 the school increased its mathematics performance by 19 percentage points and met its absolute proficiency target with 76% of AF Aspire students scoring at or above proficiency on the mathematics state assessment. For the past two years, the school exceeded its effect size target and performed higher than expected to a large degree in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. Notably, from 2015-16 to 2016-17 the proficiency rate for economically disadvantaged students increased 18 percentage points. AF Aspire also met the target for its growth measure in 2016-17.
- In its first year with science state assessment data, AF Aspire met its science Accountability Plan goal with 99% of 4th graders scoring at least at proficiency and 57% of those students scoring a level 4, the highest level possible.
- In its first year with middle school grades, AF Aspire implemented Achievement First’s Greenfield model⁶ in 5th grade, characterized by a smaller class size, blended learning, and self-directed content. This is the first Achievement First Brooklyn Charter School to adopt the Greenfield model and the third school in the network.

In addition to the quantitative gains made over the charter term, the school benefits from an academic program that is qualitatively strong. At AF Aspire, the high quality academic program is strengthened by the school’s effective instructional leadership, rigorous curriculum, and commitment to regular analysis of data to inform the decision making process.

6. For additional information, please visit www.afgreenfieldschools.org/.

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 education corporation; a review of academic, organizational, governance, and financial documentation; and, a renewal visit to the school; the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant AF Aspire an Initial Full-Term Renewal.

NOTEWORTHY

AF Aspire is the first Achievement First Brooklyn Charter School to implement the network’s Greenfield model in the middle school grades. In this model, students benefit from more small group learning, increased access to technology, a variety of enrichment opportunities, and extended field trips. The Greenfield model emphasizes the educational importance of allowing students to explore their areas of interest on a deeper level and participate in more hands-on learning experiences.

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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

AF Aspire is an academic success. The school met its Accountability Plan goals during the charter term. Based on evidence the Institute compiled throughout the charter term and at the time of the renewal review, AF Aspire’s academic program is strong, effective, and supported by high quality instructional and organizational leadership at the school and network levels.

The Act outlines the requirement that authorizers “change from rule-based to performance-based accountability systems by holding [charter] schools . . . accountable for meeting measurable student achievement results.”⁷ As described in this report, AF Aspire has satisfied the requirements of the Act as well as the SUNY Renewal Policies⁸ as it has made progress toward achieving its Accountability Plan goals and implements a particularly strong and effective educational program. AF Aspire’s curriculum, assessment system, instructional design, and leadership combine into a demonstrably successful implementation of Achievement First Brooklyn Charter Schools’ model. The strength of that model, detailed in Appendix E, along with the strong and sustained student performance outcomes at AF Aspire provide the foundation for the Institute’s analysis that: 1) the school posts sufficient evidence to support the conclusion it meets the academic and organizational criteria required by the SUNY Renewal Benchmarks; and, 2) the school merits a five-year renewal recommendation.

7. Education Law § 2850(2)(f).

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

9. 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. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

10. Education Law § 2850(2)(f).

11. Education Law § 2854(1)(d).

At the beginning of the Accountability Period,⁹ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”¹⁰ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the Board of Regents”¹¹ for other public schools, SUNY’s required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY’s required measures include measures that present schools’:

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

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

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

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the 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 (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of AF Aspire relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of AF Aspire's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of AF Aspire'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

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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.

**SUNY
RENEWAL
BENCHMARK
:GOALS****HAS THE SCHOOL MET OR COME CLOSE TO MEETING
ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?**

In its initial charter term, AF Aspire demonstrated strong student achievement. During 2015-16 and 2016-17, the two years during which the school produced testing data, the school met its key academic Accountability Plan goals in ELA and mathematics. Notably during 2016-17, the school performed better than 70% of schools in the state in ELA and 93% of schools statewide in mathematics. The school also met its science and NCLB goals.

AF Aspire met its key ELA Accountability Plan goal during the first two years the school enrolled students in testing grades. During 2015-16, the school's students enrolled in at least their second year outperformed CSD 19 (the "district") by 22 percentage points. The following year, the school increased its proficiency rate for students enrolled for at least two years to 48%, exceeding the district's performance of students in similar grades by 20 percentage points. During both 2015-16 and 2016-17, the school performed higher than expected to a large degree in comparison to schools across New York State enrolling similar percentages of students who are economically disadvantaged. The school posted its first mean growth score in 2016-17, falling just under the target of the state median of 50.

The school also met its mathematics Accountability Plan goal over the charter term, posting exceptionally strong scores on the state's mathematics exam during the first two years it enrolled students in testing grades. In 2015-16, 57% of the school's 3rd graders enrolled in at least their second year scored at or above proficient, surpassing the district's performance by 36 percentage points. The school performed higher than expected to a large degree in comparison to demographically similar schools across the state. During the 2016-17 school year, AF Aspire increased its absolute performance by 19 percentage points and exceeded its absolute target of 75, posting a 76% proficiency rate. The school also grew the gap above the district to 50 percentage points. In comparison to schools across the state enrolling similar proportions of economically disadvantaged students, the school continued to perform higher than expected to a large degree. The school met its growth measure in 2016-17, posting a mean growth percentile at the target of 50.

The school met its science goal in its initial term. AF Aspire first administered the New York State science exam in 2016-17 and exceeded its absolute target of 75% proficient by 24 percentage points. The school also outperformed the district's 4th grade students by 25 percentage points. Commendably, 57% of the school's tested 4th grade students scored at Level 4, the highest possible level.

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

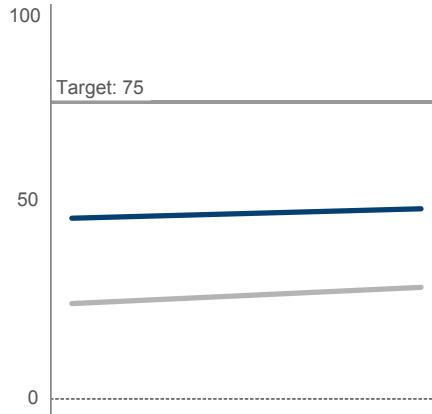
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ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST ASPIRE CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

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

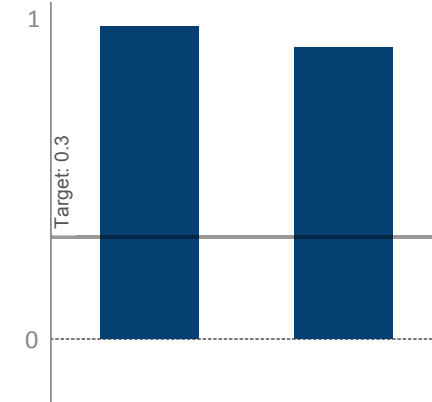


Test Year	Comp Grades	District %	School %
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2016	3	24	46
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2017	3-4	28	48
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Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

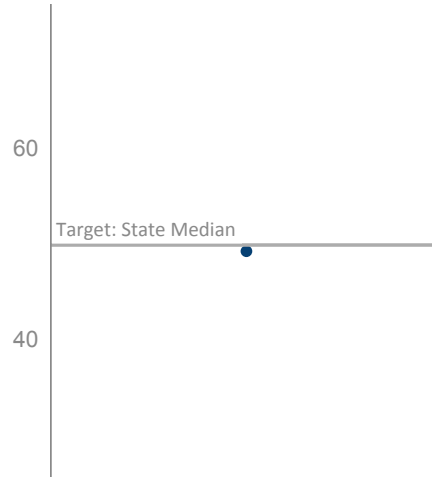


Test Year	Test Grades	Effect Size
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2016	3	0.93
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2017	3-4	0.82
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Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA**.



Test Year	School Mean Growth
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2016	
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2017	49.4
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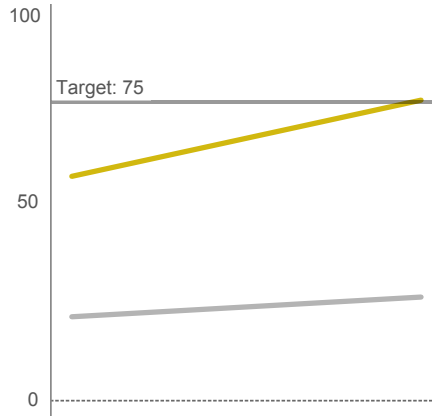
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ACADEMIC PERFORMANCE

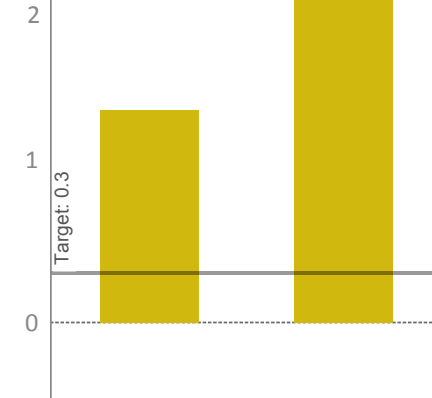
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MATHEMATICS ACCOUNTABILITY PLAN GOAL

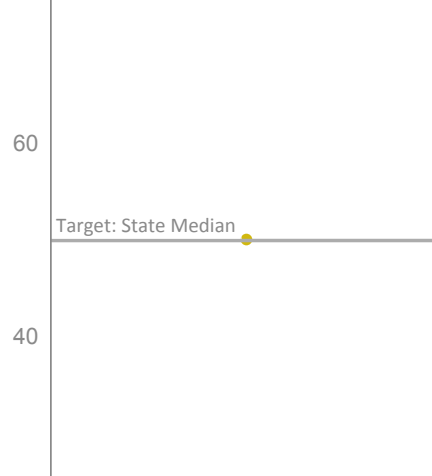
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in **the district**.



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



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



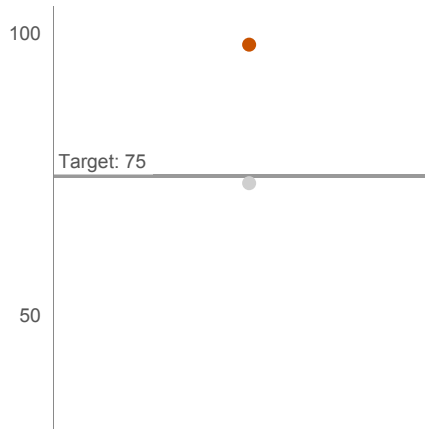
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ACADEMIC PERFORMANCE

ACHIEVEMENT FIRST ASPIRE CHARTER SCHOOL

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.



	District %	School %
2017	74	99

SPECIAL POPULATIONS PERFORMANCE

	2015	2016	2017
Enrollment Receiving Mandated Academic Services	33	49	54
Tested on State Exam	0	9	16
School Percent Proficient on ELA Exam		33.3	25.0
District Percent Proficient	3.0	6.0	8.0

	2015	2016	2017
ELL Enrollment	9	12	13
Tested on NYSESLAT Exam	9	10	11
School Percent 'Commanding' or Making Progress on NYSESLAT	55.6	10.0	27.3

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

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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

ACADEMIC PROGRAM SUMMARY

An effective instructional leadership team drives the academic program at AF Aspire. Leaders use effective data driven practices to inform instructional planning and schoolwide decision making to constantly reflect on the school's program. Both the principals held previous positions at AF schools for several years before completing AF's internal, two-year principals in residence ("PIR") development program and taking on their respective school leader roles. Prior to starting the middle school program, the middle school principal spent a year working alongside the elementary school principal providing time for these leaders to collaborate and align on schoolwide systems and procedures in Kindergarten – 5th grade. This thought approach provides students with an increased amount of instructional time because of the strong operational foundation the principals built together. The middle school principal also built strong relationships with the current 5th grade students while they were in 4th grade, spending frequent time in the 4th grade classrooms coaching teachers, which bolstered the leader's ability to foster a strong partnership with the founding middle school cohort. The two principals meet weekly throughout the year to check in on each grade level's progress.

In addition to the elementary and middle school principals, five deans, with specialized roles in academics or culture, work alongside the school leaders to provide coaching and professional development to the teaching staff. Leaders regularly review school and network level data and use the data to set schoolwide goals on an ongoing basis. Leaders set goals based on annual network priorities, but tailor them to meet the specific needs of their schools. For example, the elementary school leader set an academic goal to improve the effectiveness of looking at student work. The elementary leader coaches the deans with a focus on improving their ability to facilitate the looking at student work protocol, so the deans, in turn, can help teachers strengthen their ability to analyze student work and use that analysis to inform instruction.

The Achievement First network provides AF Aspire with a rigorous curriculum; this is also a defining characteristic of AF Aspire's academic program. This curricular framework provides teachers with student performance expectations by grade and content, and teachers can access all of the network curricular materials via the online curriculum hub. At AF Aspire, students participate in the Greenfield model starting in 5th grade. To support this work, the network provides additional curricular resources and technical support to the middle school grade. Within the Greenfield model most content is delivered via an online platform, typically in a blended learning format, in which students work at their own pace to complete online

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modules and track their own progress toward mastery. Teachers also monitor data closely and support the online curriculum with small group learning used both to extend students' understanding and provide remediation when necessary. The network design team is on-site weekly to provide technical support with the Greenfield model. Additionally, students and staff complete a design survey three times per year to provide additional feedback on this model. AF Aspire is the first Achievement First Brooklyn Charter School to implement the Greenfield model and the third school in the network. The program was first piloted Kindergarten - 6th grade in an Achievement First Connecticut school. Based on the student achievement data produced from the pilot the network decided to expand the program to one middle school in New York and one middle school in Rhode Island. The network continues to analyze programmatic outputs as they consider the long term growth plan for the Greenfield model.

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

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

AF Aspire is an effective and viable organization that has in place the key design elements identified in its charter. The school’s board provides rigorous oversight to ensure that students demonstrate high levels of success.

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

AF Aspire is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. AF Aspire is an effective and viable organization that promotes high levels of student achievement. The school implements the network’s educational program, and school and network staff continually monitor student achievement.

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school’s program, the Institute used survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The Institute compiled data from NYCDOE’s 2016-17 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. This year, 17% of families who received the survey responded. The majority of respondents (92%) indicated strong satisfaction with the school. The survey results might not be useful in framing the results as representative of the school community given the low response rate.

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 three parents in attendance expressed satisfaction with the frequency of

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:MISSION

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:SATISFACTION

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communication they receive from teachers and leaders at the school. Parents also appreciate the small class size and access to technology, both of which are associated with the Greenfield model in the middle grades. Parents identified the amount of time students are expected to work on homework and limited after school program offerings as areas of improvement for the school.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2016-17, 86% of AF Aspire 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 statewide context.

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

SUNY RENEWAL BENCHMARK :POLICIES

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

- On the heels of its academic success, the board applied for and the SUNY Trustees awarded three additional schools in October 2014, expanding its portfolio based on its record and capacity to expand the program.
- During the current charter term, the board successfully merged its schools in order to streamline governance and operations of the schools.
- In addition to clear academic and fiscal reporting, school leaders provide the board information regarding student suspensions and attrition.
- With an eye on board level involvement, the board has a neighborhood strategy wherein the board fosters closer connections to communities of individually assigned schools from the portfolio.

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- The network also reports to the board on engagement opportunities at each school so the board may be involved at the school level.
- The family engagement committee approved the creation of the Family Advisory Council to allow families across schools to share ideas and best practices regarding family engagement.
- During the current charter term, the development committee created a give/get fundraising program to meet specific fundraising goals.
- The board has a focus on its own succession planning.
- The board has materially complied with the terms of its by-laws and code of ethics.

SUNY RENEWAL BENCHMARK :COMPLIANCE

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

The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter with three minor exceptions.

- **Annual Reports.** The education corporation has not posted recent school annual reports on its website in accordance with the charter and the New York Education Law. The Institute will ensure compliance prior to the start of the next charter term.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters during the charter term.

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FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Achievement First Brooklyn Charter Schools is fiscally sound as is its school, AF Aspire. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that AF Aspire and the education corporation have demonstrated fiscal soundness over the majority of the charter term.¹² (The SUNY Fiscal Dashboard for AF Aspire is included in Appendix D and the Fiscal Dashboard for the Achievement First Brooklyn Charter Schools merged education corporation is included in Appendix F.) The discussion that follows relates mainly to the Achievement First Brooklyn Charter Schools education corporation because a school is not a legally distinct fiscal entity.

12. 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.

The network supports AF Aspire in the area of curriculum, student evaluation, recruiting, training, professional development, financial management, and technology under the terms of a management contract that reflects a 10% management fee over the charter term. The financial model is intended to ensure that a fully enrolled school is financially sustainable, operating the academic program solely through public funding.

Effective July 1, 2015, nine charters merged together with AF Bushwick as the surviving entity. Effective April 1, 2016 three NYCDOE authorized charters merged with the SUNY authorized charters. The entire Achievement First portfolio for New York State is now under SUNY authorization. In addition to analyzing the soundness of the individual charter schools, the Institute analyzed the soundness of the not-for-profit education corporation granted the authority to operate the school and finds it too has adequate financial resources to ensure stable operations. The fiscal dashboards reflect the independent entity as fiscally needing monitoring prior to the merger and fiscally adequate as a merged entity.

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

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

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BENCHMARK
:BUDGETS**

- The budget process involves various network and school leadership positions to come together as Team Finance Budget. Each school's budget is developed using a model designed to achieve self-sufficiency of unique requirements of any particular program offered without the use of private philanthropy. The budgets are based on historical actual revenues and expenses and programmatic changes to ensure that the staff can properly support the proposed enrollment.
- The projected five-year renewal budget reflects anticipated increases in revenues and expenses associated with planned enrollment increase as the school grows to Kindergarten – 10th grade.
- AF Aspire operates the elementary and middle school grades in one NYCDOE co-location site. The school anticipates requesting NYCDOE space for its high school grades starting in 2021-22.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

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

- The Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The network provides ongoing reviews and updates to the manual.
- The most recent Achievement First Brooklyn Charter Schools audit report had no material findings or deficiencies.

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

AF Aspire and the education corporation have complied with financial reporting requirements.

- The Institute, NYCDOE, and NYSED have received the required financial reports on time, complete, and following generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no advisory or management letter findings to report.

**SUNY
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BENCHMARK**
:INTERNAL
CONTROLS

**SUNY
RENEWAL
BENCHMARK**
:FINANCIAL
REPORTINGS

- The school and education corporation have generally filed key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.
- The Institute received the audit report for June 30, 2017 by the due date of November 1, 2017 and the report reflects improved fiscal strength.

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

AF Aspire and the education corporation have maintained adequate financial resources to ensure stable operations.

- The school opened in 2013-14, the school has reported fiscal health while experiencing operating deficits for the first two years that were offset by start-up contributions. For the fiscal year ended June 30, 2017 the audited financial statements report an operating surplus of \$682,332 for AF Aspire.
- The merged education corporation fiscal dashboard in Appendix F reflects fiscally strong.
- The education corporation benefits from a combined balance sheet which is a combination of individual schools' assets and liabilities. In order to track the operations of any individual school within a merged education corporation, the Institute tracks each individual school's revenues and expenses in order to report operating surpluses or deficits.
- Achievement First Brooklyn Charter Schools had total net assets of approximately \$11 million as of June 30, 2017 and had approximately \$750,000 in cash on hand to be used for liabilities coming due shortly. The education corporation traditionally has not incurred debt. The board recently adopted a policy to budget cash reserves to strengthen the cash on hand benchmark.
- As a merged entity, the dissolution fund reserve is \$75,000 for the first two schools and \$25,000 for additional schools up to a maximum of \$350,000. Achievement First Brooklyn Charter Schools has established dissolution reserve funds and have complied with the minimum required balance of \$350,000 for the number of operating schools in the merged education corporation.

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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?

The education corporation's plans for the school are reasonable, feasible, and achievable. AF Aspire plans to continue to grow to Kindergarten – 12th grade.

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. AF Aspire plans to continue to implement the same core elements of its educational program that enabled the school to meet or exceed its key Accountability Plan goals in the current charter term. These elements are likely to enable the school to meet or exceed its academic goals in the next charter term. Over the next charter term AF Aspire will continue to grow to serve Kindergarten – 10th grade.

Plans for Board Oversight & Governance. Current board members express interest in continuing to serve AF Aspire in the next charter term.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five-year financial plan, Achievement First Brooklyn Charter Schools 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.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	548	959
Grade Span	K-5	K-10
Teaching Staff	51	84
Days of Instruction	185	185

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AF Aspire plans to continue instruction for Kindergarten – 4th grade in the current NYCDOE co-located space. The school plans to relocate 5th – 8th grade to another NYCDOE co-located site for the 2018-19 school year. During the next charter term, the high school will start in 2021-22. The school will request co-located space prior to enrolling 9th grade students.

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.

AF Aspire

Ax

APPENDICES

PAGES Ax 1-44

SO^A SCHOOL OVERVIEW	PS^B PERFORMANCE SUMMARIES	DC^C DISTRICT COMMENTS	FD^D FISCAL DASHBOARD	EO^E ED CORP OVERVIEW	EF^F ED CORP FISCAL
PAGE Ax 1	PAGE Ax 6	PAGE Ax 8	PAGE Ax 9	PAGE Ax 13	PAGE Ax 41

APPENDIX A: School Overview

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS BOARD OF TRUSTEES WITH AUTHORITY TO OPERATE ACHIEVEMENT FIRST ASPIRE CHARTER SCHOOL

CHAIR

Dr. Deborah Shanley

TREASURER

Jonathan Atkeson

SECRETARY

Andrew Hubbard

TRUSTEES

Natasha Lewis
 Romy Coquillette
 Amy Arthur Samuels
 Adrienne Loiseau
 Angela Tucker
 Lee Gelernt
 Honorable L. Priscilla Hall
 Judith Jenkins
 Lee Gause
 Justin Cohen
 Christopher Lynch

SCHOOL LEADERS

PRINCIPAL

Zachary Segall, Middle School Principal (2017-18 to Present)
Sarah Iannucci, Elementary School Principal (2013-14 to Present)

SCHOOL CHARACTERISTICS

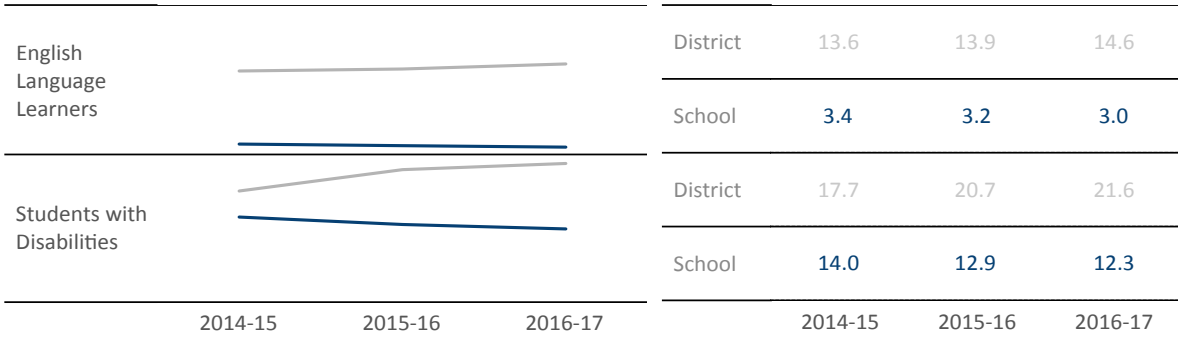
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2013-14	170	179	105%	K-1	K-1
2014-15	249	240	96%	K-2	K-2
2015-16	364	362	99%	K-3	K-3
2016-17	456	434	95%	K-4	K-4
2017-18	548	558	102%	K-5	K-5

APPENDIX A: School Overview

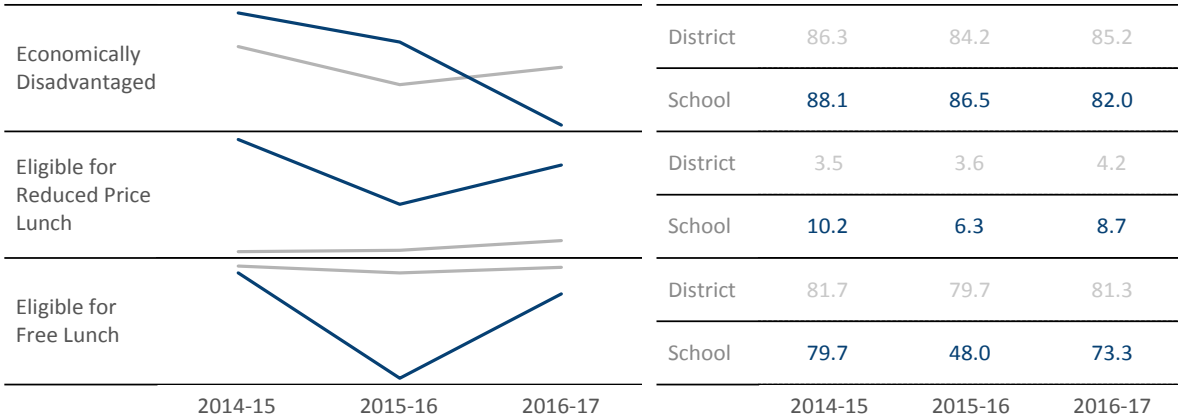
Achievement First Aspire Charter School

CSD 19

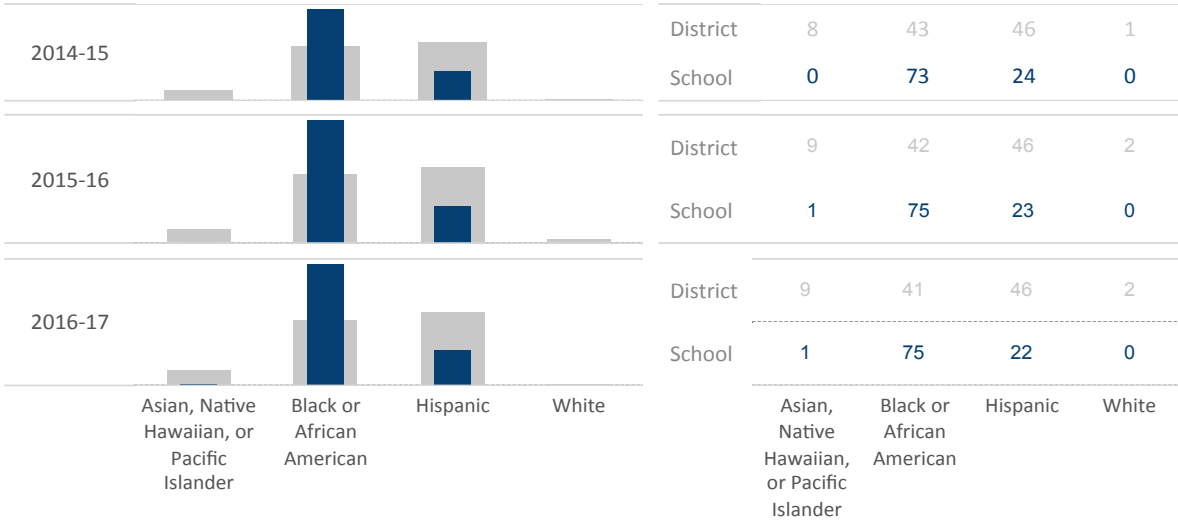
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



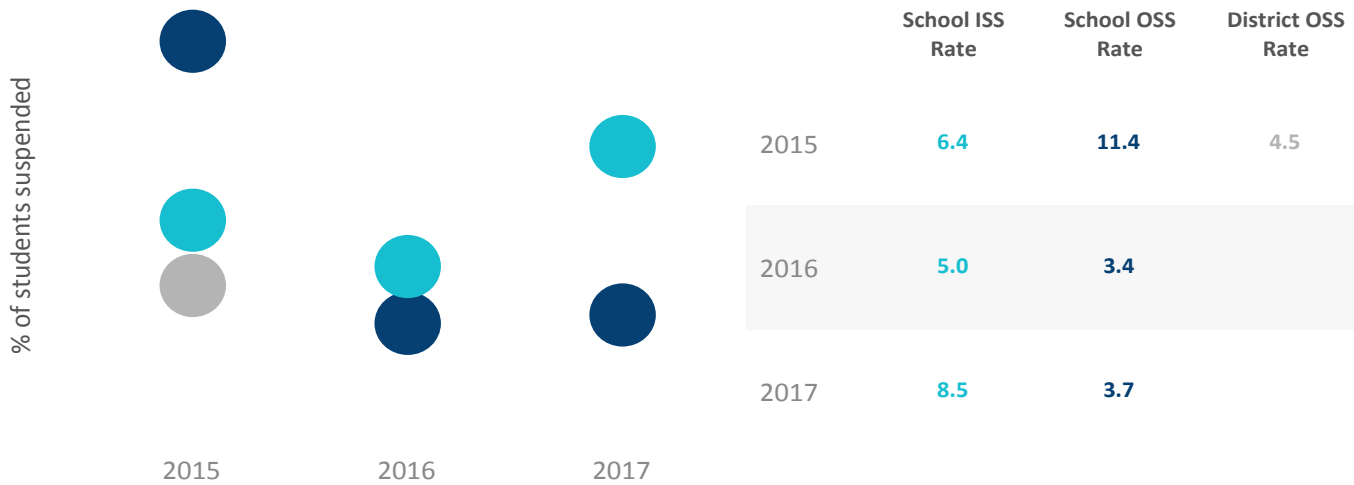
Student Demographics: Race/Ethnicity



APPENDIX A: School Overview

Achievement First Aspire Charter School

Brooklyn CSD 19



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

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



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

	2015	2016	2017
Expulsions	0	0	0

Achievement First Aspire Charter School's Enrollment and Retention Status: 2016-17

		District Target	School
Enrollment	Economically disadvantaged	93.1	91.3
	English language learners	12.1	3.4
	Students with disabilities	15.3	12.4
Retention	Economically disadvantaged	91.6	85.2
	English language learners	93.4	83.3
	Students with disabilities	91.6	80.9

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS



TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2017-18	Initial Renewal	November 14, 2017

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
November 14, 2017	Hannah Colestock	School Evaluation Analyst
	Chastity McFarlan, Ph. D.	Senior Analyst

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Unwavering focus on breakthrough student achievement;	+
Consistent, proven, standards-based curriculum;	+
Interim assessments and strategic use of performance data;	+
More time on task;	+
Principals with the power to lead;	+
Increased supervision of the quality of instruction;	+
Aggressive recruitment and development of talent;	+
Disciplined, achievement-oriented school culture;	+
Rigorous, high-quality, focused training for principals and leaders; and,	+
Parents and community as partners.	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: Mathematics

Achievement First Aspire Charter School

	2014-15 Grades Served: K-2			2015-16 Grades Served: K-3			2016-17 Grades Served: K-4			MET	
	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)	MET	
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	()	()	3	60.4 (96)	56.8 (74)	3	86.7 (90)	87.2 (78)	YES	
	4	()	()	4	(0)	(0)	4	64.1 (78)	63.9 (72)		
	5	()	()	5	(0)	(0)	5	(0)	(0)		
	6	()	()	6	(0)	(0)	6	(0)	(0)		
	7	()	()	7	(0)	(0)	7	(0)	(0)		
	8	()	()	8	(0)	(0)	8	(0)	(0)		
	All	()	()	All	60.4 (96)	56.8 (74)	All	76.2 (168)	76.0 (150)		
		Grades	PLI	AMO	Grades	PLI	AMO	Grades	PLI		AMO
					3	152	101	3-4	172		109
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison:			Comparison: Brooklyn District 19			Comparison: Brooklyn District 19			YES	
	Grades	School	District	Grades	School	District	Grades	School	District		
				3	56.8	21.3	3-4	76.0	26.3		
	% ED	Actual	Predicted	% ED	Actual	Predicted	% ED	Actual	Predicted		Effect Size
				87.1	60.4	31.8	77.7	76.2	36.4	2.03	
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State	Grades	School	State	Grades	School	State	YES	
	4			4			4	50.2			
	5			5			5	0.0			
	6			6			6	0.0			
	7			7			7	0.0			
	8			8			8	0.0			
All			All			All	50.2	50.0			

APPENDIX C: District Comments

NO COMMENTS RECEIVED

APPENDIX D: Fiscal Dashboard

ACHIEVEMENT FIRST ASPIRE CHARTER SCHOOL

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

SCHOOL INFORMATION

BALANCE SHEET

Opened 2013-14

Assets

Current Assets

	2011-12	2012-13	2013-14	2014-15	2015-16
Cash and Cash Equivalents - GRAPH 1	-	-	340,453	177,516	-
Grants and Contracts Receivable	-	-	77,684	115,577	-
Accounts Receivable	-	-	-	14,149	-
Prepaid Expenses	-	-	2,880	-	-
Contributions and Other Receivables	-	-	26,800	-	-
Total Current Assets - GRAPH 1	-	-	447,817	307,242	-
Property, Building and Equipment, net	-	-	189,777	229,464	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	637,594	536,706	-

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	-	-	43,280	48,777	-
Accrued Payroll and Benefits	-	-	60,256	91,290	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	34,992	27,754	-
Total Current Liabilities - GRAPH 1	-	-	138,528	167,821	-
L-T Debt and Notes Payable, net current maturities	-	-	200,000	200,000	-
Total Liabilities - GRAPH 1	-	-	338,528	367,821	-

Net Assets

Unrestricted	-	-	299,066	168,885	-
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	-	299,066	168,885	-
Total Liabilities and Net Assets	-	-	637,594	536,706	-

ACTIVITIES

Operating Revenue

Resident Student Enrollment	-	-	2,479,756	3,305,791	5,224,133
Students with Disabilities	-	-	236,017	297,486	362,710
Grants and Contracts					
State and local	-	-	122,769	-	-
Federal - Title and IDEA	-	-	108,807	137,242	202,737
Federal - Other	-	-	193,728	291,127	31,451
Other	-	-	5,139	40,167	29,389
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	3,146,216	4,071,813	5,850,420

Expenses

Regular Education	-	-	2,988,386	3,035,413	4,029,154
SPED	-	-	-	490,166	631,962
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	-	2,988,386	3,525,579	4,661,116
Management and General	-	-	538,841	586,518	673,945
Fundraising	-	-	70,492	89,898	133,979
Total Expenses - GRAPHS 2, 3 & 4	-	-	3,597,719	4,201,995	5,469,040
Surplus / (Deficit) From School Operations	-	-	(451,503)	(130,182)	381,380

Support and Other Revenue

Contributions	-	-	750,569	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	1	92
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	750,569	1	92
Total Unrestricted Revenue	-	-	3,896,785	4,071,814	5,850,512
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	-	3,896,785	4,071,814	5,850,512
Change in Net Assets	-	-	299,066	(130,181)	381,472
Net Assets - Beginning of Year - GRAPH 2	-	-	-	299,066	168,885
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	299,066	168,885	550,357

APPENDIX D: Fiscal Dashboard

ACHIEVEMENT FIRST ASPIRE CHARTER SCHOOL

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

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service					
Administrative Staff Personnel	-	-	247,598	390,732	447,870
Instructional Personnel	-	-	1,492,452	2,093,609	2,806,637
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	1,740,050	2,484,341	3,254,507
Fringe Benefits & Payroll Taxes	-	-	300,768	409,043	526,797
Retirement	-	-	33,432	54,727	56,301
Management Company Fees	-	-	352,458	449,488	669,897
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	37,214	65,975	121,791
Professional Fees, Consultant & Purchased Services	-	-	64,362	62,076	70,034
Marketing / Recruitment	-	-	10,000	29,000	18,964
Student Supplies, Materials & Services	-	-	466,207	214,356	182,384
Depreciation	-	-	44,448	53,532	69,695
Other	-	-	548,780	379,457	498,670
Total Expenses	-	-	3,597,719	4,201,995	5,469,040

SCHOOL ANALYSIS

ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	170	249	342	416	501
Revised Enroll	-	-	170	249	364
Actual Enroll - GRAPH 4	-	-	179	240	362
Chartered Grades	K-1	K-2	K-3	K-4	K-5
Revised Grades	Planning Year	Planning Year	K-1	K-2	K-3

Primary School District: Yes

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

-	-	13,527	13,877	13,877
0.0%	0.0%	100.0%	2.5%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	-	-	17,577	16,948	16,161
Other Revenue and Support	-	-	4,193	0	0
TOTAL - GRAPH 3	-	-	21,770	16,948	16,162

Expenses

Program Services	-	-	16,695	14,675	12,876
Management and General, Fundraising	-	-	3,404	2,815	2,232
TOTAL - GRAPH 3	-	-	20,099	17,490	15,108
% of Program Services	0.0%	0.0%	83.1%	83.9%	85.2%
% of Management and Other	0.0%	0.0%	16.9%	16.1%	14.8%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	8.3%	-3.1%	7.0%

Student to Faculty Ratio

-	-	5.1	8.9	9.8
---	---	-----	-----	-----

Faculty to Admin Ratio

-	-	4.4	3.9	2.8
---	---	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

Score
 Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 /
 Fiscally Needs Monitoring < 1.0

0.0	0.0	2.1	0.9	0.0
N/A	N/A	Fiscally Strong	Fiscally Needs Monitoring	n/a

Working Capital - GRAPH 7

Net Working Capital
 As % of Unrestricted Revenue
 Working Capital (Current) Ratio Score
 Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)
 Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

0	0	309,289	139,421	0
0.0%	0.0%	7.9%	3.4%	0.0%
0.0	0.0	3.2	1.8	0.0
N/A	N/A	LOW	MEDIUM	N/A
N/A	N/A	Excellent	Good	N/A

Quick (Acid Test) Ratio

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

0.0	0.0	3.2	1.8	0.0
N/A	N/A	LOW	MEDIUM	N/A
N/A	N/A	Excellent	Good	N/A

Debt to Asset Ratio - GRAPH 7

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

0.0	0.0	0.5	0.7	0.0
N/A	N/A	MEDIUM	MEDIUM	N/A
N/A	N/A	Good	Good	N/A

Months of Cash - GRAPH 8

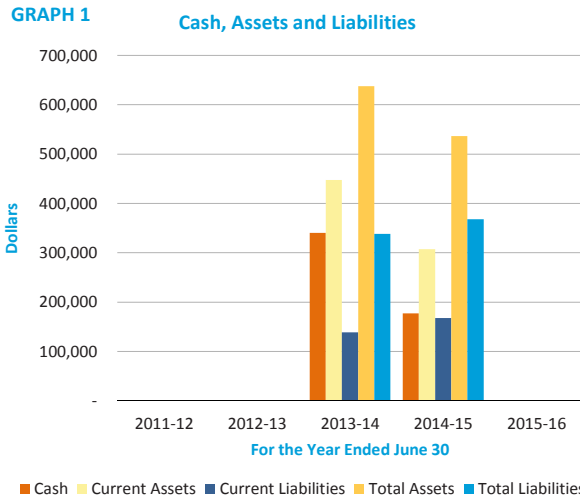
Score
 Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)
 Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

0.0	0.0	1.1	0.5	0.0
N/A	N/A	MEDIUM	HIGH	N/A
N/A	N/A	Good	Poor	N/A

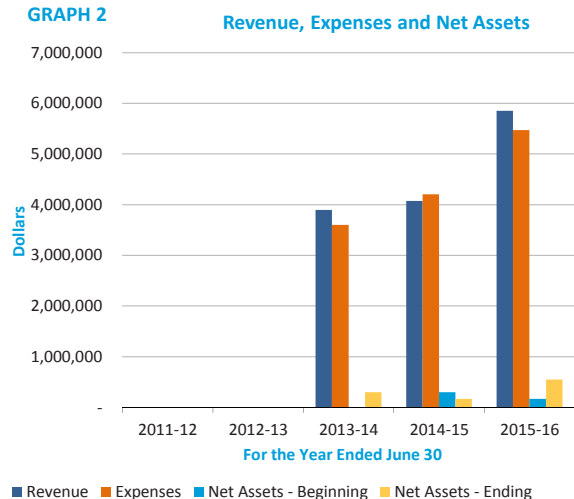
APPENDIX D: Fiscal Dashboard

ACHIEVEMENT FIRST ASPIRE CHARTER SCHOOL

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



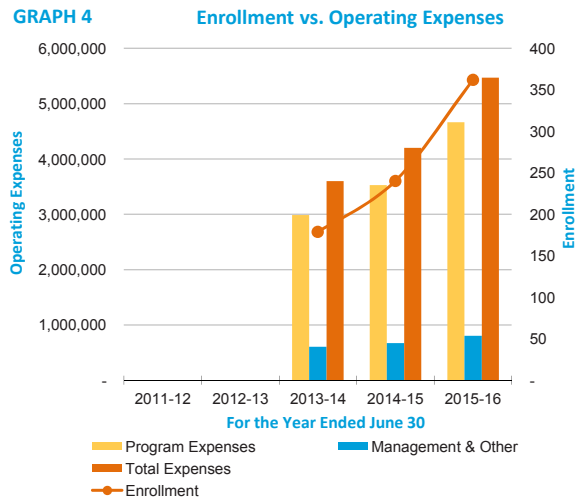
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



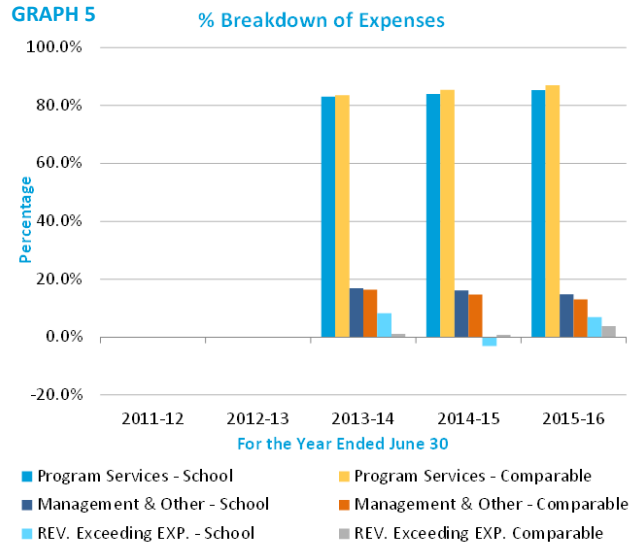
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

APPENDIX D: Fiscal Dashboard

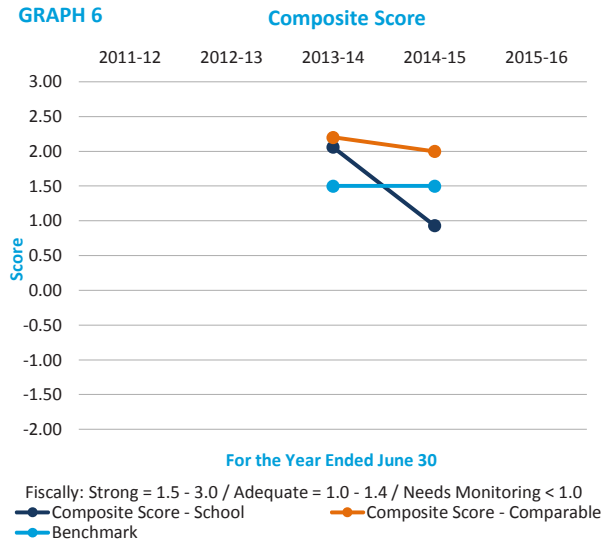
ACHIEVEMENT FIRST ASPIRE CHARTER SCHOOL

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

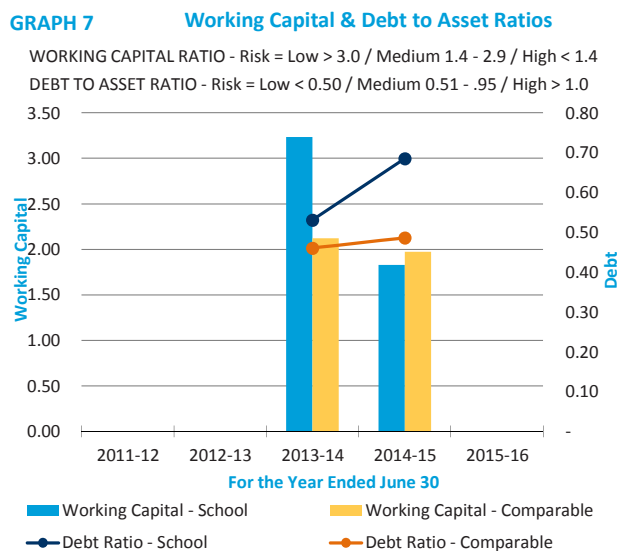
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



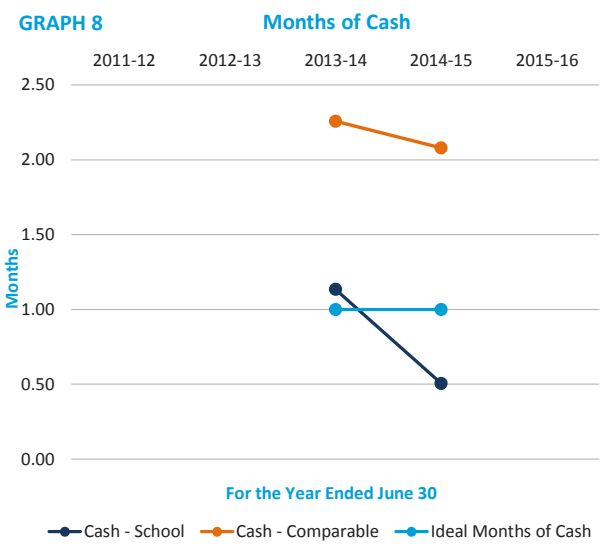
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS¹

For strong performing SUNY authorized charter schools that implement a common school design across multiple schools, the Institute provides an analysis and description of the schools' academic design structured using the Qualitative Education Benchmarks. This subset of the SUNY Renewal Benchmarks focuses on assessment, curriculum, instruction, leadership, at-risk programs, board oversight, and organizational capacity. The following program description analyzes and reports on the school design that produced the high quality outcomes captured in the body of this renewal report.

DOES ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

Achievement First Brooklyn Charter Schools ("AF Brooklyn Schools") implement a comprehensive and extensive assessment program that allows leaders and teachers to monitor student progress and achievement effectively. AF Brooklyn Schools use the Achievement Network ("ANet")² assessments for interim assessments three times a year for 3rd – 8th grade mathematics. Achievement First, Inc. ("Achievement First" or the "network") creates internal assessments for 3rd – 8th grade English language arts ("ELA"). Additionally, schools administer two mock state exams to gather additional data on students' test taking skills. All AF Brooklyn Schools administer Northwest Evaluation Association MAP ("MAP")³ assessments in ELA and mathematics as a standardized assessment for Kindergarten – 2nd grade students. Schools administer Fountas & Pinnell ("F&P")⁴ benchmark reading assessments to all students in Kindergarten – 4th grade. The network provides teachers with standards-aligned unit assessments for all content areas. In addition to network created assessments, teachers use many forms of formative assessment to monitor progress throughout the school year, including daily exit tickets. In writing, teachers utilize a process-based assessment ("PBA") rubric, that instructional leaders align vertically across Kindergarten – 12th grade and helps to develop students' analytical, evidence-based skills in reading, writing, and thinking. To ensure validity of assessments, the network uses previous state tests to develop assessment items. Further, schools and the network regularly conduct norming sessions to maintain reliability in teachers' scoring practices.

The high school academies have a shared course of study that allows network leaders to measure student progress across all high schools using network-created interim assessments ("IAs"). AF Brooklyn Schools' high school academies participate in Advanced Placement ("AP") for All, and the network ensures that IAs are valid by mirroring AP exams. The network has worked closely with consultants from the College Board⁵ to review the content in the IAs and to norm scoring practices to align teachers' practices with those of the College Board. The AF Brooklyn Schools' put a stronger emphasis on AP coursework, rather than Advanced Regents diplomas, as leaders believe AP coursework will best prepare students for the rigor of college coursework.

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1. Achievement First Brooklyn Charter Schools is a not-for-profit charter school education corporation that partners with Achievement First, Inc., a New York, not-for-profit charter management organization. For additional information, please visit www.achievementfirst.org/.

2. ANet provides standardized interim assessments to schools nationally. For additional information, please visit www.achievementnetwork.org/.

3. MAP is a computer-based, standardized assessment. For additional information, please visit www.nwea.org/.

4. The F&P benchmark assessment provides baseline information on students' independent and instructional reading levels. For additional information, please visit www.heinemann.com/fountasandpinnell/.

5. The College Board creates standardized tests such as the SAT, ACT, and AP exams. For additional information, please visit www.collegeboard.org/.

APPENDIX E: Education Corporation Overview

The network's data management systems ensure that student achievement data are easily accessible to teachers and school leaders. At each network school, leaders and teachers conduct a thorough analysis of interim assessment results during data days and other data meetings during professional development sessions. School leaders work with network staff to create dashboards that network leaders present to the board at each board meeting. Teachers consistently analyze data to adjust classroom instruction, group students, and identify students for special intervention. Additionally, teachers work with grade teams or content teams to review exit tickets and unit assessments to plan effective classroom review and re-teaching blocks. The network establishes strong connections between grade level teachers and often hosts data analysis and development sessions for teachers of similar grades and subjects across schools within the network.

School leaders regularly use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies. AF Brooklyn Schools' teacher career pathway ("TCP") includes assessment results as part of teachers' evaluations, with a core component of including teachers' impact on student academic growth. Leaders systematically utilize assessment data to determine topics for professional development sessions and revisit teachers' individual goals during coaching sessions, as well as to identify teachers needing more intensive support. Additionally, network leaders work with school leaders to determine the effectiveness of the curricular program and make adjustments as needed. Schools distribute report cards to families three times a year and regularly send home progress reports to keep families aware of their students' progress and growth.

DOES ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

AF Brooklyn Schools use an internally created, comprehensive curriculum that supports teachers in their instructional planning. The network provides a curriculum framework with student performance expectations that provides a fixed, underlying structure, aligned to state standards and across grades. The network academic team provides teachers with all curricular materials through the network's online curriculum hub. For ELA, AF Brooklyn Schools utilize the network-created literacy curriculum, which features a focus on developing students' love for reading through reading and writing workshops, close reading lessons, guided reading, and phonics/vocabulary development. After the adoption of the Common Core State Standards, the network worked closely with one of the original architects of the ELA Common Core standards, to provide training to curriculum writers as well as establish a conceptual framework for the network's ELA curriculum. For mathematics, AF Brooklyn Schools utilize TERC Investigations⁶ for Kindergarten – 2nd grade, enVisionmath⁷ for the upper elementary grades, and Connected Mathematics Project ("CMP")⁸ for 6th – 8th grade. For science, schools utilize the Framework for K-12 Science Education⁹ from the National Research Council for guidance in developing its curriculum, with supplements from the FOSS science program¹⁰ for elementary academies and network-created curriculum for middle and high academies. AF Brooklyn Schools have created a scope and sequence for social studies with support from the Scott Foresman¹¹ curriculum. For all content areas, the network academics team works closely to ensure that all content areas are vertically aligned to provide a rigorous curriculum to students from Kindergarten to 12th grade.

6. For additional information, please visit investigations.terc.edu/.

7. For additional information, please visit www.envisionmath.com/.

8. For additional information, please visit connectedmath.msu.edu/.

9. For additional information, please visit www.nextgenscience.org/.

10. For additional information, please visit www.fossweb.com/.

11. For additional information, please visit www.pearsonschool.com/.

APPENDIX E: Education Corporation Overview

Notably, at the high school academies, each school provides rigorous AP offerings for all core subject areas, and for some content areas, AP is the only offering. The network expects each high school academy to have high levels of participation and passing rates in the AP courses and exams, and this is a part of each academy's internal report card. Additionally, based on feedback from teachers and student performance results, the high school academies are revising the curricular resources provided to teachers by offering more structured lesson plans that in turn allow teachers to focus more on analyzing data and customizing lessons for individual student needs.

Teachers at AF Brooklyn Schools know what to teach and when to teach it based on the network provided support tools in each content area. The tools provide a bridge between the curricular framework and lesson plans. Teachers access and utilize scope and sequence documents, unit plans, and detailed lesson plans. By providing lesson plans, teachers across the network thoughtfully plan the higher order elements of each lesson.

AF Brooklyn Schools have a process for selecting, developing, and reviewing its curriculum documents. AF Brooklyn Schools worked closely with the network to establish a clear transition plan after the introduction of the Common Core, including the creation of curriculum fellows. The curriculum fellows are teachers that work closely with the network's academic team to not only create instructional materials but also learn about shifting instructional practices to provide feedback and revisions to the existing curriculum framework.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS?

AF Brooklyn Schools' classrooms demonstrate high quality instruction with a central focus on four domains of learning: a clear, high standard for student achievement; design and delivery of an effective lesson; classroom culture; and, ensuring achievement for all scholars. During first year visits, mid-charter term visits, and renewal visits to a sample of schools across the education corporation in recent years, Institute team members conducted classroom observations throughout the AF Brooklyn Schools. Visit teams have consistently found well-crafted lessons that feature an urgent focus on establishing learning environments with high expectations for academics.

Teachers in AF Brooklyn Schools utilize the curricular framework to design and deliver purposeful lessons with clear objectives, providing students with rigorous and bite-sized objectives that build up to essential learnings for each unit of study. Lessons demonstrate that teachers are thoughtful in planning for student misconceptions and effectively communicate objectives in age-appropriate language.

Teachers regularly and effectively use techniques to check for student understanding. Teachers consistently circulate classrooms to monitor students' responses and written work and provide students with individualized feedback to improve work products. Teachers utilize common strategies such as non-verbal hand signals and quick rounds of individual questioning to gauge students' understanding and utilize feedback from students to adjust

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APPENDIX E: Education Corporation Overview

teaching as necessary. Throughout lessons, students engage in peer discussions with well-crafted questions that foster students' depth of understanding and higher-order thinking skills. In middle and high school classrooms, students participate in Socratic seminars that allow students to develop their analytical thinking skills. During small group instruction, AF Brooklyn Schools' teachers regularly challenge students to defend and elaborate on their answers. Students demonstrate high levels of engagement through peer to peer sharing and discussions.

Teachers have effective classroom management techniques and routines that create a consistent focus on academic achievement. Teachers utilize well-rehearsed, efficient classroom systems and routines that allow teachers to address disruptions quickly and focus primarily on teaching and learning. School leaders across AF Brooklyn Schools introduce this focus on classroom management during summer training and prioritize its successful implementation within the first six weeks of the school year to ensure classroom environments are set up to have an urgent focus on academics throughout the year.

DOES ACHIEVEMENT FIRST BROOKLYN SCHOOLS HAVE STRONG INSTRUCTIONAL LEADERSHIP?

AF Brooklyn Schools' instructional leadership model empowers leaders to have a highly effective approach to advancing the school's academic program. Leaders establish a school culture with an unwavering focus on high expectations for academics and instill in all staff members the mindset that all AF Brooklyn Schools' students will go to college. The network sets rigorous goals for each school, including measures for state test performance, interim assessment achievement, equity (including student retention and suspension numbers), culture and investment, and talent (including teacher and leader retention and staff survey results). The network generates report cards for each school based on the measures, and leaders use this as a tool to set goals for their respective schools and track those goals on a regular basis throughout the year. Through TCP, leaders set high expectations for teacher performance in the areas of student achievement, student character development, quality of instruction, and core values and contributions to the team. All teachers participate in TCP and are assigned a pathway each year based upon their annual teacher evaluation. TCP is one mechanism the network uses to develop internal talent pipelines.

AF Brooklyn Schools' instructional leadership model is highly effective in supporting the development of each school's teaching staff. Each member of a school's instructional leadership team supervises a caseload of teachers. Every staff member has a mentor coach, including principals, who guides and evaluates each mentee. The network employs regional superintendents¹² that provide consistent and ongoing support to each school's principal. Principals meet weekly with their regional superintendent for one-on-one coaching, as well as weekly cohort meetings with other instructional leaders led by the regional superintendent. Given this model, each school has a systematic and effective coaching model that provides teachers with bite-sized, actionable feedback to grow and improve teaching practices. Instructional leaders provide teachers with feedback on a weekly basis, but feedback is often delivered daily, and is specific and targeted based on each teacher's

12. The Achievement First network operates in three states, and the network employs regional superintendents that oversee each academy level in each region.

APPENDIX E: Education Corporation Overview

goals. In addition to feedback on teaching and learning, teachers receive systematic support in developing curriculum and planning lessons. The network expects leaders to have strong content knowledge, and leaders translate this expertise into valuable unit and lesson planning sessions with individual teachers.

Through AF Brooklyn Schools' TCP model, school leaders recognize individual teachers' needs establishing a thoughtful and comprehensive professional development program. Utilizing student data, teacher growth areas, and school needs, leaders identify and prioritize professional development learning opportunities on schoolwide and individual levels. Each school's coaching and development structures are job-embedded, site-based, ongoing, and aligned to school and network strategies with a clear focus on increasing student achievement. The network and each school provide new teachers with four and a half weeks of summer training and returning teachers with two and a half weeks of summer training. Additionally, all teachers receive individual coaching, weekly professional development sessions, data analysis and planning days, school specific full day sessions, and network-wide full day sessions as part of the network's comprehensive professional development design. The network sets specific development priorities that each school leader prioritizes and designs each school's professional development program to meet the specific needs of the school's teaching staff. Teachers are aware of leader and network expectations for great teaching and know their strengths and areas for improvement based on frequent coaching sessions. As part of the TCP framework, teachers are accountable for quality instruction and student achievement with clear targets set during goal setting sessions. Leaders work with teachers to set rigorous and ambitious goals with the criteria outlined in the TCP framework.

DOES ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

AF Brooklyn Schools employ a wide range of supports to meet the educational needs of at-risk students. Schools utilize clear procedures for identifying students with disabilities, English language learners ("ELLs"), and students struggling academically. During the 2016-17 school year, students with special needs represented 14.3% of enrollment across the network, and ELLs comprised 3.5% of total enrollment.¹³ At every level, AF Brooklyn Schools conduct thorough analyses of achievement data by student subgroups to monitor student progress, evaluate at-risk program effectiveness, and identify students for additional support. Notably, the network began a first generation initiative ("FGI") for its middle academy students designed to provide students who are first in their family to go to college with a mentor. The goal of the FGI is for mentors to strengthen the character traits necessary to succeed in college and college preparatory high schools, as well as establish relationships and role models for each student in the FGI program.

AF Brooklyn Schools use a tiered Response to Intervention ("RTI") program to identify and provide interventions to students struggling academically. Each school utilizes a systematic process for identifying students in need of extra support, including utilizing F&P data for elementary and middle academies, STEP¹⁴ assessments in Kindergarten – 2nd grade, and the Renaissance STAR¹⁵ reading assessment for middle and high school academies. Schools use

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13. Data is pulled from the 2015-16 New York State Education Department BEDS enrollment numbers. For additional information, please visit www.p12.nysed.gov/irs/statistics/enroll-n-staff/.

14. For additional information, please visit www.uchicagoimpact.org/tools-training/step/.

15. For additional information, please visit www.renaissance.com/.

APPENDIX E: Education Corporation Overview

other assessments to identify students throughout the year, including classroom grades, interim assessments, and state test results. Each school sets clear expectations to deliver tiered interventions at each level. At tier 1, teachers provide strategic differentiated instruction to students in the classroom setting. Tier 2 interventions include teacher designed small groupings that target specific objectives and skills. For tier 3 interventions, AF Brooklyn Schools hone in on literacy skills and have detailed small group interventions based on deficit literacy skills, which could include comprehension, decoding, or fluency. The RTI team, which includes a special services coordinator, an academic dean, a grade level teacher, and a subject area teacher, determines specific placement in the tier 3 system and consistently meets to monitor progress and adjust interventions based on student results.

Each school has a special services coordinator who oversees all special education services and processes. As a member of the RTI team, the special services coordinator monitors students' progress through the RTI process and identifies students to refer to the district committee on special education ("CSE") for evaluation for the possible requirement of special education services. For students with Individualized Education Programs ("IEPs"), each school provides the necessary mandated services, including integrated co-teaching ("ICT") classrooms, special education teacher support services ("SETSS"), and related services. Additionally, with AF Brooklyn Schools' model of smaller class sizes, intensive reading focus, data driven instruction, and interventions, many students with disabilities demonstrate success with the core academic program as the program has roots in special education and RTI models, with its design to focus on individual student needs rather than a one size fits all approach. Schools provide training for teachers to support the identification of students who may have a disability, as well as training for reviewing, monitoring, and writing IEPs. Through the professional development program and RTI meetings, teachers receive support for addressing specific needs of students with disabilities and for reviewing and understanding students' IEP goals.

AF Brooklyn Schools use consistent and formal processes to identify ELL students, including the administration of the Home Language Identification Survey followed by the New York State Identification Test for English Language Learners ("NYSITELL") for eligible students, or the review of student records from the NYCDOE student information system. AF Brooklyn Schools' ELL program is an immersion model focusing on exposing ELLs to the English language as much as possible to advance proficiency at a rapid pace. Through this, the network ensures that general education teachers have training for identifying ELLs and utilizing a variety of English language acquisition strategies within teaching structures. Additionally, the ELL program utilizes Moving into English¹⁶ for elementary academies and QReads¹⁷ for the middle school academies. Each school's special services coordinator monitors ELLs' progress toward meeting English language proficiency goals, and schools administer the New York State English as a Second Language Achievement Test ("NYSESLAT") annually. Through progress monitoring, the special services coordinator will make intentional adjustments to ELL students' programs if a student is not demonstrating adequate progress. The network conducts an annual evaluation of the ELL program to ensure that schools are achieving desired results for ELLs.

16. For additional information, please visit www.harcourtschool.com/.

17. For additional information, please visit www.pearsonschool.com/greads.

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DOES ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS EFFECTIVELY SUPPORT THE DELIVERY OF THE EDUCATIONAL PROGRAM?

AF Brooklyn Schools' organizational structure effectively supports the delivery of each school's educational program. Schools have established a clear structure that allows all staff members to know who to go to for what. The network provides ample support for school leaders and operations staff so that instructional leaders make academics their primary focus in each school. Each academy's principal reports to an AF Brooklyn Schools regional superintendent, who has delegated responsibility from the board of trustees to supervise principals. Each school has a leadership team comprised of academic deans, dean of students, director of school operations ("DSO"), and special services coordinator, who all report to the principal. At the high school academies, academic deans have content specialty areas. Because the network supports the principal with managing the DSO, the principal is able to primarily focus on academics.

AF Brooklyn Schools utilize the TCP evaluation framework as a mechanism to retain high quality teachers. The network talent team established the framework as a result of teacher requests for a way to stay in the classroom for the long term while continuing to develop as professionals. Through its development, the talent team worked with teacher focus groups and analyzed survey feedback to establish a clear pathway that awards and recognizes teachers for their commitment and service to the network. The network establishes a clear leadership pipeline through its teacher leadership fellows program. This program allows teachers to participate in a yearlong cohort training in which fellows take on increased leadership roles. Since its inception, the fellows program has produced over 150 leaders for the network. The program allows the network to identify principals in residence ("PIR"), who serve as the primary pipeline for school leaders within the network. PIRs serve two years in existing AF Brooklyn Schools with access to strategic network support that prepares the PIRs to take on the role of principal after completing the residency.

Each school partners with the network student recruitment team to enroll students. The network student recruitment team uses a comprehensive strategy to monitor enrollment and retention targets to ensure that each AF school is making good faith efforts to meet both targets. The network student recruitment team utilizes multiple strategies to recruit at-risk students, including direct outreach, school-based open houses, presentations at community organizations, targeted mailings, and advertisements in neighborhoods. The team translates materials into languages other than English based on the location of the school to support with recruiting families who speak languages other than English. In addition to supporting enrollment efforts, the network team annually reviews each school's enrollment and retention targets and revises tactics to ensure that each school is making good faith efforts to meet the targets. In response to recent analysis of the schools' enrollment and retention data, specifically low ELL enrollment across the majority of AF Brooklyn Schools, the network has increased the level of strategic outreach and recruitment for the 2017-18 enrollment season. This includes a new network director that will oversee the implementation of these efforts.

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DOES THE ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS EDUCATION CORPORATION BOARD WORK EFFECTIVELY TO ACHIEVE SCHOOLS' ACCOUNTABILITY PLAN GOALS?

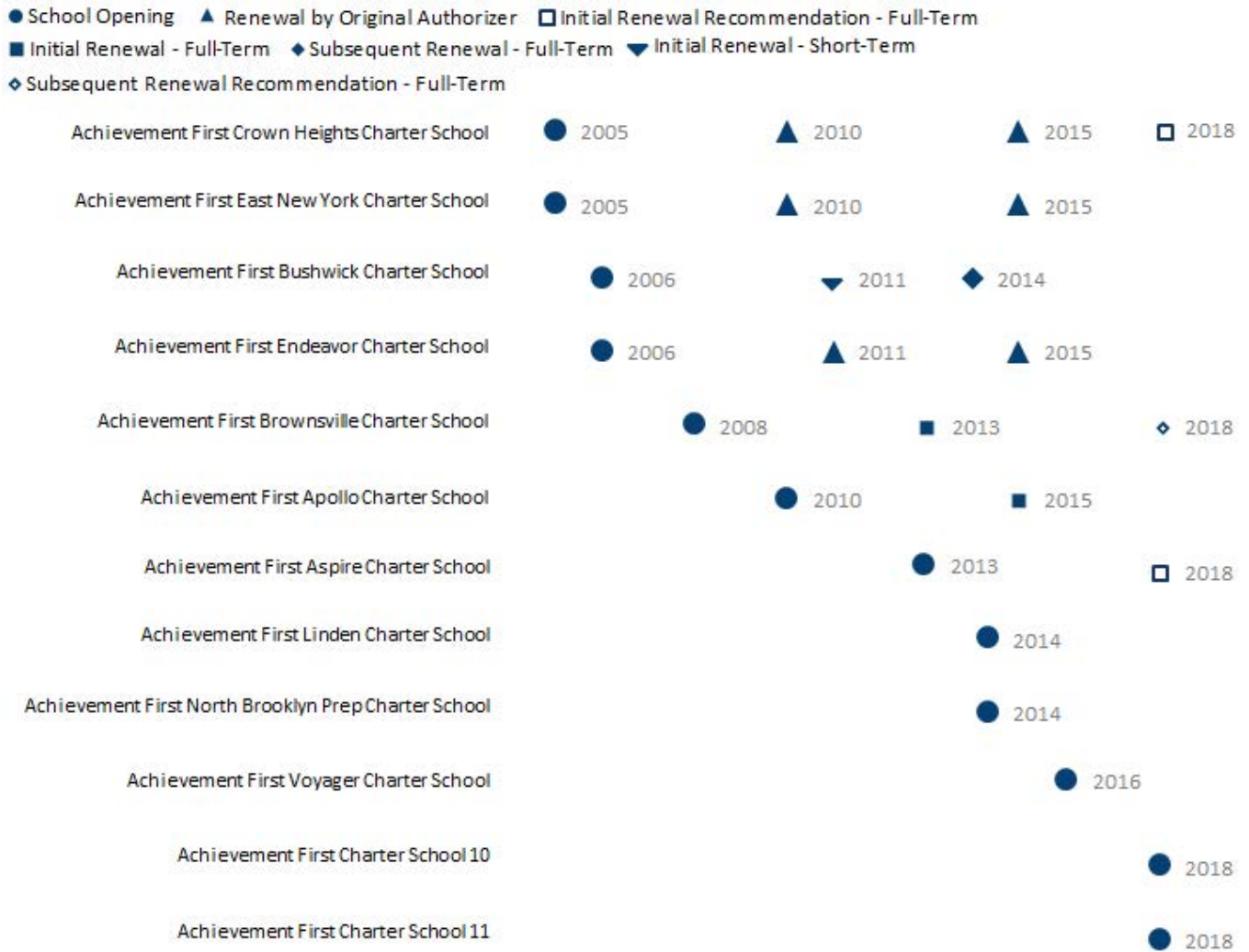
The AF Brooklyn Schools' board provides effective oversight and governance to each school within the network. Previously, SUNY authorized the following nine education corporations with the authority to operate nine schools located in the borough of Brooklyn: Achievement First Apollo Charter School, Achievement First Aspire Charter School, Achievement First Brownsville Charter School, Achievement First Bushwick Charter School, Achievement First Linden Charter School, Achievement First North Brooklyn Preparatory Charter School, Achievement First Charter School 10, Achievement First Charter School 11, and Achievement First Charter School 12. The SUNY Trustees approved the merger on March 6, 2015, with Achievement First Bushwick as the surviving education corporation and renamed Achievement First Brooklyn Charter Schools. On December 7, 2015, the SUNY Trustees approved a second merger that allowed Achievement First Crown Heights Charter School, Achievement First East NY Charter School, and Achievement First Endeavor Charter School, all previously authorized by the Chancellor of NYCDOE, to merge into Achievement First Brooklyn Charter Schools. Several board members from the previously separate education corporation boards now make up the current AF Brooklyn Schools merged board. AF Brooklyn Schools' board consists of members with professional backgrounds including academic, legal, financial, and community engagement. The board also established three voting family representatives, one from each of the academy levels.

The board effectively uses a committee structure, including the executive, academic, finance, family engagement, and development committees, to better establish a context for each school and closely monitor each schools' Accountability Plan goals. Through a robust annual reporting and oversight schedule, the board receives and reviews both academic and non-academic data to ensure that each school is making sufficient progress toward their Accountability Plan goals. Through the committee structure, members establish and articulate short-term and long-term goals for each school and track progress toward goals.

The AF Brooklyn Schools board establishes clear systems for evaluating principals and the network. The board creates an ad hoc principal evaluation committee that works with the network's regional superintendent to evaluate each principal. The network regional superintendent provides committee members with an evaluation of each principal, and members discuss the strengths and areas of improvement for each principal, including monitoring performance improvement plans if necessary. The board's more expansive committee structure allows members to evaluate the effectiveness of the network's services. In each committee, members of the network participate in reporting and providing contextual knowledge about each school as it pertains to a specific committee. Through these structured interactions, board members provide feedback and elevate issues of performance to the full board when deemed necessary.

APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



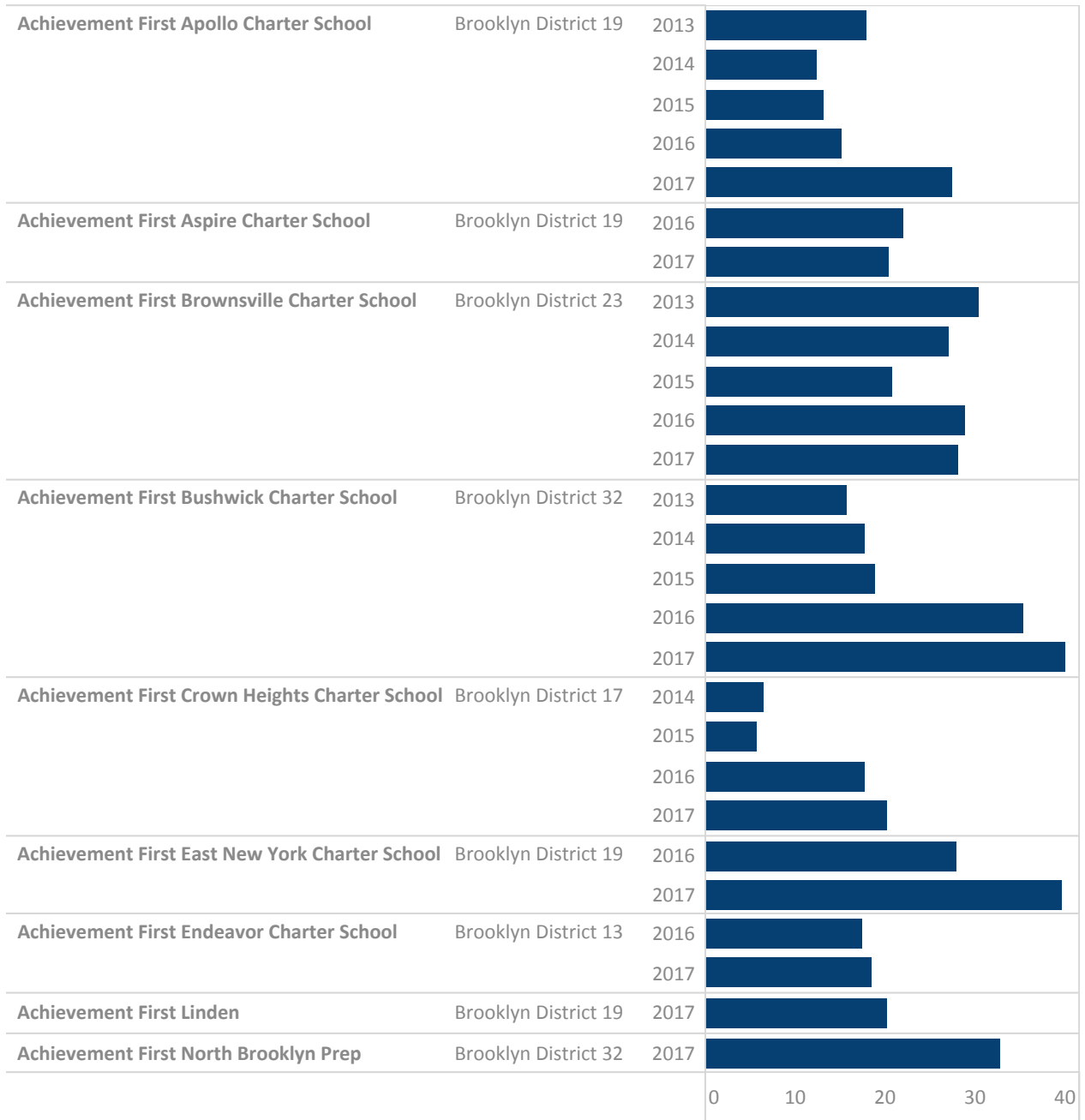
APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

School	Local District	Co-located?	Chartered Enrollment	Grade Span
Achievement First Apollo Charter School	CSD 19	Yes	824	K-8
Achievement First Aspire Charter School	CSD 19	Yes	548	K-5
Achievement First Brownsville Charter School	CSD 23	Yes	1,004	K-10
Achievement First Bushwick Charter School	CSD 32	Yes	1,036	K-12
Achievement First Crown Heights Charter School	CSD 17	Yes	966	K-12
Achievement First East New York Charter School	CSD 19	Yes	952	K-12
Achievement First Endeavor Charter School	CSD 13	Yes	997	K-12
Achievement First Linden Charter School	CSD 19	Yes	456	K-4
Achievement First North Brooklyn Preparatory Charter School	CSD 32	Yes	456	K-4
Achievement First Voyager Charter School	CSD 17	Yes	184	5-6
Achievement First Charter School 10	Not Open	Not Open	Not Open	Not Open
Achievement First Charter School 11	Not Open	Not Open	Not Open	Not Open

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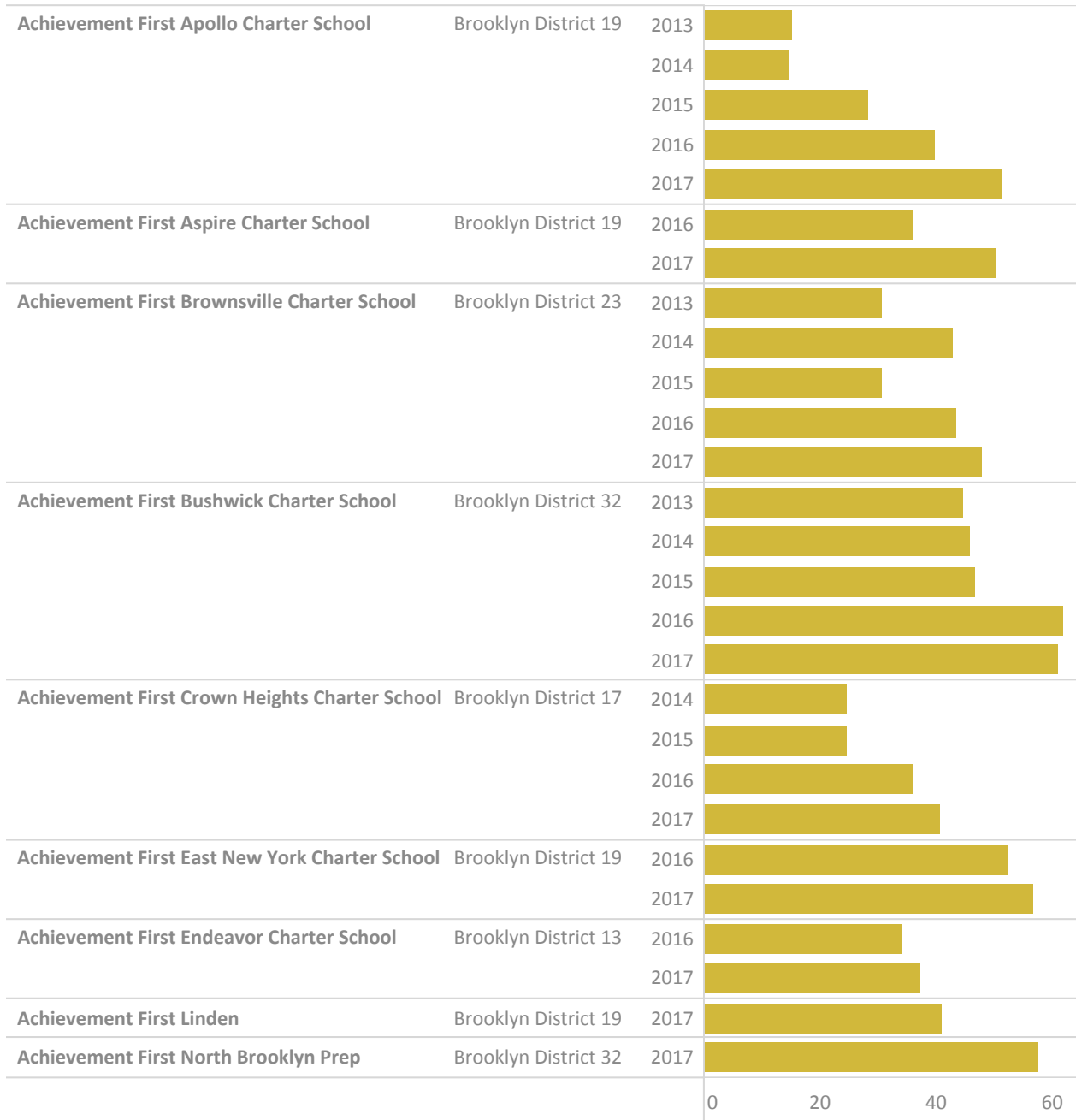
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



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

APPENDIX E: Education Corporation Overview

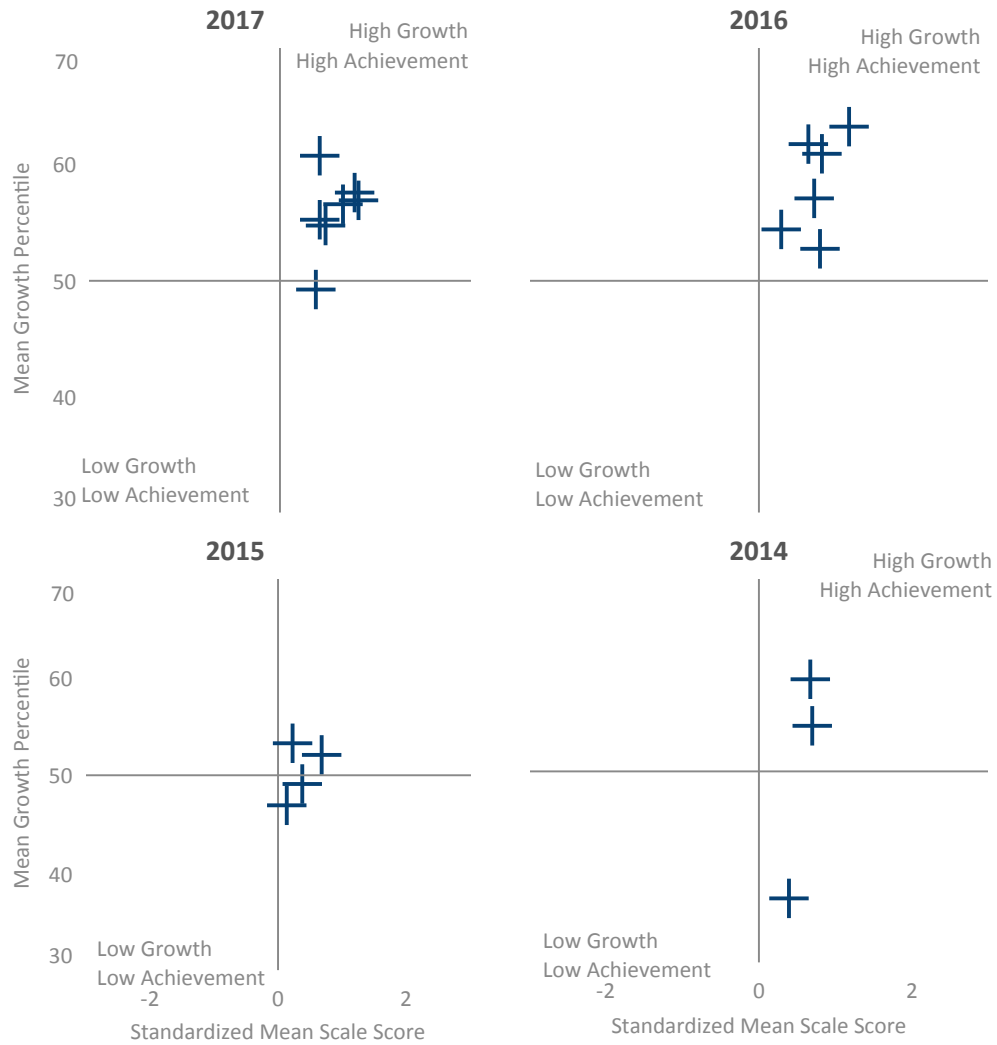
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



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

APPENDIX E: Education Corporation Overview

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

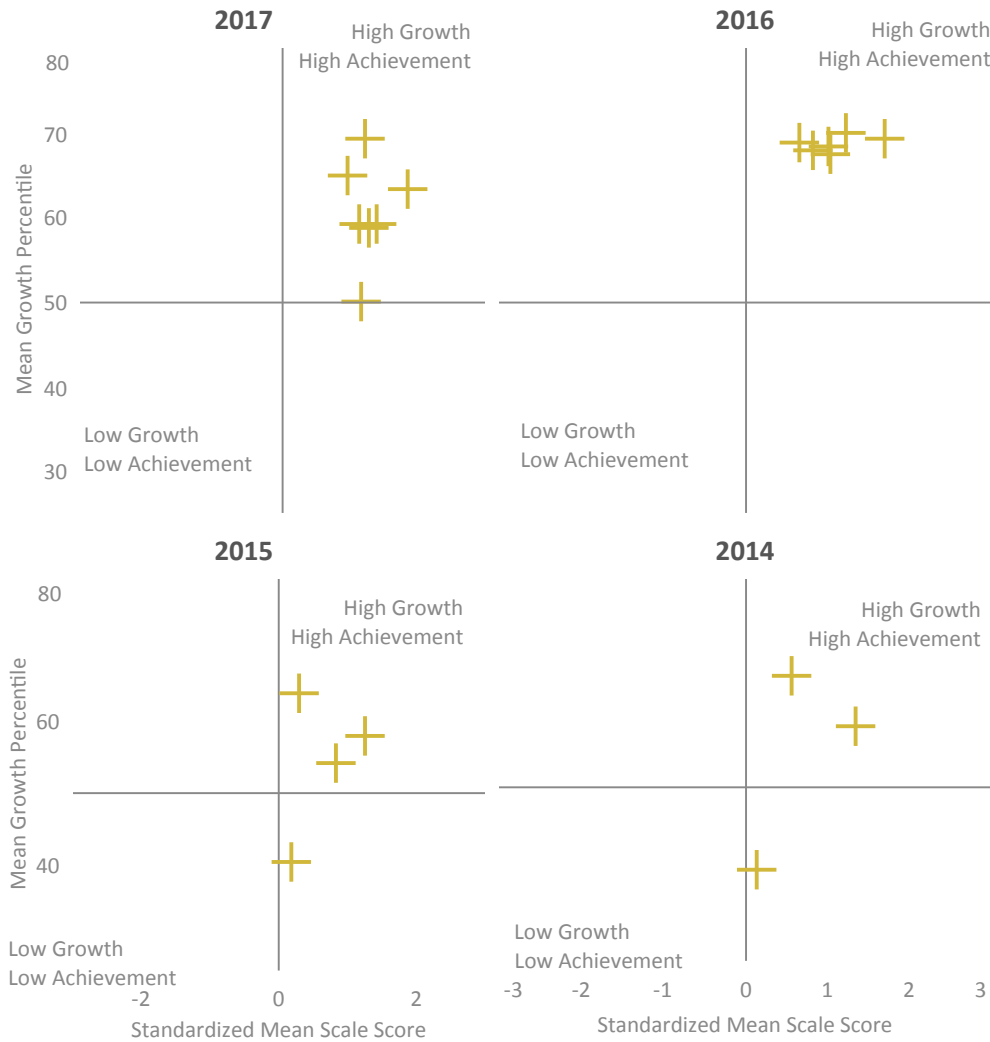


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute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

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

APPENDIX E: Education Corporation Overview

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



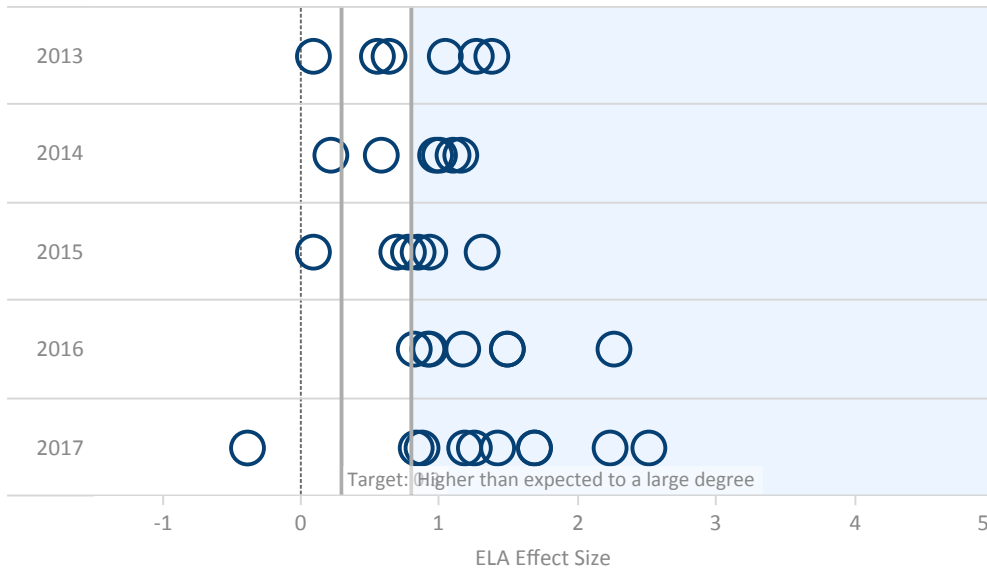
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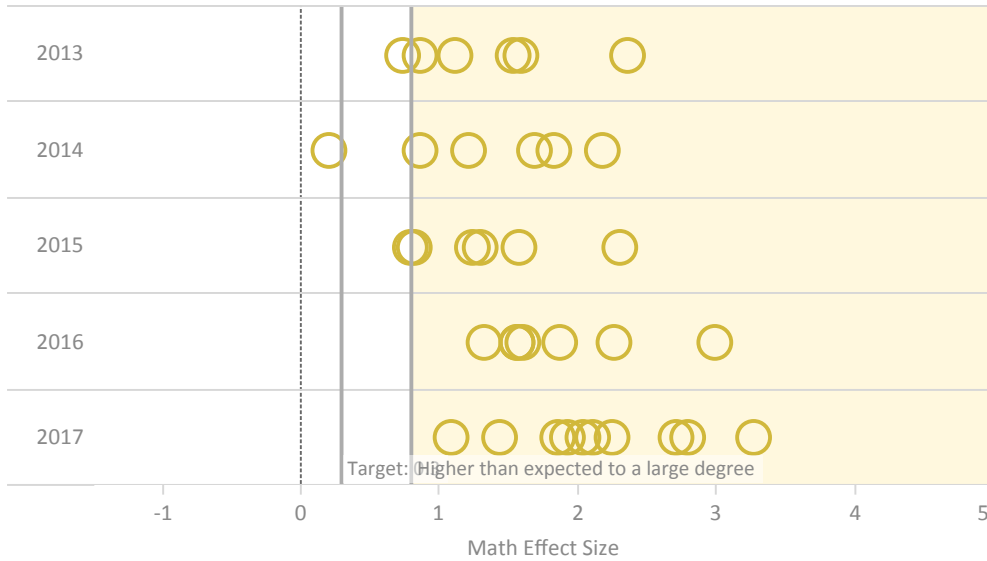
APPENDIX E: Education Corporation Overview

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

ELA Effect Size by Year and School



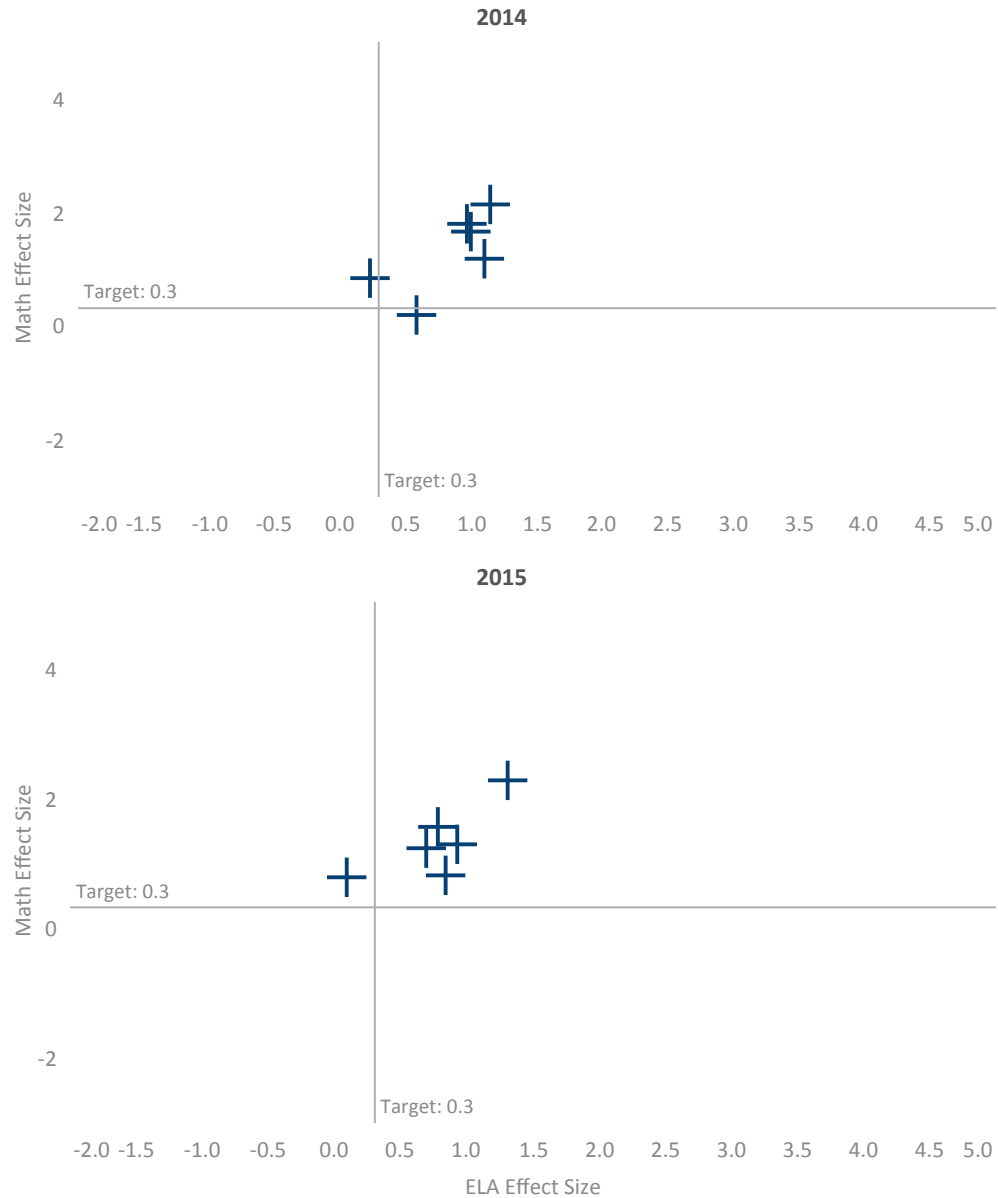
Math Effect Size by Year and School



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

APPENDIX E: Education Corporation Overview

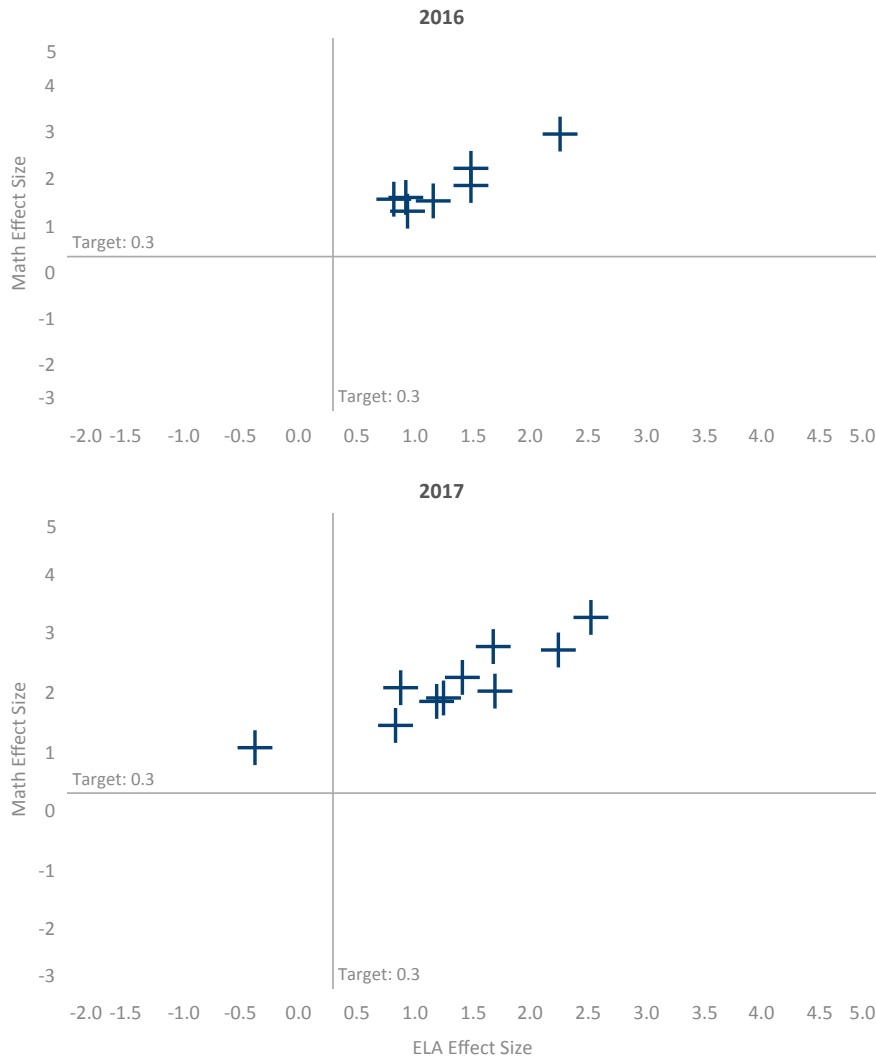
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2013-14 THROUGH 2014-15



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

APPENDIX E: Education Corporation Overview

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



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

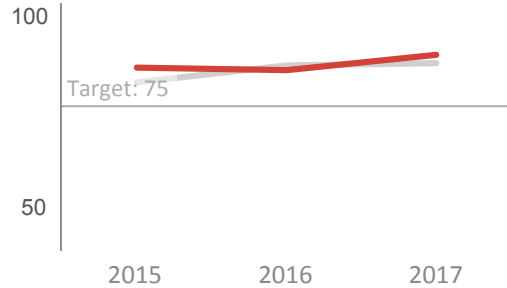
APPENDIX E: Education Corporation Overview

Achievement First Endeavor Charter School

Brooklyn CSD 13

HIGH SCHOOL GRADUATION RATE

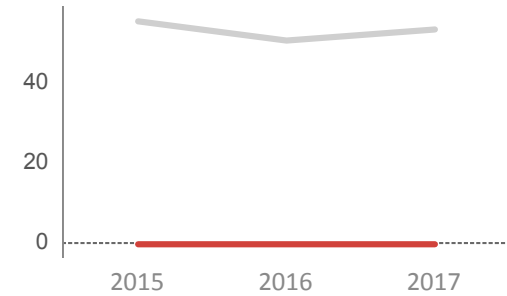
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



	District	School
2015	81.0	84.6
2016	85.1	84.0
2017	85.7	87.7

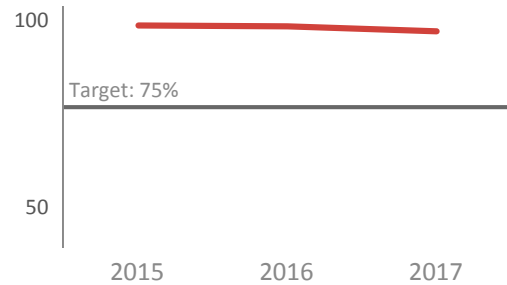
COLLEGE PREPARATION AND ATTAINMENT

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



	District Adv Diploma	School Adv Diploma
2015	55.6	0.0
2016	50.8	0.0
2017	53.6	0.0

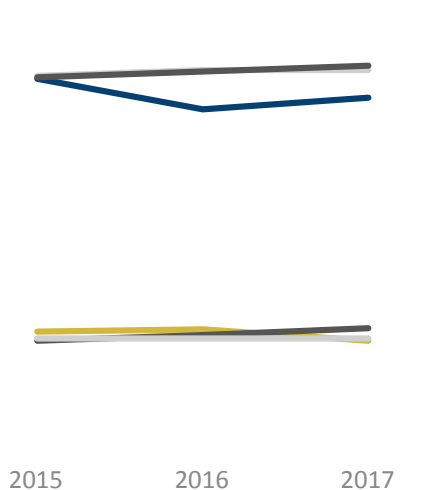
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2015	22	95.5
2016	21	95.2
2017	50	94.0

ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



	AMO	District PI	School APL
2015	170	171	169
2016	174	175	148
2017	178	175	156
2015	154	156	162
2016	159	156	164
2017	165	156	154

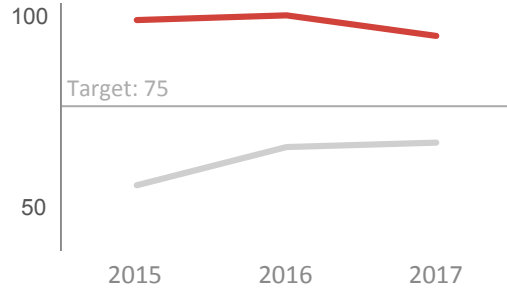
APPENDIX E: Education Corporation Overview

Achievement First Bushwick Charter School

Brooklyn CSD 32

HIGH SCHOOL GRADUATION RATE

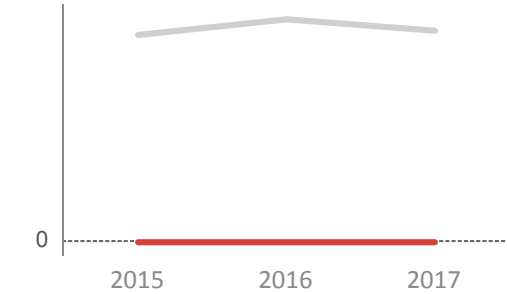
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



	District	School
2015	56.1	96.2
2016	65.3	97.3
2017	66.4	92.3

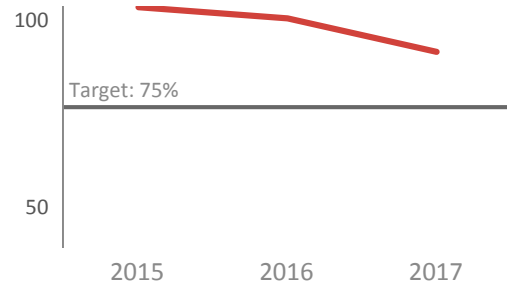
COLLEGE PREPARATION AND ATTAINMENT

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



	District Adv Diploma	School Adv Diploma
2015	7.0	0.0
2016	7.5	0.0
2017	7.1	0.0

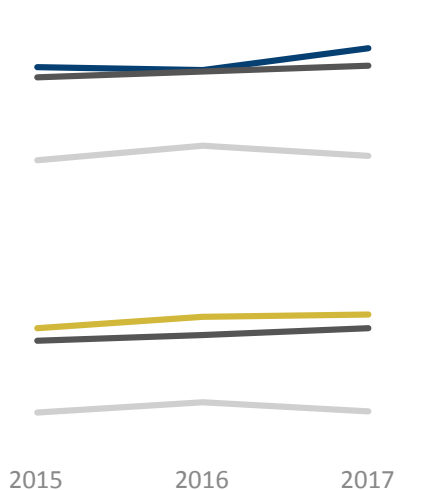
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2015	25	100.0
2016	36	97.2
2017	36	88.9

ENGLISH LANGUAGE ARTS AND MATHEMATICS

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



	AMO	District PI	School APL
2015	170	113	177
2016	174	123	175
2017	178	116	190
2015	154	91	165
2016	159	100	175
2017	165	92	177

APPENDIX E: Education Corporation Overview

Achievement First East New York Charter School

Brooklyn CSD 19

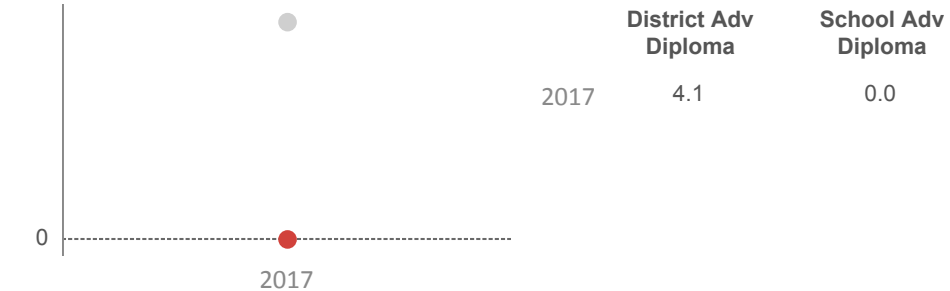
HIGH SCHOOL GRADUATION RATE

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



COLLEGE PREPARATION AND ATTAINMENT

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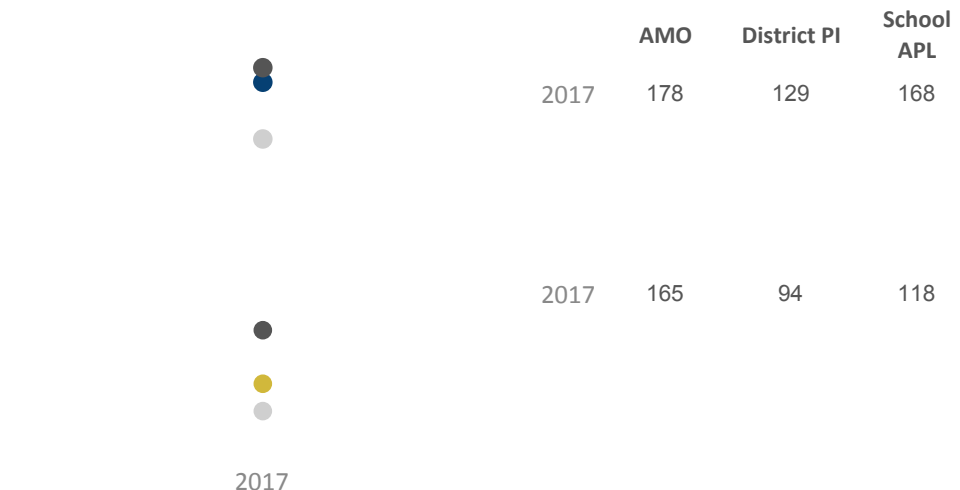


College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



ENGLISH LANGUAGE ARTS AND MATHEMATICS

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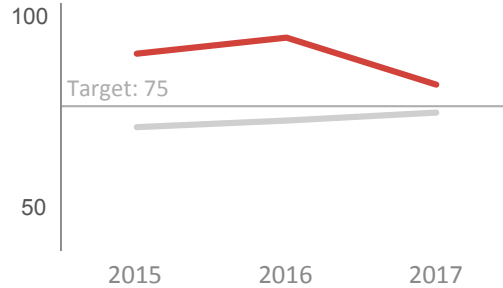
APPENDIX E: Education Corporation Overview

Achievement First Crown Heights Charter School

Brooklyn CSD 17

HIGH SCHOOL GRADUATION RATE

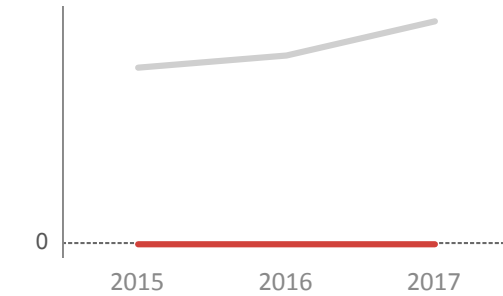
Comparative Measure: Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



	District	School
2015	70.2	88.0
2016	71.8	91.9
2017	73.7	80.5

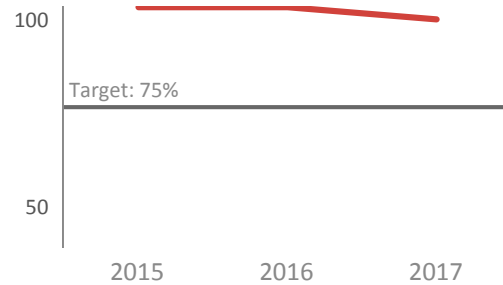
COLLEGE PREPARATION AND ATTAINMENT

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



	District Adv Diploma	School Adv Diploma
2015	10.1	0.0
2016	10.8	0.0
2017	12.7	0.0

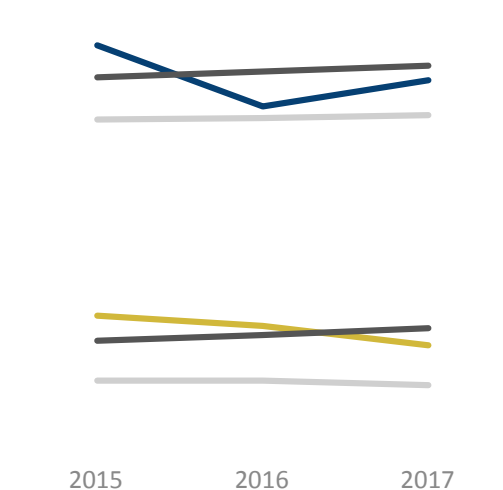
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2015	22	100.0
2016	34	100.0
2017	33	97.0

ENGLISH LANGUAGE ARTS AND MATHEMATICS

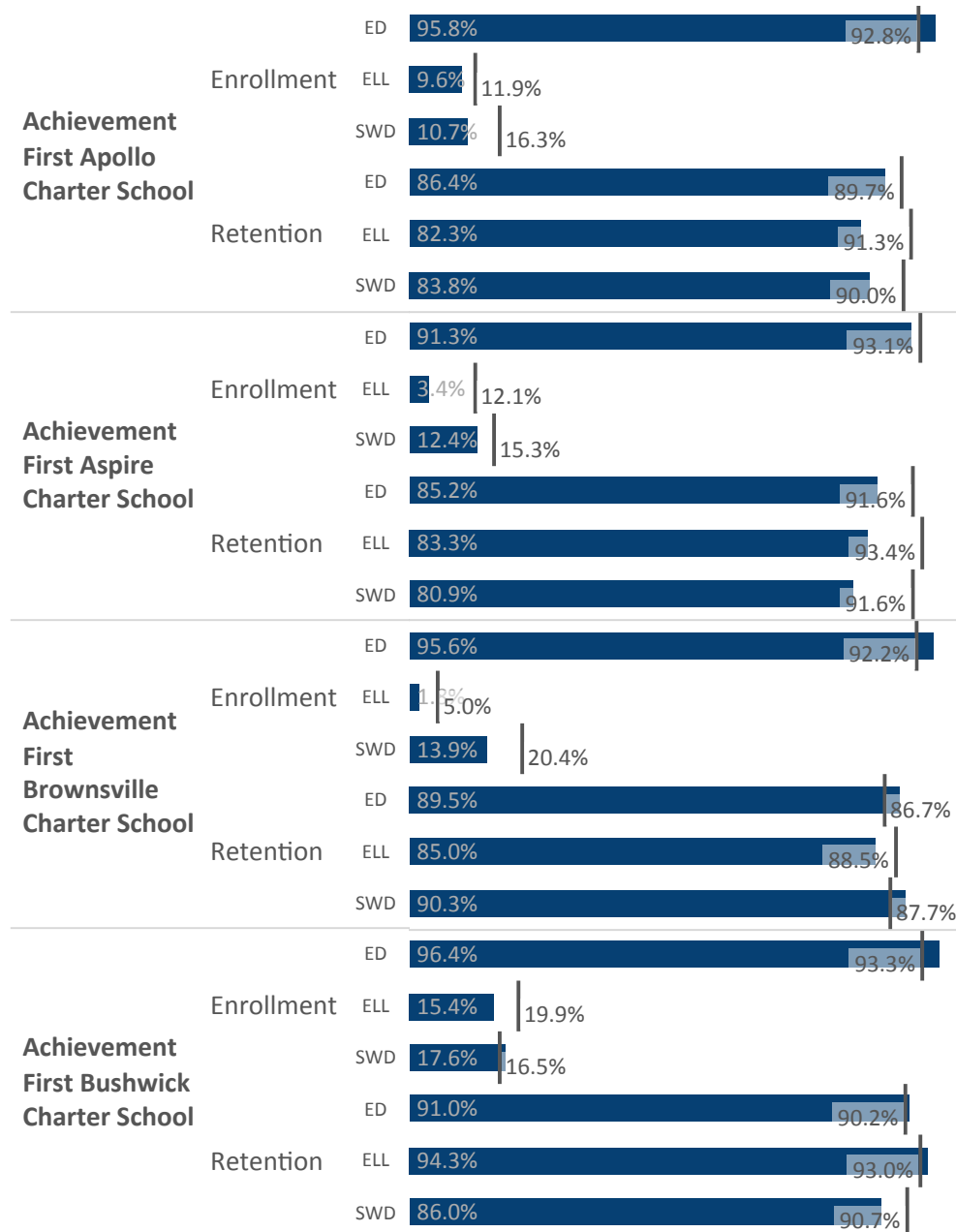
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	AMO	District PI	School APL
2015	170	141	192
2016	174	142	150
2017	178	144	168

APPENDIX E: Education Corporation Overview

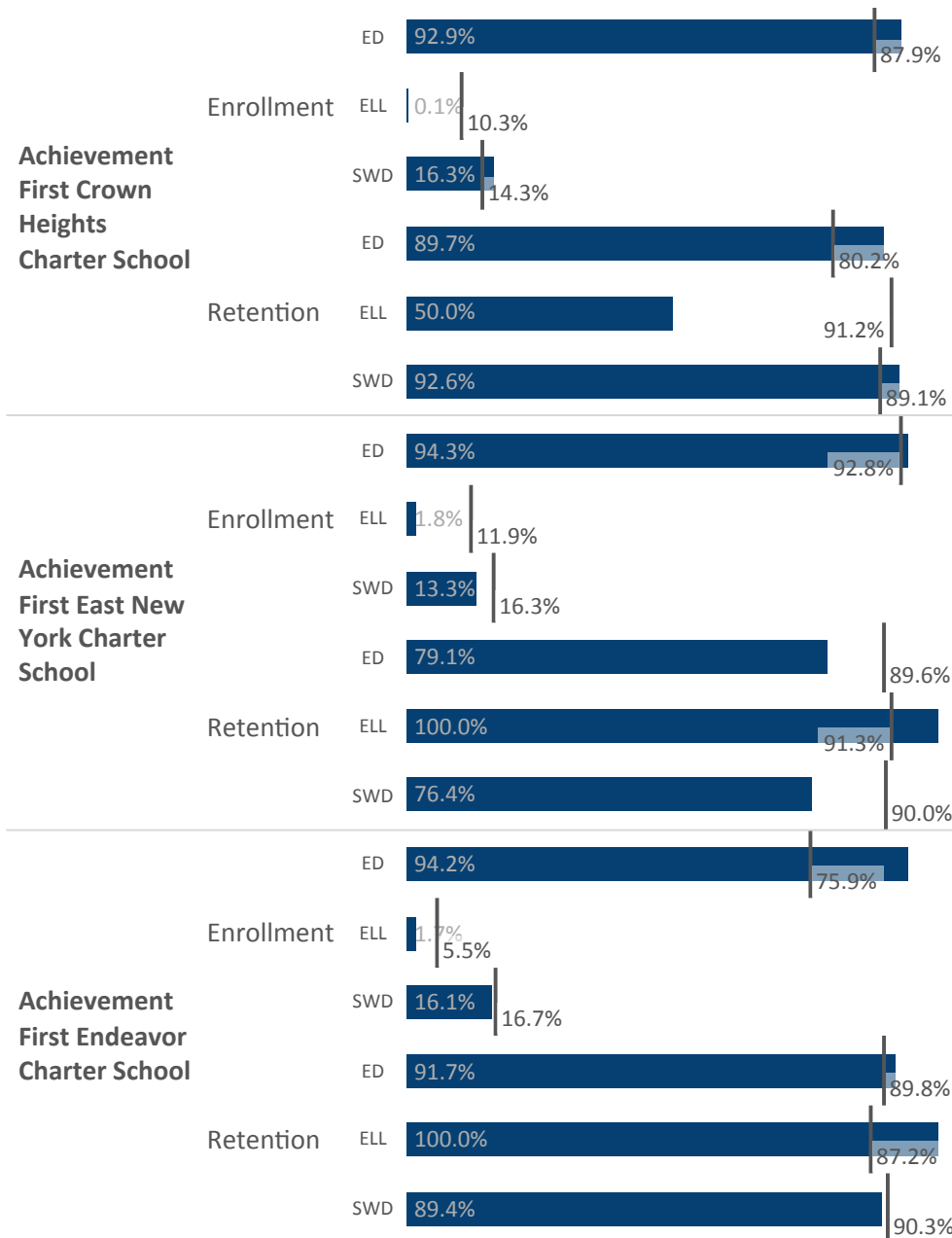
ENROLLMENT AND RETENTION TARGETS



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

APPENDIX E: Education Corporation Overview

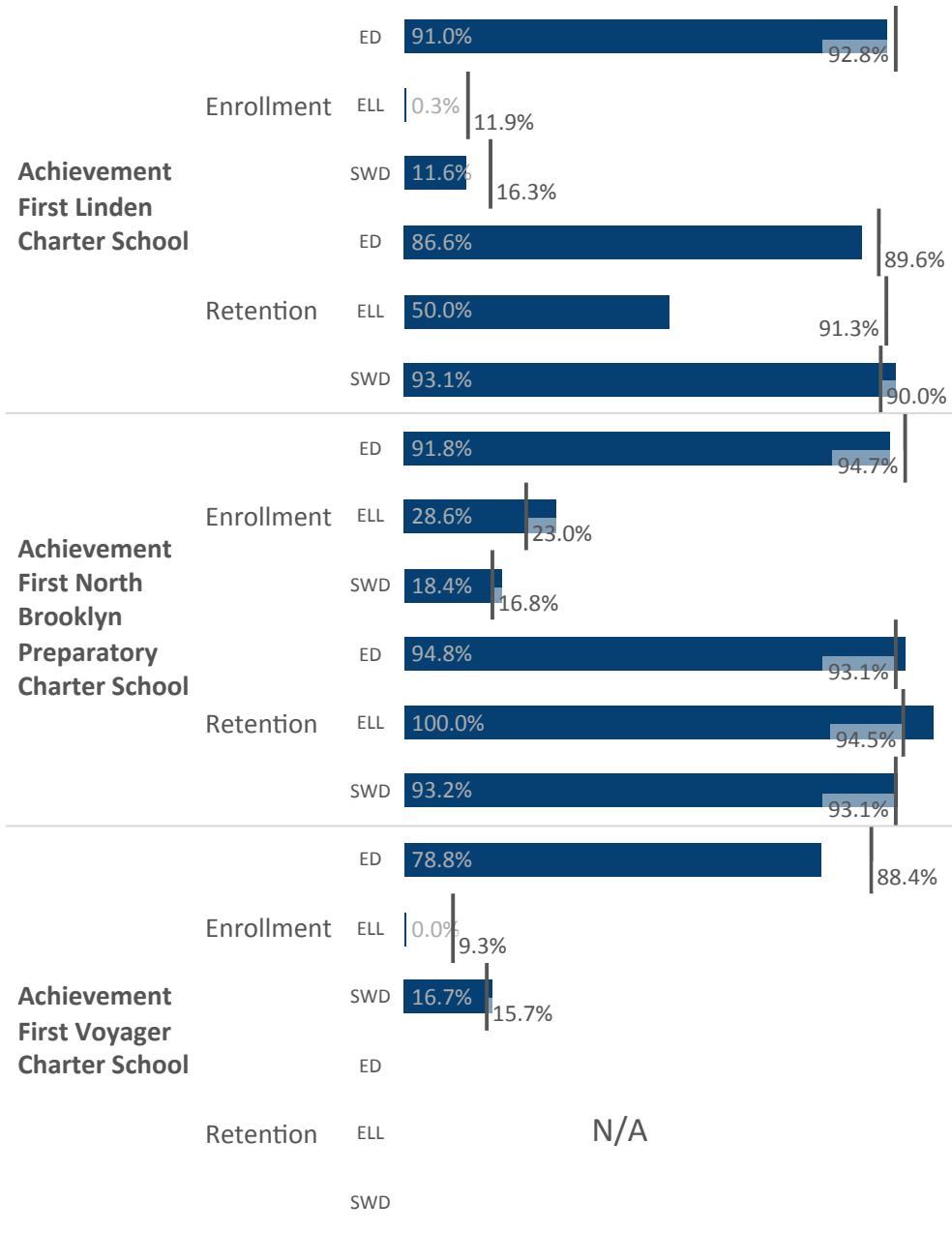
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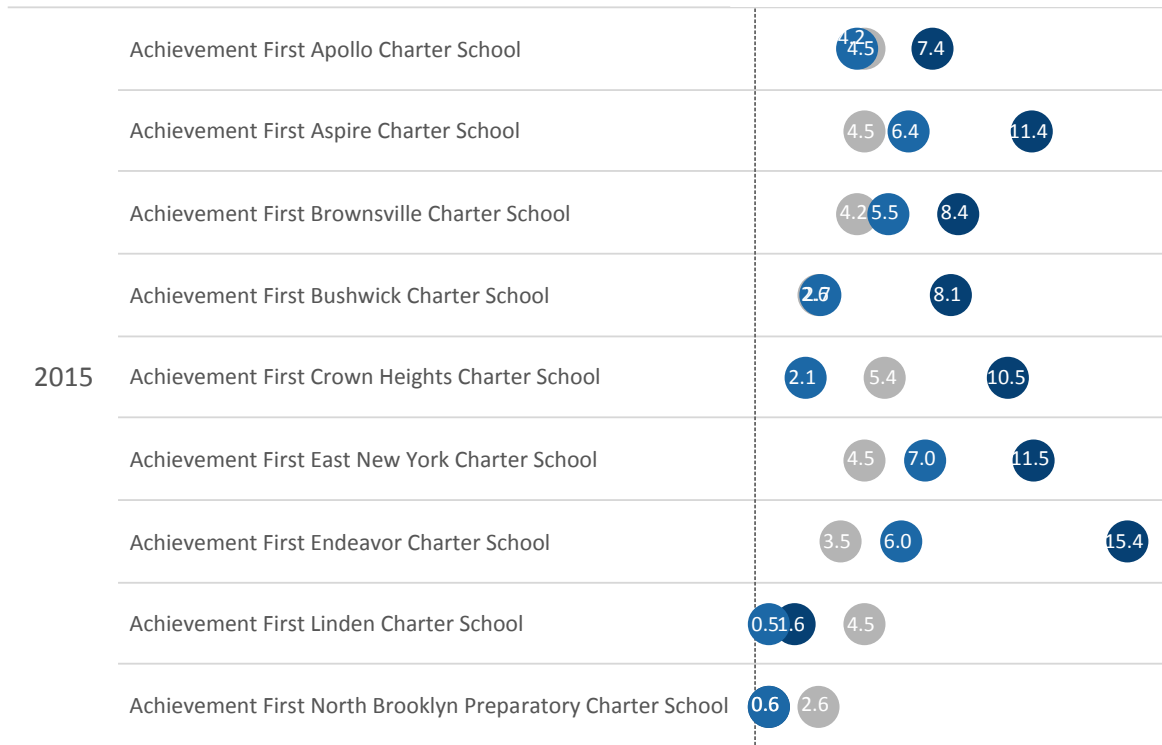
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APPENDIX E: Education Corporation Overview

Suspensions: Achievement First Brooklyn Schools' out of school suspension rate, in school suspension rate, and the district overall suspension rate.



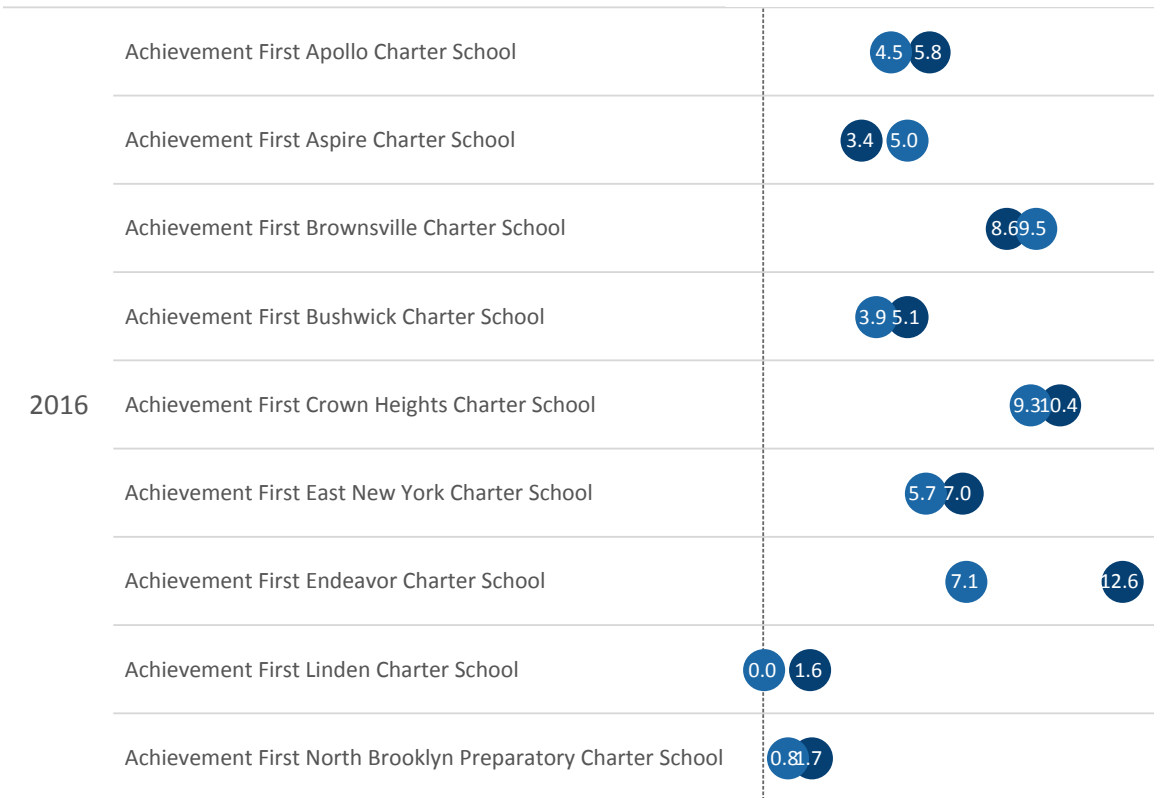
% of students suspended

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, Achievement First Brooklyn Charter Schools schools expelled 0 students.

APPENDIX E: Education Corporation Overview

Suspensions: Achievement First Brooklyn Schools' out of school suspension rate and in school suspension rate.



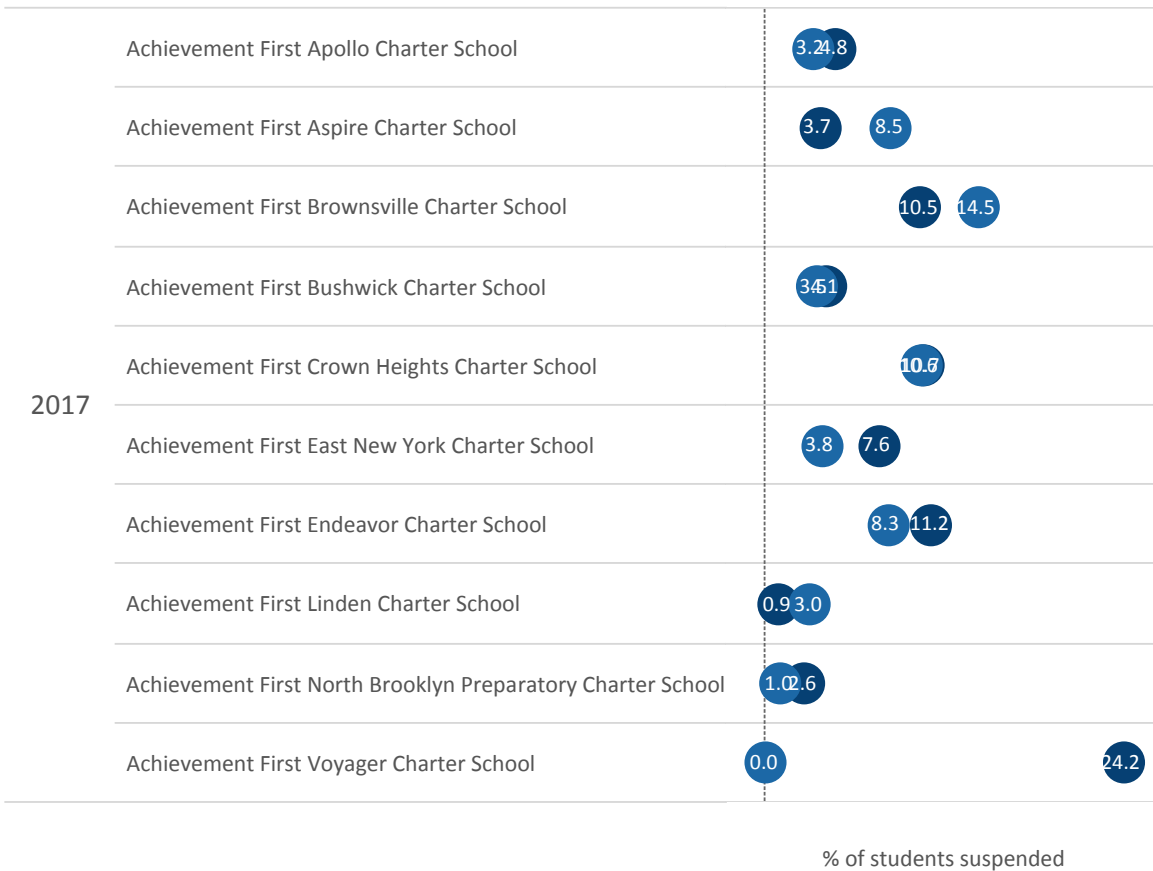
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APPENDIX E: Education Corporation Overview

PERSISTENCE IN ENROLLMENT



APPENDIX F: Ed Corp Fiscal Dashboard

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED CORP)

SCHOOL INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1	
Grants and Contracts Receivable	
Accounts Receivable	
Prepaid Expenses	
Contributions and Other Receivables	

Total Current Assets - GRAPH 1

Property, Building and Equipment, net

Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	
Accrued Payroll and Benefits	
Deferred Revenue	
Current Maturities of Long-Term Debt	
Short Term Debt - Bonds, Notes Payable	
Other	

Total Current Liabilities - GRAPH 1

L-T Debt and Notes Payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted	
Temporarily restricted	

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment	
Students with Disabilities	
Grants and Contracts	
State and local	
Federal - Title and IDEA	
Federal - Other	
Other	
Food Service/Child Nutrition Program	

Total Operating Revenue

Expenses

Regular Education	
SPED	
Regular Education & SPED (combined)	
Other	

Total Program Services

Management and General	
Fundraising	

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions	
Fundraising	
Miscellaneous Income	
Net assets released from restriction	

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

				MERGED	MERGED
	2012-13	2013-14	2014-15	2015-16	2016-17
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	-	78,214	747,391
Grants and Contracts Receivable	-	-	-	2,066,349	4,973,220
Accounts Receivable	-	-	-	257,564	61,274
Prepaid Expenses	-	-	-	860,213	639,366
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	3,262,340	6,421,251
Property, Building and Equipment, net	-	-	-	11,358,240	11,833,950
Other Assets	-	-	-	350,000	371,273
Total Assets - GRAPH 1	-	-	-	14,970,580	18,626,474
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	1,761,412	2,244,450
Accrued Payroll and Benefits	-	-	-	1,394,975	1,628,420
Deferred Revenue	-	-	-	10,456	40,641
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	71,852	1,251,832
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	3,238,695	5,165,343
L-T Debt and Notes Payable, net current maturities	-	-	-	1,232,821	2,046,897
Total Liabilities - GRAPH 1	-	-	-	4,471,516	7,212,240
Net Assets					
Unrestricted	-	-	-	10,476,219	11,413,840
Temporarily restricted	-	-	-	22,845	394
Total Net Assets	-	-	-	10,499,064	11,414,234
Total Liabilities and Net Assets	-	-	-	14,970,580	18,626,474
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	-	87,709,716	97,456,388
Students with Disabilities	-	-	-	11,268,159	12,784,037
Grants and Contracts					
State and local	-	-	-	4,325,569	5,431,504
Federal - Title and IDEA	-	-	-	-	-
Federal - Other	-	-	-	-	-
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	-	103,303,444	115,671,929
Expenses					
Regular Education	-	-	-	79,683,626	90,505,047
SPED	-	-	-	11,149,394	12,237,028
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	-	-	90,833,020	102,742,075
Management and General	-	-	-	12,251,129	12,976,454
Fundraising	-	-	-	2,340,365	22,752
Total Expenses - GRAPHS 2, 3 & 4	-	-	-	105,424,514	115,741,281
Surplus / (Deficit) From School Operations	-	-	-	(2,121,070)	(69,352)
Support and Other Revenue					
Contributions	-	-	-	1,053,670	981,365
Fundraising	-	-	-	-	-
Miscellaneous Income	-	-	-	20,142	3,157
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	-	1,073,812	984,522
Total Unrestricted Revenue	-	-	-	104,354,411	116,675,971
Total Temporarily Restricted Revenue	-	-	-	22,845	(19,520)
Total Revenue - GRAPHS 2 & 3	-	-	-	104,377,256	116,656,451
Change in Net Assets	-	-	-	(1,047,258)	915,170
Net Assets - Beginning of Year - GRAPH 2	-	-	-	11,546,322	10,499,064
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	-	10,499,064	11,414,234

APPENDIX F: Ed Corp Fiscal Dashboard

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED CORP)

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2012-13	2013-14	2014-15	2015-16	2016-17
Personnel Service					
Administrative Staff Personnel	-	-	-	7,970,286	8,509,518
Instructional Personnel	-	-	-	53,892,373	59,165,475
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	-	-	61,862,659	67,674,993
Fringe Benefits & Payroll Taxes	-	-	-	10,540,599	11,584,751
Retirement	-	-	-	1,144,806	1,256,741
Management Company Fees	-	-	-	11,701,822	13,272,178
Building and Land Rent / Lease	-	-	-	5,700	-
Staff Development	-	-	-	1,670,189	1,921,721
Professional Fees, Consultant & Purchased Services	-	-	-	1,012,953	839,663
Marketing / Recruitment	-	-	-	150,545	98,832
Student Supplies, Materials & Services	-	-	-	5,659,461	5,299,588
Depreciation	-	-	-	1,411,542	1,706,947
Other	-	-	-	10,264,238	12,085,867
Total Expenses	-	-	-	105,424,514	115,741,281

SCHOOL ANALYSIS

ENROLLMENT

	2012-13	2013-14	2014-15	2015-16	2016-17
Chartered Enroll	-	-	-	-	-
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	-	-	-	6,214	6,815
Chartered Grades	-	-	-	-	-
Revised Grades	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2012-13	2013-14	2014-15	2015-16	2016-17
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	-	-	-	16,624	16,973
Other Revenue and Support	-	-	-	173	144
TOTAL - GRAPH 3	-	-	-	16,797	17,118

Expenses

Program Services	-	-	-	14,617	15,076
Management and General, Fundraising	-	-	-	2,348	1,907
TOTAL - GRAPH 3	-	-	-	16,966	16,983
% of Program Services	0.0%	0.0%	0.0%	86.2%	88.8%
% of Management and Other	0.0%	0.0%	0.0%	13.8%	11.2%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	0.0%	-1.0%	0.8%

Student to Faculty Ratio

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

Faculty to Admin Ratio

-	-	-	-	-
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Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	0.0	0.0	1.4	1.6
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	N/A	N/A	Fiscally Adequate	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	0	0	0	23,645	1,255,908
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	1.1%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	1.0	1.2
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	HIGH	HIGH
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	Poor	Poor

Quick (Acid Test) Ratio

Score	0.0	0.0	0.0	0.7	1.1
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	HIGH	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	Poor	Good

Debt to Asset Ratio - GRAPH 7

Score	0.0	0.0	0.0	0.3	0.4
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	Excellent	Excellent

Months of Cash - GRAPH 8

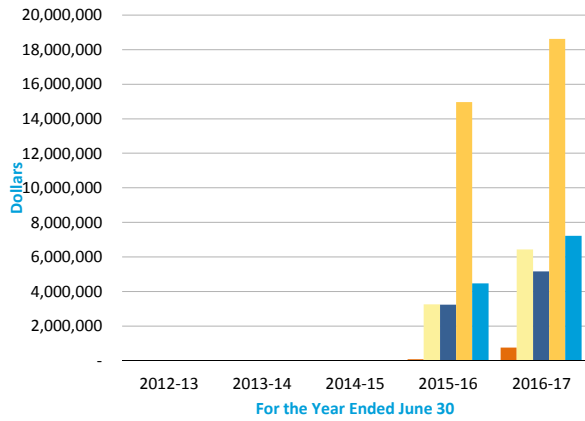
Score	0.0	0.0	0.0	0.0	0.1
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	HIGH	HIGH
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	Poor	Poor

APPENDIX F: Ed Corp Fiscal Dashboard

ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED CORP)

GRAPH 1

Cash, Assets and Liabilities

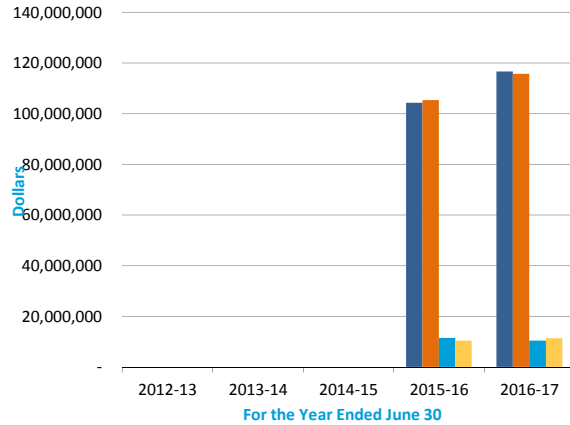


■ Cash ■ Current Assets ■ Current Liabilities ■ Total Assets ■ Total Liabilities

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

GRAPH 2

Revenue, Expenses and Net Assets

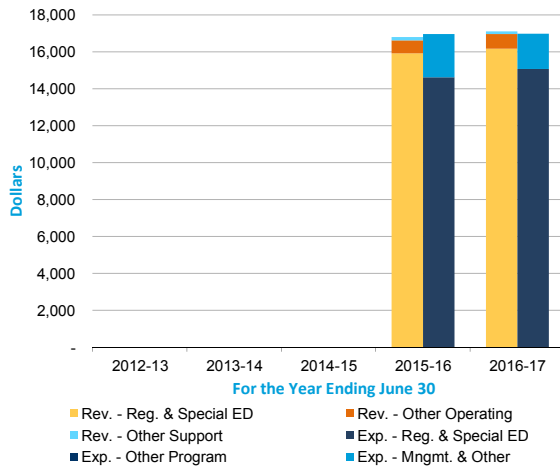


■ Revenue ■ Expenses ■ Net Assets - Beginning ■ Net Assets - Ending

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

GRAPH 3

Revenue & Expenses Per Pupil

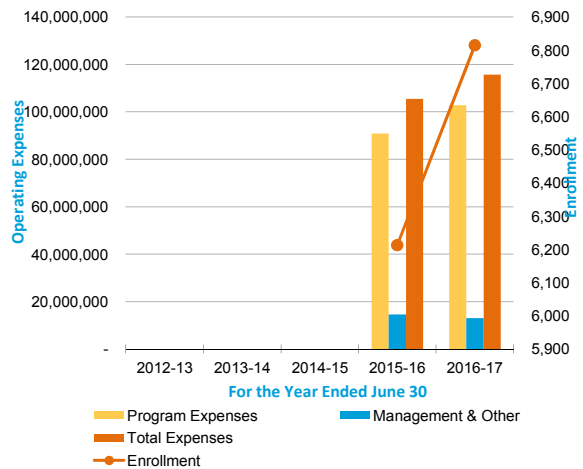


■ Rev. - Reg. & Special ED ■ Rev. - Other Operating
 ■ Rev. - Other Support ■ Exp. - Reg. & Special ED
 ■ Exp. - Other Program ■ Exp. - Mngmt. & Other

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

GRAPH 4

Enrollment vs. Operating Expenses



■ Program Expenses ■ Management & Other
 ■ Total Expenses
 ● Enrollment

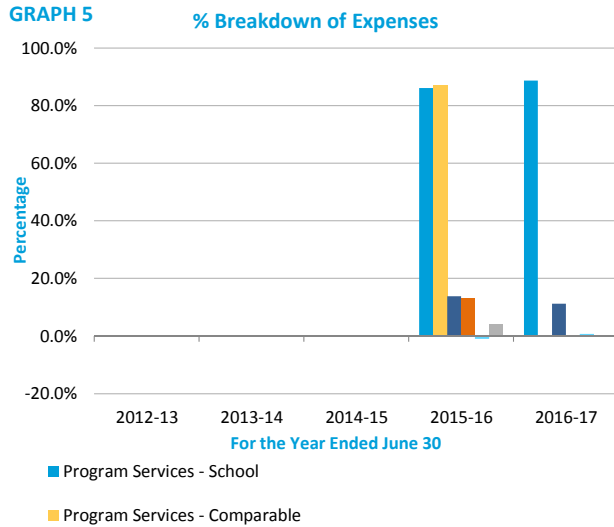
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

APPENDIX F: Ed Corp Fiscal Dashboard

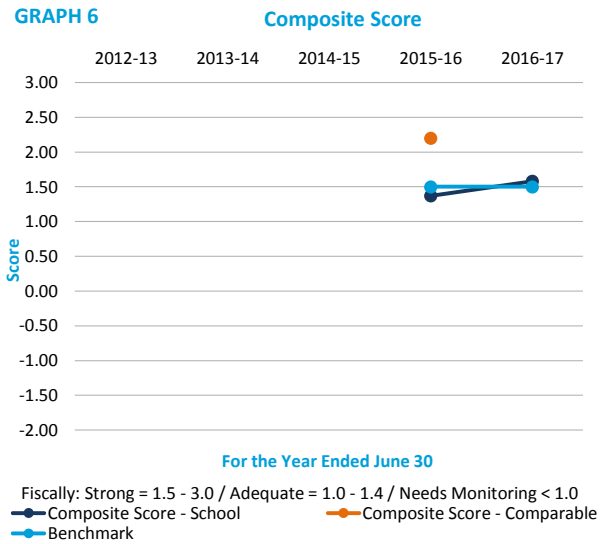
ACHIEVEMENT FIRST BROOKLYN CHARTER SCHOOLS (COMBINED CORP)

Comparable School, Region or Network: New Merge

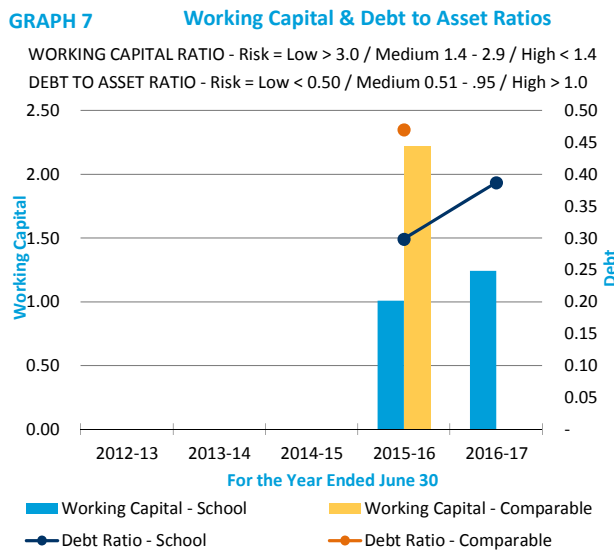
* Average = Average - 5 Yrs. OR Charter Term



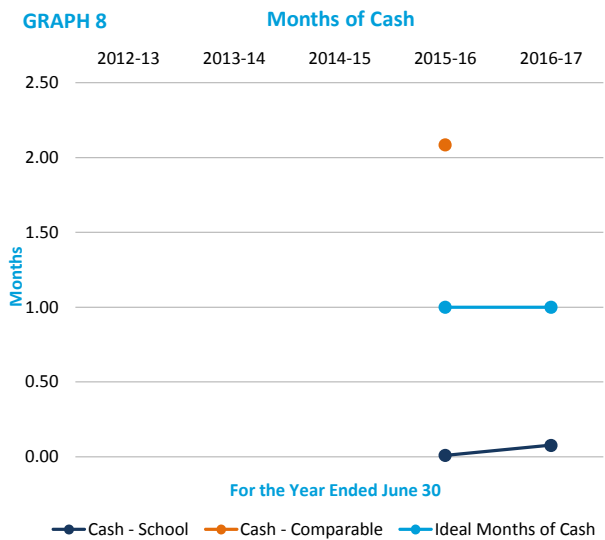
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

