



THE SUNY CHARTER SCHOOLS
INSTITUTE

*RENEWAL RECOMMENDATION REPORT
HEKETI COMMUNITY 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.



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?

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

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

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

Non-Renewal The Institute’s preliminary recommendation to the SUNY Trustees is to deny the Application for Charter Renewal of Heketi Community Charter School and not allow the school to provide any instruction beyond the last calendar date in the 2019-20 school year.

Heketi Community Charter School (“Heketi”) submitted an application for renewal requesting a full term, five-year renewal. The Institute finds that the school has not met the criteria in the SUNY Renewal Policies.

The SUNY Renewal Policies define two potential outcomes for SUNY authorized charter schools that have been previously renewed; Full-Term Renewal of five years; or, Non-Renewal (closure). In its 8th year of operation, Heketi is in its first subsequent charter term and must therefore meet the minimum criteria for Full-Term Renewal to continue to operate beyond the current term. The school has failed to implement and sustain a program that provides evidence or reason to allow it to continue operation.

Heketi has not compiled an overall record of meeting or coming close to meeting its academic Accountability Plan goals, which is required to earn a subsequent renewal.³ At the time of the renewal inspection in October, and at a return visit in November, Heketi’s program was inadequate in multiple and material respects as analyzed using the SUNY Qualitative Education Benchmarks.⁴

Where a school fails to earn renewal, the charter will not be renewed. The charter will terminate upon its expiration and the education corporation will be dissolved.⁵

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees’ specific renewal criteria, in order to renew a school, the SUNY Trustees must make the following findings required by the Act:

1.

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

3. SUNY Renewal Policies
 (p.14).

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

5. SUNY Renewal Policies
 (p. 15).

- 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.⁶

In the case of Heketi, the Institute cannot make all of the statutorily required findings to renew the charter, most importantly those related to student learning and achievement and the education corporation’s ability to operate the school in an educationally sound manner during a subsequent charter term.

ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all operating charter schools. The Act requires charter schools 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. SUNY and the New York State Board of Regents (the “Board of Regents”) approved the methodology for setting targets in October 2012. Since that time, new schools receive targets during their first year of operation and others receive at renewal. Heketi received a short-term renewal of three years from the SUNY Trustees in 2017 and was given targets at that time.

Heketi meets one of six enrollment and retention targets. In addition, the school’s program does not consistently meet the needs of students with disabilities or ELLs as demonstrated by its most recent test results in English language arts (“ELA”) for both subgroups: in 2018-19, both subgroups performed below 10% proficient with only 8% of ELLs and 5% of students with disabilities demonstrating proficiency on the 2018-19 state exams. In New York City Community School District (“CSD”) 7, the school’s district of location, ELLs and students with disabilities performed at 11% and 13% proficient, respectively, on ELA in the same year.

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

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

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

As of the date of this report, the Institute has received no district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

HEKETI COMMUNITY CHARTER SCHOOL

BACKGROUND

The SUNY Trustees granted Heketi its original charter on September 15, 2010. The school opened its doors in the fall of 2012 initially serving 88 students in Kindergarten and 1st grade. The school is authorized to serve 298 students in Kindergarten – 5th grade during the 2019-20 school year. The current charter term expires on July 31, 2020. The school leases a private facility located at 403 Concord Avenue, Bronx, NY in CSD 7.

The school's mission states:



The mission of Heketi Community Charter School is to provide an exceptional educational solution through an integrated educational design with high expectations, extensive academic and social-emotional support, and a high level of family and community engagement.

Throughout the short charter term, the school failed to improve its academic program to demonstrate sustained results for student achievement and addressing the needs of all learners at the school. In addition, Heketi's board failed to deliver effective governance and oversight to the school as demonstrated by consistent low academic performance as well as ongoing compliance issues. In the course of three years, the Institute issued one violation letter and two corrective plan letters for lack of compliance with maintaining a minimum number of trustees at various points in the charter term and for failing to submit documents in a timely fashion. Given the lack of compliance with the number of trustees at different points in the charter term, the board has been unable to legally make decisions and vote on issues for the school. These violations indicate that the board lacks the capacity and skill to drive effective oversight and accountability to ensure the school's academic program is on track to meet or come close to meeting its Accountability Plan goals during any future charter term.

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Over the course of Heketi's subsequent three year charter term, the Institute met with the board and school based staff members six times due to the school's low performance. The Institute consistently communicated the message that the school's renewal was in jeopardy. The Institute made two renewal visits to Heketi: the first on October 7-8, 2019; and, the second on November 22, 2019. Institute staff members followed its evaluation protocols and analyzed the data and renewal application information provided by the school as part of its renewal application. Institute staff members interviewed school leaders, collected and reviewed documents, and conducted 34 classroom observations during the first visit with an additional 24 classroom observations on November 22, 2019. This report compiles the visit data, along with the data posted by the school over the charter term as well as data gathered on a previous evaluation visit and board interview conducted during the short charter term. The Institute provided the school with a letter to file for its board interview and an evaluation report from the 2018-19 school visit. The 2018-19 evaluation report is available on the Institute's website (http://www.newyorkcharters.org/wp-content/uploads/Heketi-Community-Charter-School_2018-19-School-Evaluation-Report.pdf). In addition, the Institute provided this report in draft form to Heketi to allow the school to provide factual corrections and attended a presentation by the school staff and parents on January 28th, 2020. The Institute considered all of the information provided and made adjustments in this final report.



EXECUTIVE SUMMARY

The Act requires charter school authorizers to look at evidence of success over the course of the existing charter term. While a school may be well intentioned in describing plans for the future, its contract and the Charter Schools Act require that it show success throughout the charter term to be eligible for renewal. In its current charter term, Heketi has not put in place the design envisioned in its original charter application or its first application for renewal. The school has not implemented an academic program of sufficient strength to consistently meet or come close to meeting its Accountability Plan goals. Although the school began implementing small group tutoring in its final year of the Accountability Period, at the time of the renewal visits, the board and leaders had not finalized a strategic plan that drives the current academic program nor showed evidence it will lead to sustained efforts into any future charter term. The school has not established a coherent, consistent, or strong governance or leadership structure with the capacity to operate the school in an educationally and fiscally sound manner.

The SUNY Trustees granted Heketi an initial short-term renewal in 2017 due to mixed and limited student achievement outcomes. During those three years, Heketi did not demonstrate substantial improvements to the academic or instructional leadership programs and did not establish viable practices to allow it to meet its Accountability Plan goals in any future charter term. With persistently low performance, including a grade level cohort in which zero students demonstrated proficiency in mathematics for two consecutive years, and lack of systems for effective instructional leadership to improve student achievement results, Heketi has not put in place the leadership, instructional, or governance programs necessary to meet the SUNY Trustees' renewal requirements. The Institute cannot, therefore, make the statutorily required findings that in the future the school is likely to improve student learning and achievement, and materially further the purposes of the Act including "increas[ing] learning opportunities for all students, with special emphasis on learning experiences for students who are at-risk of academic failure."⁷

The Heketi board's oversight of the school's program is ineffective in that it failed to establish and sustain systems for holding school leaders accountable to the priorities of running a school that creates student academic success. The board did not set, or require leaders to set and meet benchmarks for student achievement. More than half of the students that choose Heketi fail in both ELA and mathematics and does not have the people or the systems to support teachers in increasing the quality of instruction, and is not likely to improve student achievement if given an additional charter term. A 2013 study conducted by the Center for Research on Education Outcomes ("CREDO") found 80% of charter schools with poor performance in their early years fail to produce success in subsequent years.⁸

7. Education Law § 2850(1)(b).

8. More information on this research study from the CREDO can be found here: credo.stanford.edu/sites/g/files/tbnvtz1271/f/sbiybj6481/f/cgar_growth_volume_i.pdf.

Heketi:

- Failed to meet its key academic Accountability Plan goals in ELA and mathematics in the first two years of its short term Accountability Period⁹ from 2016-17 through 2018-19. In the first two years of its Accountability Period, Heketi did not outperform its district in ELA and posted mixed comparative achievement in mathematics. In comparison to schools across the state enrolling similar percentages of economically disadvantaged students, Heketi consistently performed lower than expected in both subjects in those two years. The school posted mixed growth results over those years but never demonstrated the magnitude of growth necessary to move a sufficient percentage of its students toward proficiency given that the majority of students at Heketi perform far below grade level. In 2018-19, after hiring an external organization to provide test preparation tutoring, the school improved its performance and met its goals for the first time in the school's operation during which all measures were available.
- Consistently demonstrates poor performance relative to other charter school options in its district. In ELA, the school ranked 13th out of 15 charter school options with testing grades in the district in 2016-17. In 2018-19, although the school improved its ELA achievement, it was still the 15th lowest performing charter school out of 17 charters with testing grades in the district. In mathematics, the school's relative achievement fluctuated over the term but remained in the bottom half of performers among those charter schools. The school performed particularly low in 2017-18 when it posted the 16th lowest mathematics proficiency rate of 17 charter schools.
- Fails to provide a special education program that demonstrates high results for students with disabilities. From 2016-17 to 2018-19, the school's students with disabilities never outperformed their district counterparts in ELA and only outperformed their district peers in mathematics in one year. In ELA, the school posted proficiency rates at or below 10% for those students in each year. Further, those students demonstrated substantially low growth in ELA in 2017-18 and 2018-19, posting a mean growth percentile of 36, 14 points below the target, in both years. This record of absolute proficiency and growth indicates that the school's students with disabilities are lagging dramatically behind their peers.
- Failed to meet the needs of all students when it did not grow the learning of the school's 2017-18 5th grade graduating class, its lowest performing cohort, as they progressed through the school's testing grades from 2015-16 to 2017-18. That student group posted declining proficiency rates in both subjects over each year and in the cohort's final year at Heketi posted a 5% proficiency rate in ELA and 0% proficiency rate in mathematics having also posted 0% proficiency for the same cohort of students in 2016-17 in mathematics.

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 a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

This demonstrates the school's lack of systems for identifying and accelerating underperforming students, and the school has not established sustainable practices to ensure it can improve learning for its most at-risk students.

- Lacks the academic program to prepare its 5th grade graduates to succeed at middle school grade level material. Although the school saw an overall increase in proficiency in 2018-19, only 36% and 40% of Heketi's 5th graders scored at or above proficiency in ELA and mathematics, respectively. Further, the school's 5th grade results indicate many students are far from achieving grade level expectations: 42% of the tested 5th grade students scored at Level 1 in both subjects, the lowest performance level. Further, the school has mixed results by grade between the integrated co-teaching ("ICT") and dual language classrooms as the school's 5th grade students who were enrolled in the dual language program during the 2018-19 school year posted a decline in proficiency in both ELA and mathematics.
- Fails to establish internal capacity to develop an educational program that will likely allow the school to meet or come close to meeting its Accountability Plan goals in any future charter term. In 2018-19, Heketi hired an outside agency to provide a lower student to adult ratio through tutoring practices as one method to increase scores in the final year of the Accountability Period. The school primarily deployed this resource to support students who previously performed at high level 2s, or "cusp" students as referred to by the school, to ensure they produced results at level 3 for the 2018-19 school year. Some stakeholders at the school directly linked the increase in test scores to the additional tutors, and the school recognizes that this is not a sustainable practice to continue to boost scores in each year of any future charter term. However, the board acknowledges that if internal student achievement results are low, then it would be open to engaging with external tutors. Heketi's practice of hiring tutors does not replace the need for a rigorous, coherent academic program, and demonstrates that it continues to fail to develop internal capacity and strong instructional leadership and staff to meet its Accountability Plan goals.
- Failed to develop an effective and cohesive dual language program that allows students to demonstrate biliteracy in alignment with the school's mission and key design elements. The school's dual language instruction does not improve Spanish language acquisition for its most recent 5th grade graduates, as evidenced by the achievement of the school's first graduating dual language cohort on the LAS Links en Español exam. Heketi failed to establish clear goals for Spanish language acquisition over its existence and among the first cohort of graduates who persisted in the program from Kindergarten, only half scored proficient or advanced. Further, despite having been enrolled for six years, 25% still scored at the beginning level.

- Further confounds its ability to demonstrate it is likely to sustain an increased performance trajectory due to the school's high rate of students who did not take the state ELA or mathematics exams in 2018-19. That year, 18% of the school's population eligible for testing did not take the exams, more than doubling the school's rate of test refusals the prior year. Among those not tested students who were enrolled at the school the previous year and had state assessment scores in 2017-18, 83% were not proficient in ELA and none were proficient in mathematics. The state's accountability system, under the Every Student Succeeds Act ("ESSA"), requires schools to administer the state test to at least 95% of the school's eligible population yet the school only administered the test to 82% of eligible students in testing grades.
- Posted declining rates of student re-enrollment over its charter term. In 2016-17, 86% of students returned from the prior year. In 2017-18, the retention rate was 83% and in 2018-19 the rate fell to 78%. Further, the school's retention rates for students with disabilities and ELLs declined from 2017-18 to 2018-19. In 2018-19, the school re-enrolled 75% of its ELLs from the previous year and 76% of its students with disabilities from the previous year.
- Posted high rates of chronic absenteeism over the three years of its Accountability Period. In 2016-17, 30% of Heketi's students were chronically absent indicating that they were absent for at least 10% of school days. The following year, the school's rate was 24% and in the final year of the charter term the school again had 30% of its students miss at least 10% of school days. The rate of chronic absenteeism in 2018-19 did not meet the target for the state's Measure of Interim Progress ("MIP").

In addition to the school's low academic performance, Heketi demonstrates many facets of its educational program and governance structure do not build sustainable structures. At multiple points during the charter term, the board lacked sufficient members to legally conduct business and make decisions based on the minimum required number of members outlined in the by-laws. The board also failed to meet basic compliance requirements after multiple reminders from the Institute resulting in one violation letter and two corrective plans over the course of the charter term. Despite a spring 2018 meeting in which the Institute reminded the board of outstanding requirements, it continued to lack urgency and capacity, and still did not respond to requests from the Institute for almost two months.

One key design element of the school since opening has been the goal of biliteracy in Spanish for each student. Due to the design of the school, Heketi is unable to fulfill that element of its mission and proposed to alter its key design elements for any future charter term. Only about half of the students on each grade level are exposed to the dual language program. The other half of students on each grade level are in ICT classrooms, which is dictated by students' settings listed in Individual Education Programs ("IEPs"). Therefore, if a student has an IEP with ICT as the setting, the student is unable to participate in the dual language program, limiting access to all programming for students with disabilities.

Following low performance during the first two years of Heketi's short term Accountability Period, the school reacted by implementing short term test preparation in the form of test preparation books and external tutoring services for select students who had the potential to move from performance level 2 to performance level 3, or proficiency, on the state exam, or "cusp" students. Through interviews with various staff members, most teachers credit the increase in scores to the support of outside tutors. While a practice that helped the school improve in the final year of the Accountability Period, the school's tutoring solution does not work to support all students, and especially the students furthest behind at Heketi.

The school's poor track record of performance throughout the subsequent charter term is a result of a low quality academic program. After the SUNY Trustees' initial renewal decision, the school's founding leader departed the school, and the board undertook a search for a new school director. After conducting a search with external candidates, the board ultimately chose to promote from within and charged the new school director with two main directives: maintain the community feel and culture of the school; and, improve academic performance. When the Institute met with the school in spring 2018, the school director discussed how the culture priority took precedence over the academic priority, and therefore, the school did not expect many gains or improvement in the school's academic performance even citing that it knew it would have a difficult time improving the scores of the, at the time, 5th grade cohort. At the time of the spring 2018 board interview, the board also did not have a clear sense of how well the school carried out its two directives and provided little oversight or accountability to the priorities.

The Institute visited the school six times over the three-year charter term, and each time reminded the board and leadership that prioritizing the establishment of a strong and sustainable instructional program was central to the school's ability to earn renewal. Only in the final year did the school review its instructional rigor, supports for teachers, and expectations for school leadership. Though the Institute team saw some promising practices at the time of the first renewal visit, the Institute did not find clear evidence that the school is creating systems to sustain these few practices or moving learning and teaching in a way that would improve results for students in any future charter term.

On November 22, 2019, the Institute conducted a return visit to the school to collect evidence on progress that the school made since early October. Based on interviews with leaders, classroom observations, and a review of documents, the Institute did not find substantial evidence that the school initiated changes in the academic program that will result in demonstrable results and improvement for student learning. The Institute recognizes that leaders, teachers, and staff members are dedicated to working hard for the school. However, the rate of change and accumulated deficits of the school and student performance over the charter term do not demonstrate that the school is building sustainable systems that will make progress to meet or come close to meeting its Accountability Plan goals in any future charter term.

The Institute team observed similarly mixed levels of quality in instruction as it did during the October 2019 renewal visit demonstrating the school's coaching and support systems for teachers are not building consistently strong and high quality pedagogical practices. The school continues to edit and revise program elements in efforts to find effective supports for student learning. For example, the school ended using the online learning supplement iReady, but after leaders attended a professional development session with other school leaders, determined that they should re-introduce the program. After administering its diagnostic assessment in September, the school administered its first round of interim assessments at the time of the return visit in November, and the Institute reviewed the school's November interim assessment results. Students performed lower than expected so leaders decided to lower the expected performance goal of 50% proficiency to 25% for the first administration.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and two renewal visits to the school, the Institute finds that the school does not meet the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees not renew the charter for Heketi with the school closing after the 2019-20 school year.

ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Heketi is not an academic success. The school has produced a persistent record of not meeting or coming close to meeting its Accountability Plan goals and has not implemented an effective educational program to address the consistently low academic performance. At the time of the renewal review, Heketi continued to build basic programmatic elements with little to no evidence of sustainability that the program would evolve to have sufficient strength and effectiveness such that the school would be likely to meet or come close to meeting its Accountability Plan goals in any future charter term.

At the beginning of the Accountability Period, 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. Heketi did not propose or include any additional measures of success in the Accountability Plan it adopted.

10. Education Law § 2850(2)(f).

11. Education Law § 2854(1)(d).

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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 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 MIP attainment,¹² comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates, where applicable) 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 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 Heketi 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 Heketi's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of Heketi's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to grow student achievement at the same rate as schools serving similar students across the state 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 ESSA, which replaces the 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.

12. During the 2017-18 school year, the state finalized and approved its ESSA plan. The Institute therefore established changes to required goals and measures in order to align with the new accountability system. The Institute now requires schools to report a Performance Index ("PI") with the target of meeting or exceeding the state's MIP.

**SUNY
RENEWAL
BENCHMARK
1A****HAS THE SCHOOL MET OR COME CLOSE TO MEETING
ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?**

Heketi did not meet its key academic Accountability Plan goals during the majority of its charter term and has not fulfilled its mission. In 2016-17 and 2017-18, the school underperformed its local district in ELA and performed lower than expected compared to demographically similar schools in both subjects. Over both years, the school only exceeded the target for five of 20 possible measures included under both the ELA and mathematics goals. In 2018-19, concomitant with the school's implementation of intensive tutoring in ELA and mathematics, the school increased its achievement and met the target for the comparative and growth measures. Although the school met its goals that year, Heketi has not shown a record of achievement over the term and over its existence that demonstrates the capacity to sustain this trajectory. The school met its science and ESSA goals during the Accountability Period.

Heketi failed to meet its ELA goal over the majority of its subsequent charter term, only surpassing the targets included under its two comparative measures during the final year of the term. From 2016-17 to 2018-19, the school's students in 3rd – 5th grade enrolled for at least two years posted proficiency rates far below the absolute target of 75%. The school also only exceeded seven targets of the 24 measures included over the five years it produced testing results in ELA. In 2016-17, the first year of its subsequent Accountability Period, 21% of the school's students enrolled in at least their second year scored at or above proficiency, falling 54 percentage points below the absolute target and three points below the district performance. The school's low proficiency rate placed it in the bottom 20% of schools statewide. That year, the school posted an effect size of -0.3, falling far below the target of 0.3 and indicating that the school performed lower than expected compared to schools across the state enrolling similar percentages of economically disadvantaged students. Heketi's mean growth percentile exceeded the target of 50 by four points. The following year, the school increased its proficiency rate by six points but continued to underperform the same grades in the district by three points. Similar to the previous year, the school performed in the bottom 22% of schools statewide. In comparison to demographically similar schools, Heketi performed lower than expected. The school posted a mean growth score three points lower than 2016-17 and narrowly above the target of 50. In the final year of its Accountability Period, Heketi increased its performance on both comparative targets included under its Accountability Plan goal. The school outperformed the district by four points and posted an effect size that exceeded the target of 0.3. The school's mean growth percentile slightly

declined and met the target of 50. Although the school posted mean growth percentiles at or above the target during its Accountability Period, given the school's record of low absolute achievement in ELA, this level of growth indicates that the school is not sufficiently growing the performance of all students such that they perform at or above proficiency by the time they leave the school after 5th grade. As a result, although the school increased its overall proficiency in 2018-19, over 63% of the school's tested students in 5th grade were not proficient. Further, while many students who scored at Level 2 in 2018-19 moved up to proficiency in 2018-19, the school did not demonstrate this growth with its lowest achieving students. Among the 15 students who scored Level 1, the lowest possible level, in 2017-18 who were eligible to return, only one student moved up to Level 2 while the others either left the school, did not take the exam, or continued to score at Level 1.

Heketi also failed to meet its mathematics goal during the majority of its Accountability Period, only increasing its performance in alignment with test preparation implemented by the school in 2018-19. In the first two years of its subsequent Accountability Period, Heketi only exceeded the target for two of 10 measures included under its goal. In 2016-17, the school's students enrolled in at least their second year posted a 26% proficiency rate, falling 49 percentage points below the absolute target of 75% and only slightly above the district performance in the same grades. That year, the school also performed lower than expected in comparison to demographically similar schools across the state. The school also failed to meet its growth target, posting a mean growth percentile four points below the target of 50. In 2017-18, Heketi increased its proficiency rate by two points while the district increased its performance by six points. As a result, the school underperformed the district by two percentage points and the absolute target by 47 percentage points. The school continued to perform lower than expected in comparison to schools enrolling similar proportions of economically disadvantaged students. In 2018-19, the final year of its Accountability Period and 7th year of operation, the school implemented a targeted tutoring program to prepare students for the state mathematics exam. That year, the school's absolute proficiency increased by 19 percentage points and the school exceeded its comparative effect size and growth targets. Although Heketi improved its performance on its required targets, given the inconsistent record of comparative achievement and growth in mathematics over the school's existence, the school fails to demonstrate that it will catch all students up to proficiency by the time they leave the school after 5th grade. Further, the school posted large variations in proficiency rates and mean growth percentiles across its 4th and 5th grade cohorts in 2018-19. That year, the proficiency rate for 5th grade students was 36 percentage points lower than 4th grade and the mean growth for 5th grade fell below the target of 50. These inconsistent results further show that the school fails to prepare all students for success in middle school by the time they leave.

Although not formally included in its Accountability Plan, Heketi has failed to produce a record of success in improving students' learning as they persist in the school and failed to meet the needs of academically struggling cohorts over time. During three of the five years in which the school produced achievement results, the school's students who were enrolled in least their second year posted an ELA proficiency rate lower than the overall proficiency rate for all tested students in the school. In mathematics, the school's students enrolled for at least two years posted a lower proficiency rate than the overall student cohort in all four years from 2014-15 through 2017-18. Further, the school's students enrolled for at least three years at the school posted proficiency rates that fell slightly below the overall proficiency rate in all three years of the term in ELA and two of three years in mathematics. This trend underscores the fact that the school does not meaningfully improve the learning of students who persist in the school over their peers. The school failed to ever demonstrate growth with the cohort of the students that left the school after 2017-18. That cohort posted the lowest proficiency rates among all tested grades in both ELA and mathematics from 2015-16 to 2017-18. The failure of the school to meet those students' needs is most stark in mathematics: after those students posted a proficiency rate of 3% in 3rd grade in 2015-16 the school did not move any of the students to proficiency when they moved to 4th and 5th grade over the next two years.

The school met the targets under its science goal in the first two years of its subsequent charter term. In both 2016-17 and 2017-18, the school's students in 4th grade enrolled in at least their second year posted proficiency rates on the science exam that exceeded the absolute target of 75% and the district performance each year. Due to an error in state data reporting, the school's science results are not yet available for 2018-19.

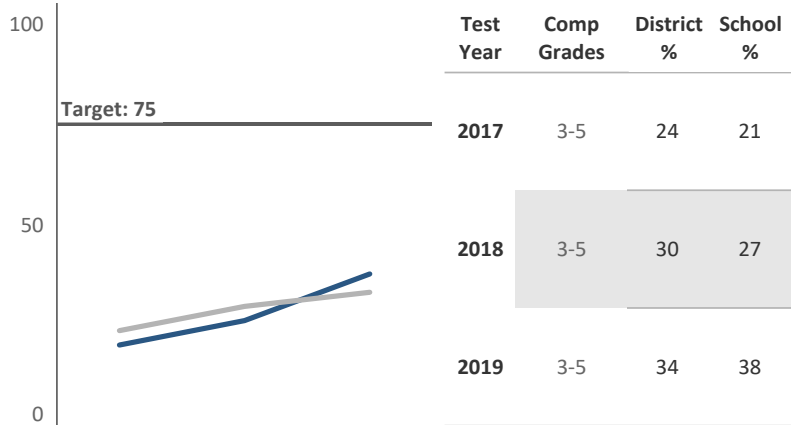
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ACADEMIC PERFORMANCE

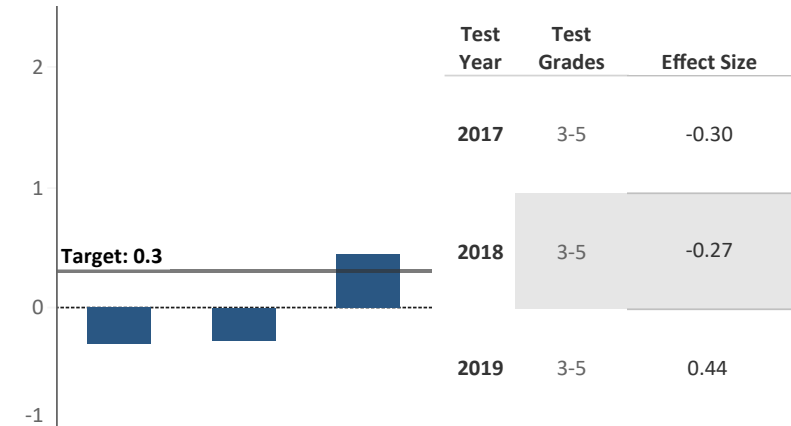
HEKETI COMMUNITY CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

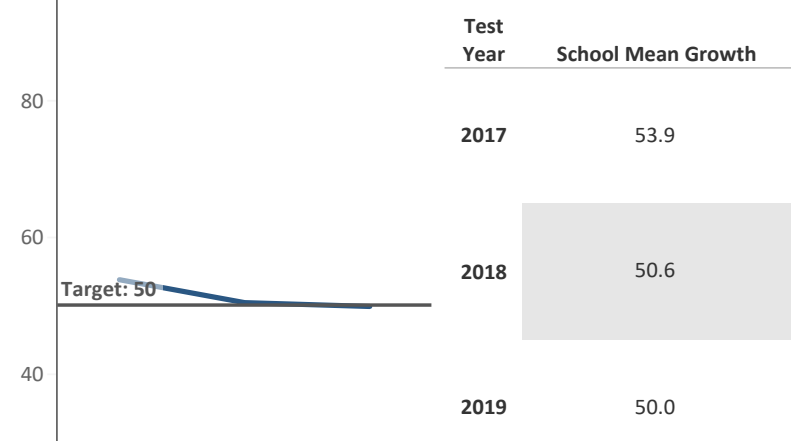
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



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.



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 target of 50 in **ELA**.



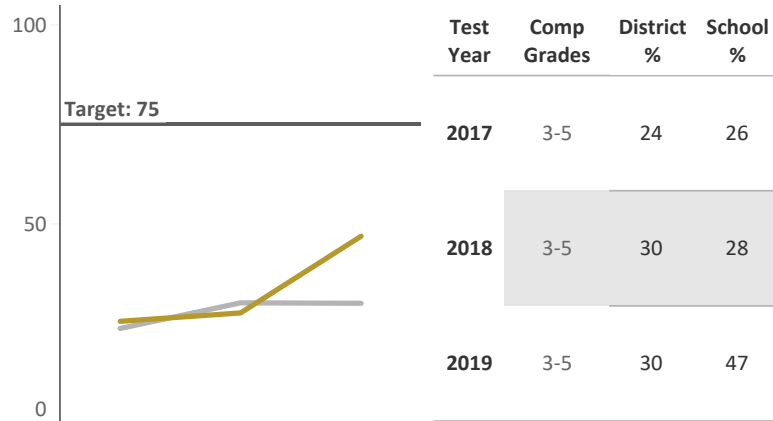
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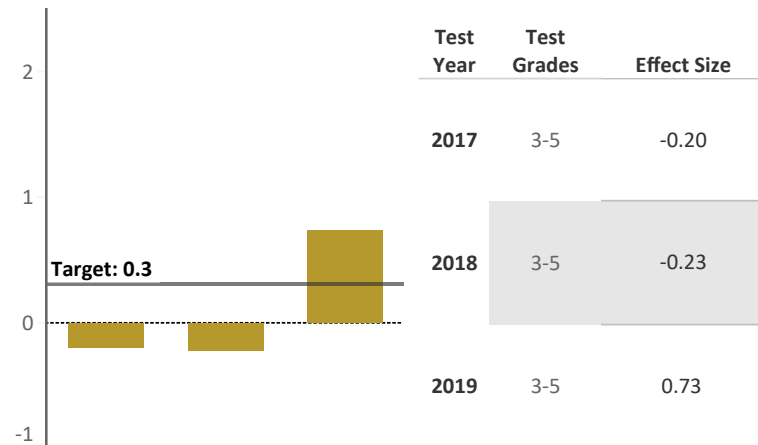
HEKETI COMMUNITY CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

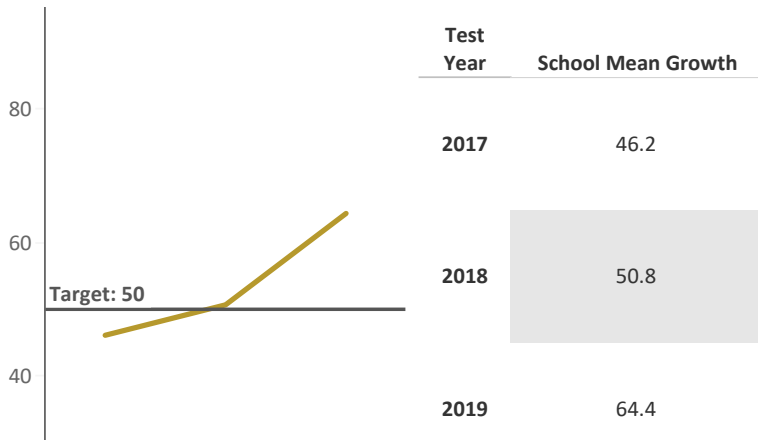
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in the district.



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 target of 50 in **mathematics**.

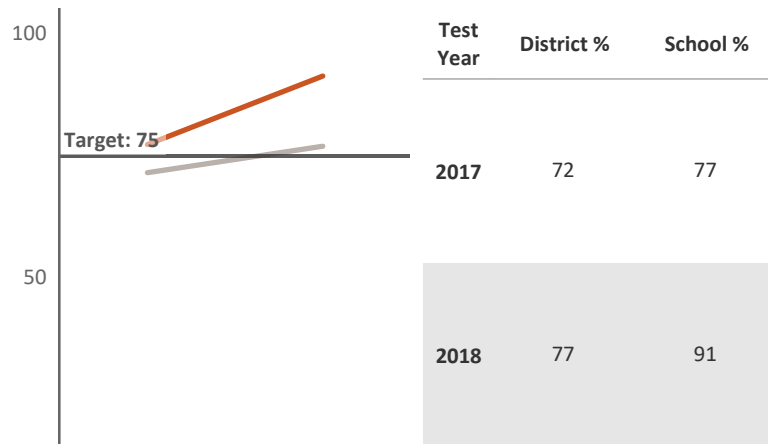


ACADEMIC PERFORMANCE

HEKETI COMMUNITY 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**.



SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	47	46	43
Tested on State Exam	18	20	19
School Percent Proficient on ELA Exam	5.6	10.0	5.3
District Percent Proficient	7.4	11.5	12.9
	2017	2018	2019
ELL Enrollment	64	64	53
Tested on NYSESLAT Exam	50	64	51
School Percent 'Commanding' or Making Progress on NYSESLAT	14.0	17.2	25.5

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."

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

Heketi has not created a consistent assessment system that improves instructional effectiveness and student learning. Over the course of this charter term, the school has not had a cohesive system that results in sustained improved results for student learning. Heketi continues to consider revisions to the program by having a consultant conduct a review of its assessment programs to make a recommendation to the ones best suited for the school. As this reflection work comes late in the charter term, Heketi demonstrates a lack of urgency to address the inadequate assessment system.

- Over the charter term, Heketi has not demonstrated a coherent assessment program to accurately gauge student learning nor does the school have a clear understanding of which of its current assessments are effective or not. In the last year of Heketi's short charter term, the school revised its assessment program to deliver a pre-assessment and a post-assessment for each term. The pre-assessment assesses student knowledge on standards not yet taught as a baseline for the term. The school then administers an assessment with the same standards to measure student growth during the term. The school also administers many other assessments described below. With a desire to understand the benefit of the many assessments given, the school is engaging with a consultant to conduct an alignment of the various assessment systems to the results of previous years' state tests to see which assessments are the most reliable and beneficial to predicting student outcomes. The school determined a need to do this work because the predictions from last year's assessment were lower than the actual student performance.
- Heketi administers a variety of assessments to gauge student learning. Leaders have not implemented effective systems for analyzing data. While Heketi administers a variety of assessments to gauge student learning, the number of assessments and lack of systems result in teachers not using the information to use the data effectively to make strategic decisions about how to support students. The school continues to administer the Early Learning Accomplishment Profile ("E-LAP") for reading and the Northwest Evaluation Association MAP ("MAP") for mathematics. The school continues to administer the Fountas and Pinnell Benchmark Assessment System ("F&P") three times per year to measure student reading levels for all grades. For mathematics, the school has periodic assessments from the Exemplars program. For the dual language program, teachers

measure student progress and mastery of the Spanish language through LAS Links and the F&P Spanish language version for all grades. The school also uses FastBridge for identifying students struggling academically in mathematics and ELA.

- As with the Institute's 2019 spring evaluation visit, Heketi continues to inconsistently use data to evaluate teacher performance. The school continues to use the Danielson Framework for Teaching Evaluation to evaluate teacher performance, but the school does not also include in its overall evaluation any specific area to hold teachers accountable for student performance data. In addition, the school continues to set a goal of 75% student proficiency on assessments for both ELA and mathematics. The school leaders believe that setting incremental benchmarks to reach 75% would lower teachers' expectations for student learning. However, given that the school does not set benchmarks to reach this goal and the school consistently fails to meet it, the board has no mechanisms to hold the leader, and leaders similarly cannot hold teachers, accountable for raising student achievement consistently and steadily to reach its Accountability Plan goals. The school lacks any other mechanism even without the use of assessment data to hold teachers accountable for performance. Despite the school implementing clear procedures for norming and scoring diagnostic, summative, and interim assessments, leaders acknowledge a need to tighten procedures to ensure that teachers are more aligned with scoring formative assessments. Teachers score classroom assessments and only informally check in with other teachers if unsure about which score to give, which leads to inconsistent review and norming of classroom grading and expectations.
- Although the school makes assessment data available to teachers, leaders, and board members, Heketi fails to train teachers how to effectively access data to drive instructional decisions. Leaders set a goal at the beginning of the year for teachers to conduct more checks for understanding with the use of teacher created data trackers during lessons. While all teachers are clear on this goal, the Institute did not observe teachers consistently utilizing a tracker during lessons, nor effectively collecting data to pivot instruction. Leaders have not provided sufficient professional development to teachers on how to effectively utilize tracking tools during lessons to collect relevant data and adjust teaching in the moment.
- Despite some slight improvements with the suite of assessments, at the time of the October renewal visit, the Institute did not observe evidence that leaders have effectively supported teachers with utilizing data to drive learning and teaching decisions. Based on interviews with teachers, classroom observations, and document reviews, teachers do not consistently include effective strategies to differentiate instruction or specific traits to observe in student learning in lesson plans. The Institute did not find a strong evidence base that teachers react or know how to adjust instruction based on student achievement data.

- Heketi lacks a coordinated system to use assessment results to drive its professional development opportunities to improve teacher practice. Leaders meet regularly to review data; however, these meetings do not consistently result in adjustments to the professional development calendar that target specific and focused areas to drive schoolwide improvement. The school lacks a strategic focus and plan on how the assessment system drives instructional decision making. Leaders lack systems to closely review the current assessments and monitor student achievement data to inform what they would expect to see in classrooms and how to inform coaching sessions.
- The school regularly communicates to families about student progress and growth using an online system to send report cards and progress reports to families every trimester and holds family-teacher conferences three times per year. Teachers also use online platforms to connect with families and share student information, set up conferences, and provide information to help support students at home.

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

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In its eighth year of operation, Heketi does not have systems to ensure teachers across grade levels and content areas consistently plan high quality lessons and implement them with fidelity. Despite revisions to the curriculum to provide effective tools for planning, leaders' lesson plan feedback does not consistently result in high quality lesson plans or hold teachers accountable for high quality instruction and student achievement. Consistent with the Institute's 2019 spring evaluation visit, lesson plans lack deliberate questioning and differentiation strategies that engage students in higher order thinking and lack consistent implementation of meaningful strategies for using data to drive instructional practices.

- Now in the school's second year of utilizing new curricular programs, the school's implementation of the new curricula does not support students gaining mastery of grade level standards. For ELA, Heketi teachers utilize EngageNY for 3rd – 5th grade, Teachers College Reading and Writing Project ("TCRWP") for Kindergarten – 2nd grade, and FUNdations for phonics. For mathematics in all grades, the school uses TERC, Exemplars, and other resources. The school uses FOSS for science and integrates social studies through the literacy block.
- The school's dual language program follows a 50/50 model, which has a specific content or subject area taught in both languages about half of the time in each English and Spanish. The school also incorporates a bridging style, which infuses Spanish language instruction into lessons when students are ready to "bridge" a concept

from English to Spanish. The school teaches science in Spanish for the dual language classrooms with the model of switching from English to Spanish about partway through a module. The school also implements a week on/week off model for when Spanish language instruction occurs in other content areas. Over the charter term, the school's dual language program has demonstrated mixed implementation and inconsistent expectations. The program does not demonstrate strong results for students as evidenced by the achievement of the school's first graduating dual language cohort on the LAS Links en Español exam. Heketi failed to establish clear goals for Spanish language acquisition over its existence and among the first cohort of graduates who persisted in the program from Kindergarten, only half scored proficient or advanced. Further, despite having been enrolled for six years, 25% still scored at the beginning level.

- As leaders continue to build and develop lesson plan feedback procedures, Heketi still lacks consistently high quality and purposeful lessons. Teachers submit lesson plans weekly for feedback. Leaders review two lessons in a week, provide feedback, and expect teachers to incorporate into future lessons. Leaders inconsistently provide feedback on the main goals for the term, which is focused on using data to drive instruction, but also on specific needs based on the plans and teacher. For the first term, though the school prioritized collecting data during lessons, a review of lesson plan feedback reveals that leaders still mainly focus on feedback for writing better lesson objectives despite leaders recognizing that most teachers are returning from the previous year and indicated that at the end of 2018-19 teachers were proficient in this area. Another goal for the school is for teachers to internalize lesson content to deliver high quality lessons and objectives. However, based on classroom observations and a review of lesson plans, the efforts of the school at the time of the first renewal visit do not result in high quality learning and teaching across all classrooms. The school's implementation of its curricular program results in over 50% of students not meeting grade level standards on the 3rd – 5th grade state tests, and results also vary wildly by grade.
- Heketi offers a wide range of supporting tools for the curricular program; however, feedback regarding lesson creation and the rigor of resources and tools for lessons is low quality and inconsistent. Teachers maintain some level of autonomy in selecting lesson materials, but leaders do not provide adequate feedback to address low quality and below grade level work. As a result, the Institute observed low rigor texts and mathematics work in classrooms. The school provides documents such as scope and sequence documents, pacing guides, and unit plans, which allows teachers to know what

to teach and when to teach it. However, because the school’s assessment systems are not effective with analyzing student data, teachers are unable to ensure that concepts are mastered consistently and often move on to a new topic before students have mastered a previous one.

- As found during the 2019 spring evaluation visit, Heketi continues to lack a clear process for selecting and reviewing its curriculum to make needed adjustments to improve results for students. Despite changing curricular programs in January 2019 to address low performance on interim assessments, the school did not produce consistent results across grade levels on the state assessments, with a gap of nearly 23% between the lowest performing 3rd grade level and highest performing 4th grade level in ELA, and a gap of 46% between the same grades for mathematics. In response to the Institute’s spring 2019 evaluation, the school hired a tutoring group to support students on the “cusp,” or those whom scored high level 2s on the state assessment. Temporarily increasing the number of instructional staff to only a targeted subpopulation of the school’s students is not a sustainable practice to ensure the school meets the needs of all students. The large variation in achievement across grade levels is further evidence that Heketi’s academic program does not address the needs of all students. Given the low overall achievement and poor track record, it is difficult to attribute one grade level outlier (4th grade) to the success of the school’s academic program.

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IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

The quality of Heketi’s instruction has changed little since the Institute’s visit in spring 2019 and remains low quality. The school lacks systems to support teachers with building skills to gauge an understanding of all students’ mastery during a lesson. Instructional practices fail to engage students in rigorous thinking, and off-task behavior hinders teachers’ ability to maximize learning time. In the chart that follows, during the October renewal visit, Institute team members conducted 34 classroom observations following a defined protocol used in all renewal visits. The school’s daily schedule provides three times as much ELA (reading or writing) instruction than math and the schedule the school submitted to the Institute did not consistently align with classroom instruction. As such, the Institute observed a greater number of ELA lessons. Of the 34 lessons observed, Institute team members observed 19 lessons in dual language classes and 15 ICT classrooms.

NUMBER OF CLASSROOM OBSERVATIONS

		GRADE						Total
		K	1	2	3	4	5	
CONTENT AREA	ELA	2	2	3	4	4	6	21
	Math	1	1	3	2	3	2	12
	Science			1				1
	Total	3	3	7	6	7	8	34

- Despite having clear objectives for many lessons at Heketi (22 out of 34 lessons observed), the quality and rigor of work varied and often did not align to grade level expectations. In lessons with clear objectives, teachers utilized the targets from the curricular programs and the activities aligned with that target. However, in the other lessons observed, the lesson objectives are vague or do not align to grade level concepts. For example, in one lower elementary ELA lesson, the objective stated, “I can read a text with purpose and understanding by reading a text several times that I am comfortable with.” During that lesson, teachers did not hold students accountable for reading a particular text or completing a work product to demonstrate mastery. In some classrooms, teachers’ poor planning led to the inclusion of more lesson activities than teachers could cover during the lesson time hindering teachers’ ability to teach meaningful content.
- Only some teachers regularly and effectively check for student understanding (13 out of 34 lessons observed). During whole class lessons teachers’ attempts at assessing student understanding are targeted toward less than half the students in the class. In both whole class and small group time, teachers’ check for understanding questions are not consistently aligned to the key idea and rigor of the lesson objective. In one ELA lesson, one teacher asked four students an objective related question during a small group session, but the other teacher did not ask questions and later during whole class time, neither teacher checked the understanding of the whole class related to the main lesson objective. During independent work, while teachers circulate to most students, teachers primarily monitor compliance and task completion rather than identifying students’ misconceptions and planning how to address them during the class period. Leaders expect teachers to collect in the moment data using a data tracker, but the Institute’s observations demonstrated that less than half of teachers observed actually did so consistently.

- Very few teachers engage students in higher order thinking (4 out of 34 lessons observed). Many lessons did not teach content aligned to grade level standards and those that did met the most basic rigor level. Student discourse is limited or related to topics that do not relate to the lesson objective. In small group instruction, teachers ask students questions one-on-one and do not prompt students to discuss a text with each other. Rather than executing questioning sequences targeting a rigorous conceptual understanding, teachers ask students to simply summarize or recall information. Teachers either do not prompt students to justify their thinking or will explain the key idea themselves. As leaders primarily focus feedback on lesson objectives, they have not prioritized providing feedback to improve teachers' skills to develop students' higher order thinking skills.
- Only about half of lessons maximize learning time and attempt to have a focus on academic achievement (18 out of 34 lessons observed). In nearly half of lessons, students regularly engage in low-level off task behaviors. Some teachers do not attempt to correct misbehavior and continue to teach or circulate. The teachers that do attempt correction do so multiple times because they do not hold all students accountable for following directions. This results in significant wasted instructional time. In one lower elementary class, only one out of 25 students was independently reading as directed. The other students were engaging in off task behavior, looking around, or talking to each other. Both teachers in the room attempted to circulate to individually check students' understanding, but could not do so because they had to stop the whole class multiple times to remind them to be quiet or engage in the task.

During the November 22, 2019 return visit to the school, Institute team members conducted 24 classroom observations including an equal split between dual language and ICT classrooms. From the observations conducted, the Institute did not collect remarkably different evidence of pedagogical practices from the renewal visit in October 2019. Aligned with that visit, the team observed low levels of urgency and mixed levels of rigor during classroom instruction. While the school has pockets of good teaching strategies in a few classrooms, leaders have not effectively ensured that strong teaching is evident across each and every classroom to impact each and every Heketi student.

The Institute observed mixed levels of expectations for students across classroom observations during the November 2019 return visit. Teachers also lack consistency in holding students to behavioral expectations as the Institute observed multiple accounts of low level behaviors that continued after corrections, which ultimately disrupted learning for a handful of students across many classrooms.

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1E****DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?**

Heketi does not have in place strong instructional leadership structures given that late in its subsequent charter term, the school initiated many new structures, systems, and procedures. The school could not yet demonstrate clear evidence of the effectiveness of these supports at the time of the first renewal visit in October 2019.

- During the first two years of the current charter term, the board charged the new school director with two main priorities: maintain the community culture feel of the school; and, improve academics. At the time of the initial renewal, the SUNY Trustees charged the school with improving its academic program with a short term renewal given that its initial charter term results were mixed and limited. Rather than fully cultivating an academic program with strong academic results, the school focused primarily on maintaining the culture of the school. Even in the final year of the charter term, the school continues to not convey high expectations for teacher performance. The school has limited emphasis on content knowledge, and leaders have not built strong systems to consistently support and improve learning and teaching across the school.
- Late in its charter term, Heketi changed its leadership structure leading to reduced instructional leadership capacity than its design in previous years. In previous years, the instructional leadership team included the school director, director of curriculum and assessment, dual language instructional specialist, and ELA instructional specialist. In 2018-19, the school did not hire a separate ELA instructional specialist and combined the role of ELA and dual language instructional specialists. For 2019-20, the school shifted its leadership structure again to include only the school director, assistant principal, and special education instructional specialist. Given the restructuring and the inability of the school to fill all leadership roles in the previous year, Heketi has not developed strong skills across the leadership team to fully support teachers with improving learning and teaching across the school.
- Heketi's supports to develop teachers does not improve learning and teaching at a necessary rate to improve student outcomes or move students to reach grade level proficiency. As demonstrated through interviews, classroom observations, and a review of teacher evaluations, the leadership team does not accurately identify or communicate the highest leverage needs and areas for development based on individual teachers' needs. The school recognizes the need have high levels of quality support for teachers given low levels of experience. However, based on interviews and a review of lesson plan feedback and other documents, the quality of coaching does not demonstrate high levels of teacher improvement.

- Heketi leaders do not have clear accountability systems in place for when teachers meet in weekly grade team meetings to plan curriculum. Leaders do not have clear systems in place to ensure vertical alignment from grade to grade, nor do the meetings serve to maximize time to have a clear focus on developing strategies that will improve learning and teaching. During this charter term, the school implemented a collaborative data day with one teacher per grade coming together with leaders to review and analyze data from a recent assessment. While the teachers participating gain some skills to carry data analysis into every day teaching activities, limiting the responsibility to only one teacher per grade means that the school relies on the one teacher to turnkey the discussions and skills to other grade level teachers. With only one teacher per grade participating, the school's capacity within this structure limits the ability to improve all teachers' skills to improve student achievement.
- Heketi's professional development program does not result in effective development for all teachers. The training the school delivered for co-teaching, differentiation, higher order thinking questioning, checks for understanding, and dual language teaching has not resulted in high quality teaching and learning schoolwide. Based on observations, teachers do not fully implement strategies in these areas to adequately address student needs and improve student outcomes.
- Leaders do not ensure that professional development topics interrelate with areas in which teachers need to improve classroom practice. For example, despite having focused heavily on teachers' abilities to write strong objectives and align class activities to grade appropriate objectives at the end of 2018-19, leaders decided to move on from this topic even though teachers did not yet demonstrate mastery of this topic. At the beginning of 2019-20 and at the time of the first renewal visit, leaders focused on checks for understanding and data collection strategies. While teachers are aware of the goal and priority, the Institute did not consistently observe teachers effectively utilizing tracking mechanisms to drive instructional decisions, and only 66% of lessons observed had meaningful objectives aligned to classroom activities.
- Heketi's evaluation system does not accurately capture information regarding teachers' abilities and skills and therefore the school does not hold teachers accountable for high quality instruction or student achievement results. At the end of 2018-19, the school evaluated most returning teachers as meeting expectations despite multiple points of evidence that demonstrated that teachers have varying levels of proficiency against the evaluation rubric. Heketi evaluated each teacher as such in an effort to minimize the number of teacher departures that may have occurred due to a poor evaluation as the

school approached its renewal year. Based on the Institute's spring 2019 evaluation as well as other external consultants' evaluations of the school, findings demonstrate that teaching and learning are not of high quality and therefore the evaluations did not accurately reflect learning and teaching or hold teachers accountable across the school.

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

School leaders recognize the need to improve programming for at-risk students. In the last year of its charter term, Heketi began implementing a Response to Intervention ("RTI") system across all grades to systematically identify and serve all at-risk students. With 63% of students scoring below proficiency in ELA and over half of students not meeting state standards in mathematics, Heketi's educational program overall is low quality. The 2019 state assessment data demonstrated that ELLs' and students with disabilities' performance on ELA state assessments decreased from the previous year. Additionally, students with disabilities performed below or the same as the district in ELA and mathematics for the last three years.

- This year Heketi has procedures to identify at-risk students. The school administers three screening assessments throughout the year to identify students for the RTI process. Based on the data for these two assessments supplemented by other assessment data, the RTI team identifies which students receive tier 2 and tier 3 interventions. If a student continues to struggle academically, teachers may refer them for an evaluation for special education services. To identify ELLs, the school gives all incoming students a home language survey. The English to Speakers of Other Language ("ESOL") certified teachers then conduct follow up interviews and administer the New York State Identification Test for English Language Learners ("NYSITELL"), as necessary.
- With the majority of students not proficient in both subjects, and 38% of ELLs and 56% of students with disabilities in testing grades performing at Level 1, the lowest level, in mathematics, Heketi's programming for at-risk students does not meet all students' needs. This year, the school implemented a multi-tiered support system across all grades after piloting the program last year, in an attempt to integrate RTI, ELL, special education, social emotional, and other family and community based services to better support at-risk students. However, based on the results from 2018-19, the school demonstrates that its pilot was ineffective at improving student results for students struggling academically.

Heketi continues to use small group reading instruction for its primary tier 2 intervention for academically struggling students, pull out for tier 3 intervention, and provides ICT and special education teacher support services (“SETSS”) to serve students with disabilities. Heketi serves its ELLs through push in and pull out instruction from the ESOL teachers, as well as core content instruction in the dual language classes. The Institute’s classroom observations demonstrated that small group instruction, the primary driver for Heketi’s supporting academically struggling students, does not engage students in rigorous thinking. The school’s tier 1 intervention, or core classroom instruction, is also low quality. At the time of the Institute’s first visit in October, teachers and leaders could not demonstrate quantitative or qualitative evidence that the programming is effective this year.

- General education teachers do not use effective strategies to support students in the educational program. There is one ICT class in each grade. Although co-teachers use multiple instructional models such as alternative teaching, teachers’ instructional strategies do not enable all students to engage in rigorous thinking. Although school leaders report differentiated instruction as a necessity, in both the ICT and DL classes, lesson plans do not consistently include effective methods for differentiation despite having space in lesson plans to plan for misconceptions and specific needs for enrichment, ELLs, and students with disabilities.
- At the time of the Institute’s visit the school had not yet implemented its new progress monitoring assessments and not all teachers are aware of ELL students’ language proficiency progress or the progress of students receiving interventions. The special education instructional specialist and teachers plan to monitor progress for at-risk students every two weeks using FastBridge supplemented with daily data. Every three months, leaders plan to administer a FastBridge summative assessment to all students. Leaders and teachers plan to use this data to adjust RTI groupings. Because the school had not yet conducted progress monitoring at the time of the first renewal visit, the effectiveness of this new program is not yet evident.
- Heketi provides some professional development to support at-risk students but its effectiveness is not evident in teacher practice. The special education instructional specialist attends external trainings and turnkeys it to at-risk program staff. This year, the special education instructional specialist’s focus for professional development for ICT and RTI teachers is planning for specially designed instruction to differentiate for students with IEPs every lesson. The ESOL teachers attend weekly internal professional development sessions with the dual language teachers. Outside of sessions for small

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group instruction, the school does not regularly provide dual language teachers with professional development related to supporting students with disabilities or academically struggling students. The Institute's classroom observations indicate that differentiation during whole class instruction is lacking with supports needed to catch students up to grade level standards.

- General education and at-risk teaching staff meet daily as a grade team to discuss student progress and curriculum planning. Due to scheduling conflicts ESOL teachers often cannot attend these meetings and so informally collaborate with other teachers. Teachers submit meeting summaries to the assistant principal and special education instructional specialist, who follow up as needed.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Heketi is not an effective and viable organization. The school has not fulfilled its mission or key design elements as promised in its charter. The board continues to lack urgency in providing any level of effective oversight to the school.

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

Heketi is not 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. The school’s mission states:

The mission of Heketi Community Charter School is to provide an exceptional educational solution through an integrated educational design with high expectations, extensive academic and social-emotional support, and a high level of family and community engagement.

The key design elements can be found in Appendix A. The school’s results over its history of have not resulted in an exceptional educational solution for students in the South Bronx. While Heketi has moments of demonstrating a high level of family and community engagement, data from the previous year demonstrate that the school fails to engage all families and families consistently taper off participation toward the end of the school year. The school has also had declining retention rates of students over the past three years.

While the school makes efforts to improve its work on its key design elements, the Institute did not find clear evidence that the current assessment system and data analysis procedures are sustainable or systematic. By giving most teachers satisfactory ratings on the 2018-19 evaluations, the school does not provide clear and transparent areas for improvement, nor does it structure individual plans to support teachers in becoming better instructors. The dual language immersion program only reaches one classroom per grade and so not every student and, due to the other classroom serving students with ICT setting requirements, especially not students with disabilities, are able to participate in the dual language learning program.

SUNY RENEWAL BENCHMARK 2A

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RENEWAL
BENCHMARK
2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

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

Parent Survey Data. The Institute compiled data from the New York City Department of Education’s (“NYCDOE’s”) 2018-19 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. In 2018-19, only 59% of families who received the survey responded. The majority of survey responses (94%) indicate satisfaction with the school.

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 Institute interviewed seven families for the family focus group. All families in attendance appreciate the efforts and strong sense of community the school brings to the neighborhood. Families expressed an interest in seeing more funds to reduce costs of field trips and the after school program. Families also want to see more technology use at the school and a focus on science.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2018-19, 78% of Heketi students returned from the previous year down from 86% three years ago. 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.

**SUNY
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BENCHMARK
2C**

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

Given the inability of the board to ensure a sound education program over the charter term, the Institute cannot find that Heketi's organization works effectively to deliver the educational program. With leadership vacancies and organizational changes in the last two years of the three year term, at the time of the renewal visit, Heketi had still not developed an organizational structure that provides sustained, effective supports to the educational program. For the last two years, the school has not met its budgeted enrollment, limiting resources to key areas of the academic program.

- The school has recently made adjustments to its administrative structure with staff and operational procedures that demonstrate moderate increases in the school's ability to carry out its academic program. This year, Heketi added the new roles of assistant principal, special education instructional specialist, and director of finance to the leadership team, which already included the school director and director of operations. The school continues to lack capacity for improving its dual language program. Although all leadership positions are filled this year, the school is not fully developing its support systems for teachers based on observations, interviews with staff members, and document reviews. The leadership team has emphasized multiple operational and academic areas that lack a coherent strategic plan or coherence and alignment of the school's improvement efforts.
- Heketi lacks a system to retain staff with high quality instructional skills. Although this year the school retained the majority of its staff from the previous year, leaders identified that the staff retained are not necessarily meeting objective standards of quality. Last year's written performance evaluations of the current teaching staff do not accurately identify teachers' areas for development. Therefore, the school lacks evidence that its teacher evaluation, retention, and hiring process accounts for staff's effectiveness on student achievement.
- Heketi's enrollment is below its target and budgeted enrollment limiting the school's capacity to provide more resources to the academic program. The school exhausted its waitlists in grade levels where seats remain available. At the time of the Institute's visit, the school's enrollment of 272 was slightly below its budgeted enrollment of 279. Due to low enrollment throughout the charter term, the school did not hire for some positions due to budgetary constraints.

- The school does not have clear procedures to monitor its progress toward meeting enrollment and retention targets. Heketi does not meet its enrollment targets for students with disabilities or ELLs, and does not meet its retention targets for any of the subgroups of students. Throughout the charter term, Heketi has not consistently met its targets. The school lacks clear enrollment strategies for students with disabilities and does not have clear plans in place to adjust recruitment strategies for all students based on data.
- Heketi lacks adequate allocation of resources for teacher content coaching and leadership executive coaching. Although the school contracts with an external consultant for classroom observation support, the head of school did not have funding for desired leadership coaching and teacher content support. Given the new staffing structure the school is in the beginning stages of providing focused support for special education.
- The school has a clear student discipline system in place at the administrative level but it is applied inconsistently across classrooms. In contrast to last year, classroom management practices varied widely across the school based on the Institute's classroom observations. Misbehaviors range from a lack of teacher responsiveness to student disengagement, to significant losses of instructional time due to ineffective attempts to redirect off-task behavior.
- The school has demonstrated inconsistent monitoring and evaluation of the school's program. School leaders initiated the majority of changes to the academic program in the later part of the charter term after emphasizing school culture as the priority for the first part of the term. Based on information presented during the board's interview and a review of documents the school submitted to make its case for renewal, the Institute cannot find that the education corporation has the capacity to support the implementation and delivery of a high quality education program in a subsequent charter term.

**SUNY
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2D**

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

Heketi's board continues to struggle to work effectively to achieve the school's Accountability Plan goals. After repeated conversations about the board recognizing needs to improve its governance and oversight capabilities, the board has only late in its current charter term engaged with an external consultant to provide development. Despite hiring a consultant to help establish an action plan for improvement, the board did not plan to initiate any of the actions until December of the final year of the charter term.

- While the board now includes five voting trustees with additional trustees proposed, the Institute issued violation and corrective action letters to the education corporation during the charter term for not having a minimum of five trustees for over a year. Due to conflicts of interest, two board members resigned during the 2018-19 school year. The board has proposed to re-seat those two members as the school no longer contracts with the company for which the two members work. At the time of the first renewal visit, the Institute told the board it would approve the proposed trustees pending the renewal determination. The school's founder was proposed as a trustee but withdrew her consideration from the board during the spring of 2019. Heketi does not submit board meeting minutes to the Institute within 30 days in accordance with the charter agreement monitoring plan and often does not have quorum at their board meetings, due to the lack of trustees.
- Based on the above history of board member turnover, Heketi's board has not maintained its membership in a way to provide effective and consistent oversight of the school's program. Despite the board chair having been on the board since the founding of the school, members have left the board over the current charter term. Two members joined then left soon after due to conflicts with their employer.
- The board recognizes a need to add additional members in order to gain the skills to effectively provide oversight to the school. At the time of the first renewal visit, the board requested the addition of four members with backgrounds in finance, operations, and development. The board only has two members with K-12 education background, and, without the additional key members, carry the weight of general oversight responsibilities in addition to serving as the only two members with specific background to provide oversight of the academic program. Only late in the charter term is the board creating an action plan to establish committees with structures with which to govern the school.

- Heketi’s board recognizes a need to improve its requests for information from the school. Currently, the board receives a dashboard with data including attendance rates, discipline data, any available student achievement data, and enrollment, retention, and attrition data. The board recognizes it would be more effective and efficient if members reviewed the information ahead of time and through a committee structure, then used the board meeting time as an opportunity to ask more specific and targeted questions about the information from the school. Despite recognizing this potential best practice, the board has not moved urgently to transition into committee structures to initiate a more efficient and structured way of reviewing school data and running board meetings.
- Heketi’s board struggles to determine priorities and long range plans for the school. Aside from citing simply “raise student achievement,” the board has not set priorities or benchmarks to reach the Accountability Plan absolute measure target of 75% proficiency in both ELA and mathematics. The board recognizes that the school is unable, given its starting point, to reach that goal in a year, but it has not engaged in a process to determine benchmarks or a date by which the school would meet that goal for either content area. Again, recognizing a best practice to create a strategic plan, the board does not plan to engage in this planning until November or December 2019, well into the final year of the school’s short charter term.
- Although the board retains key personnel on the school’s leadership team, it has not provided the necessary resources to develop the skills of the leadership team in such a way that allows it to improve teachers’ pedagogical skills. The board did allocate funds to hire some external consultants to help support leadership training skills, but as funds are limited, the school could only afford to participate in observation training sessions and not executive coaching for the school’s leadership team.
- Although Heketi’s board regularly evaluates the school leader, it is working to change its evaluation this year and has not held the school leader accountable for improving student achievement results. Each year of the charter term, the board has set the school’s achievement goals for both ELA and mathematics at reaching 75% proficiency, however, the school has consistently not met this target during the charter term. While the school does not want to lower expectations by setting a goal less than 75% for both content areas, the board or school has then not set any benchmark to have a clear understanding of whether or not the school is on the right track to meet its absolute proficiency target. The board’s evaluation process for the principal makes no attempt to establish student performance as a primary indicator of effectiveness, nor has the board established a clear method for holding the principal accountable for advancing the goals of improving student outcomes.

- Heketi’s board has some touchpoints with the school, but members do not consistently interface with teachers or families of the school. Teachers recognized an opportunity earlier in the school year to have a meet and greet with board members. Otherwise, board members rarely visit the school and few families attend board meetings.

**SUNY
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 BENCHMARK
 2E**

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

As demonstrated by the school’s academic performance and the organizational deficiencies noted in this report, the board does not materially and substantially implement, maintain, and abide by adequate and appropriate policies, systems and processes, and procedures to ensure the effective governance and oversight of the school. The board also has not demonstrated a clear understanding of its responsibility to hold the school leadership accountable for academic results.

- During this charter term, the Institute met with and notified the board during four conversations that the Institute was concerned with the school’s academic performance, teacher effectiveness, and turnover. In addition to the board interview and evaluation visit conducted in the short charter term, the Institute provided the board with two written performance summaries indicating poor performance on its Accountability Plan goals and that the school’s renewal was in jeopardy.
- The board failed to create a sustainable strategic plan to increase student achievement.
- While board members are mission aligned, there is little demonstrated in the governance structure that holds the school leadership accountable for its mission and key design elements.
- The board has lacked, throughout the charter term, the necessary skill sets to hold leadership accountable for academic results.
- The board has not materially complied with the terms of its by-laws by continually failing to have a sufficient number of trustees.
- The board has materially complied with its code of ethics.
- While the board is working to create committee structure, there is little evidence that this will be sustainable due to the history of not being able to keep members.
- The school has focused on declining enrollment and during the 2018-19 school began offering \$50 gift cards to families for referring other families. This is not a sustainable way to increase enrollment.

- The board’s plan to support leadership in academic excellence is not sustainable. The strength of a program cannot rely on external tutors supporting only select students to increase performance on a state assessment. Interventions to assist students should be continually embedded in the program through curriculum, schedule, and interventions. The strength of the program should be as such that student’s demonstrate mastery in grade level content.

**SUNY
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 BENCHMARK
 2F**

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

The education corporation has not substantially complied with applicable laws, rules and regulations, and provisions of its charter.

- **Annual Reports.** The school was late in submitting its annual report to the Institute and NYSED, and has failed to post it on its website in accordance with the Charter Schools Act and charter agreement.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued one violation letter and two corrective plans during the current three year charter term in reference to the school’s compliance with a sufficient number of board members, absenteeism of one board member, and timely submission of board meeting minutes as required by the charter agreement. The Institute provided the board a compliance plan in reference to these matters. Due to the school’s failure to adhere to the compliance plan on all issues, the Institute put the school on a corrective plan. The Institute had to follow up several times before the school met the terms of the corrective plan. The Institute issued a second corrective plan based on again having an insufficient number of trustees. The board currently has five board members. The Institute deferred the approval of any additional members until after the renewal determination. The absenteeism of one of the board members was an error in board recording and the Institute noted no other issues regarding the attendance of members. While the board provided all outstanding minutes in compliance with the corrective plan, the school continues to submit minutes late and the Institute must provide multiple, continuous reminders.
- **Fingerprinting.** While the school was up to date on fingerprinting, it failed to have two employees (rather than just one) designated to obtain fingerprint clearance information, which guards against conflicts of interest.

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- **FOIL.** While the school has an appropriate policy under the New York Freedom of Information Law (“FOIL”), the school has not posted required information on its website including the contact information for the person from whom records may be obtained, the times and places such records are available for inspection and copying, information on how to request records in person, by mail, or by e-mail, and a link to the website of the Committee on Open Government.
- **Teacher Certification.** The school is out of compliance regarding the number of teachers allowed to be uncertified under the Act. The Institute will work with the school to ensure it has a plan to come into compliance with its allowable number of uncertified teachers and properly exempt teachers.

FISCAL PERFORMANCE



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

**SUNY
RENEWAL
BENCHMARK
3A**

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Heketi needs fiscal monitoring. While the SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness in the past, for the past two years it has trended in a downward trajectory.¹³ (The SUNY Fiscal Dashboard for Heketi is included in Appendix D).

The school has had operating losses all five years reflected in the fiscal dashboard, mainly due to deferred rent liability, which is a non-cash accounting adjustment to straight-line rent expense across the lease term.

Heketi utilized an external financial service provider for the majority of the charter term and just recently ended that contract and hired a staff member from that external service provider, bringing in-house expertise and consistency in the business operations.

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

Heketi has adequate but declining financial resources to ensure stable operations.

- The school is responsible for creating an annual operating budget as well as updating the five year budget projections as needed. The annual budget, along with any five year budget projection amendments, must be approved and passed by the board before the next fiscal year.
- The projected five year renewal budget, if the school is renewed for another charter term, projects 2.0% increases per year to per pupil revenue, which is the standard SUNY recommendation.
- Heketi currently serves Kindergarten – 5th grade in a relatively newly constructed building. The building is owned by Civic Builders, which holds the ground lease and subleases to Heketi. The school pays a fixed rent rate as established by the sublease.
- The chartered enrollment requested for the next term is lower than the current charter term, which may result in lower revenue. The school operated within the lower 20% collar throughout the current charter term.

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3B**

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

Heketi 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 manual undergoes ongoing reviews and updates. The most recent Heketi manual was developed in partnership with an external service provider and presents strong controls over the finance operation.
- The most recent Heketi audit report for June 30, 2019 had no material findings or deficiencies.

**SUNY
RENEWAL
BENCHMARK
3C**

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

Heketi has complied with financial reporting requirements.

- The Institute and NYSED have received the required financial reports on time, complete, and follow generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements have received unqualified opinions with no material advisory or management letter findings to report.
- The school has generally filed key reports timely and accurately including: audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.
- The June 30, 2019 annual audit was received by the Institute by the due date of November 1, 2019 and reported weakening fiscal health mainly due to deferred rent liability.

**SUNY
RENEWAL
BENCHMARK
3D**

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

Heketi has maintained adequate financial resources to ensure stable operations. However, years of operating deficits have placed a strain on those resources.

- Since the school opened in 2012-13, the education corporation has reported operating surpluses as well as deficits that were offset against the surpluses. The last five years have resulted in operating deficits, which are deteriorating any accumulated surpluses.
- Heketi's fiscal dashboard in Appendix D reflects fiscally needs monitoring based largely on allocation of facility costs despite having 3.6 months of cash on hand to pay liabilities coming due shortly.
- Heketi had total net assets of approximately \$234,000 as of the June 30, 2019. Net assets have decreased in each of the previous five years due to the deferred rent liability associated with the 2014 sublease of the current facility.
- As a requirement of the SUNY charter agreements, Heketi has established the separate dissolution reserve fund account of \$75,000.

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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?

Heketi has not developed an academic program that will likely result in the school being able to meet or come close to meeting its Accountability Plan goals in a new charter term. The school produced inconsistent results over its subsequent short charter term with few mechanisms in place to support a struggling cohort of students who performed consistently low for two years. The school lacks strong governance to support an effective educational program. Therefore, its plans for an additional charter term are not reasonable, feasible, or achievable.

Heketi

Ax

APPENDICES

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SCHOOL
OVERVIEW

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PERFORMANCE
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FD^D
FISCAL DASHBOARD

PAGE Ax 9

APPENDIX A: School Overview

HEKETI COMMUNITY CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR

Jamie Knox

SECRETARY

Glory Carrion-Gomes

TRUSTEES

Sarah Kawaling

Edwin Cespedes

AnaMaria Correa

SCHOOL LEADERS

PRINCIPAL

David A. Rosas, School Director (2017-18 to Present)

Cynthia Rosario, Principal (2012-13 to 2016-17)

SCHOOL CHARACTERISTICS

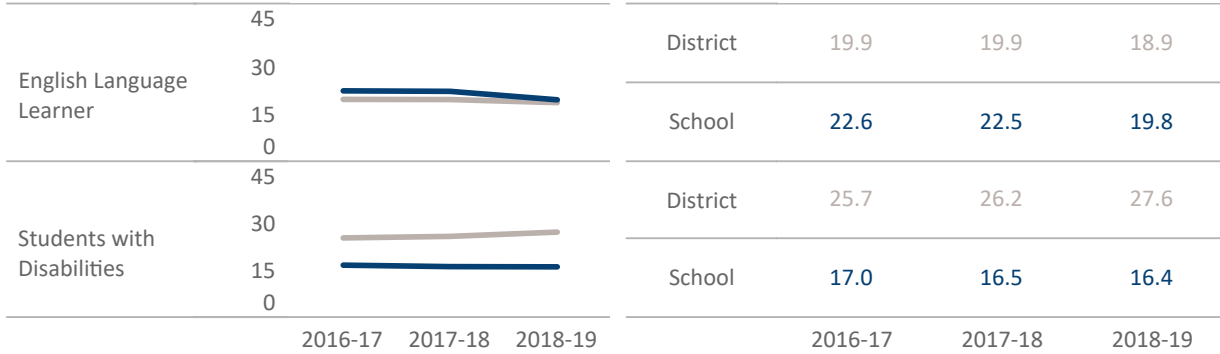
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2017-18	298	282	95%	K-5	K-5
2018-19	298	271	91%	K-5	K-5
2019-20	298	269	90%	K-5	K-5

APPENDIX A: School Overview

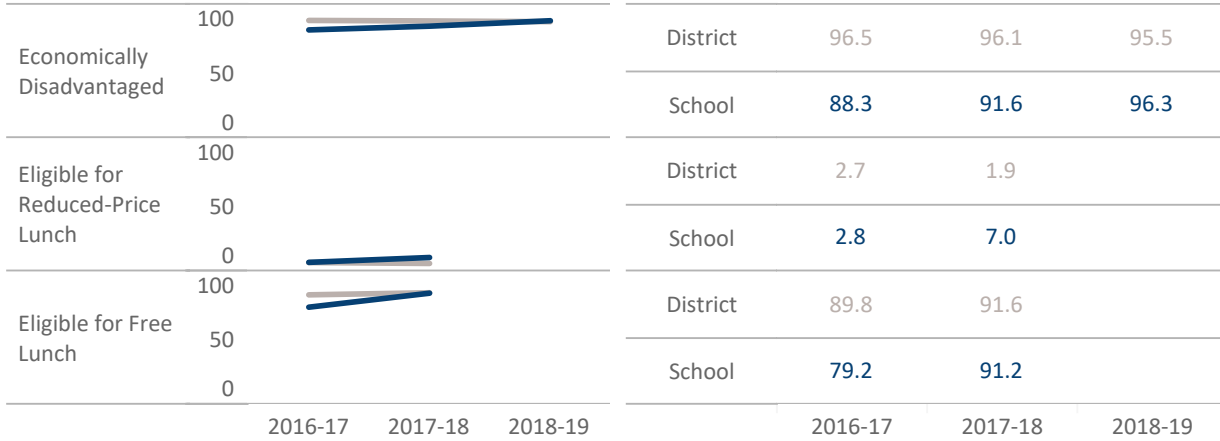
Heketi Community Charter School

Bronx CSD 7

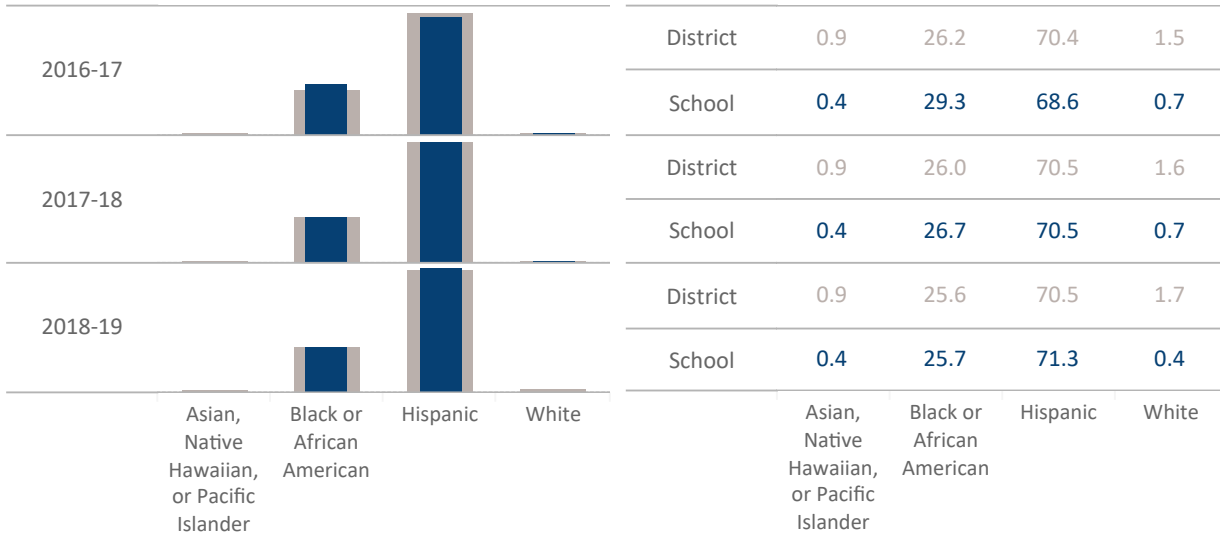
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



Student Demographics: Race/Ethnicity

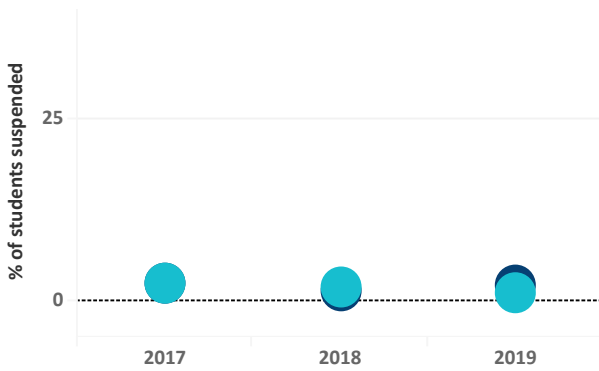


Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department.

APPENDIX A: School Overview

Heketi Community Charter School

Bronx CSD 7



	School ISS Rate	School OSS Rate
2017	2.5	2.5
2018	1.8	1.4
2019	1.1	2.2

District data suitable for comparison 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 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

	2017	2018	2019
Expulsions	1	0	0

Heketi Community Charter School's Enrollment and Retention Status: 2018-19

		District Target	School
Enrollment	economically disadvantaged	95.6	96.3
	English language learners	21.7	19.9
	students with disabilities	21.9	16.1
Retention	economically disadvantaged	92.6	77.8
	English language learners	93.5	74.6
	students with disabilities	93.3	75.7

Data reported in these charts reflect information reported by the school and validated by the Institute.

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE 59%	OVERALL SATISFACTION 94%	TRUST 95%	EFFECTIVE SCHOOL LEADERSHIP 96%	STRONG FAMILY COMMUNITY TIES 95%
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TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2012-13	First Year Visit	April 25, 2013
2015-16	Evaluation Visit	April 19, 2016
2016-17	Initial Renewal Visit	October 13-14, 2016
2017-18	Board Interview	April 23, 2018
2018-19	Principal Overview Meeting	January 23, 2019
2018-19	Evaluation Visit	March 7-8, 2019
2018-19	Board Follow Up Meeting	May 3, 2019
2019-20	Subsequent Renewal Visit Return Visit	October 7-9, 2019 November 22, 2019

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
October 7-9, 2019	Andrew Kile	Director of School Evaluation
	Kerri Martin Rizzolo	Senior Analyst
	Denise Gaffor	School Evaluation Analyst
	David Montes de Oca	External Consultant

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
November 22, 2019	Andrew Kile	Director of School Evaluation
	Susie Miller Carello	Executive Director
	Jeff Wasbes	Executive Deputy Director of Accountability
	Kerri Martin Rizzolo	Senior Analyst
	Aretha Miller	External Consultant

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Clear and transparent accountability;	-
Relentless commitment to high expectations for all;	-
Data driven instruction;	-
Investment in social emotional support; and,	+
Dual language immersion program.	-

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Heketi Community Charter School

		2016-17 Grades Served K-5				2017-18 Grades Served K-5				2018-19 Grades Served K-5							
		All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades				
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	Grades	3	4	5	6	7	8	All	Grades	3	4	5	6	7	8	All	
	All	22.2 (45)	19.5 (41)	15.6 (32)	29.2 (24)	20.6 (97)	22.4 (107)	20.6 (97)	NO	42.9 (42)	42.4 (33)	34.3 (35)	5.4 (37)	(0)	(0)	(0)	28.8 (125)
	PI	88	111				88	111	NO	101	101	101	101	101	101	101	101
	MIP								NO								
	MET								NO								
	Grades	3	4	5	6	7	8	All	Grades	3	4	5	6	7	8	All	
	PI	22.2 (45)	19.5 (41)	15.6 (32)	29.2 (24)	20.6 (97)	22.4 (107)	20.6 (97)	NO	42.9 (42)	42.4 (33)	34.3 (35)	5.4 (37)	(0)	(0)	(0)	28.8 (125)
	MIP								NO								
	MET								NO								
2. Each year the school's aggregate Performance Index on the State exam will meet the state Measure of Interim Progress set forth in the State's ESSA accountability system.	Grades	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	
	All	88	111				88	111	NO	101	101	101	101	101	101	101	
	PI								NO								
	MIP								NO								
	MET								NO								
	Grades	3	4	5	6	7	8	All	Grades	3	4	5	6	7	8	All	
	PI	22.2 (45)	19.5 (41)	15.6 (32)	29.2 (24)	20.6 (97)	22.4 (107)	20.6 (97)	NO	42.9 (42)	42.4 (33)	34.3 (35)	5.4 (37)	(0)	(0)	(0)	28.8 (125)
	MIP								NO								
	MET								NO								
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Grades	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	
	All	86.8	22.4	27.8	-0.30	27.8	22.4	27.8	NO	92.0	28.8	32.1	-0.27	NO	96.1	596.1	
	PI								NO								
	MIP								NO								
	MET								NO								
	Grades	3	4	5	6	7	8	All	Grades	3	4	5	6	7	8	All	
	PI	87.8	22.2	30.0	-0.44	30.0	22.2	30.0	NO	89.6	42.9	38.3	0.26	93.0	592	594.1	
	MIP								NO								
	MET								NO								
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Grades	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	
	All	86.8	22.4	27.8	-0.30	27.8	22.4	27.8	NO	92.0	28.8	32.1	-0.27	NO	96.1	596.1	
	PI								NO								
	MIP								NO								
	MET								NO								
	Grades	3	4	5	6	7	8	All	Grades	3	4	5	6	7	8	All	
	PI	87.8	22.2	30.0	-0.44	30.0	22.2	30.0	NO	89.6	42.9	38.3	0.26	93.0	592	594.1	
	MIP								NO								
	MET								NO								
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	
	All	86.8	22.4	27.8	-0.30	27.8	22.4	27.8	NO	92.0	28.8	32.1	-0.27	NO	96.1	596.1	
	PI								NO								
	MIP								NO								
	MET								NO								
	Grades	3	4	5	6	7	8	All	Grades	3	4	5	6	7	8	All	
	PI	87.8	22.2	30.0	-0.44	30.0	22.2	30.0	NO	89.6	42.9	38.3	0.26	93.0	592	594.1	
	MIP								NO								
	MET								NO								
		2016-17 Grades Served K-5				2017-18 Grades Served K-5				2018-19 Grades Served K-5							
		All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades				
		22.2 (45)	19.5 (41)	15.6 (32)	29.2 (24)	20.6 (97)	22.4 (107)	20.6 (97)	NO	42.9 (42)	42.4 (33)	34.3 (35)	5.4 (37)				
		88	111				88	111	NO	101	101	101	101				
									NO								
		3	4	5	6	7	8	All	3	4	5	6	7	8	All		
		22.2 (45)	19.5 (41)	15.6 (32)	29.2 (24)	20.6 (97)	22.4 (107)	20.6 (97)	42.9 (42)	42.4 (33)	34.3 (35)	5.4 (37)	(0)	(0)	(0)	28.8 (125)	
		3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	
		86.8	22.4	27.8	-0.30	27.8	22.4	27.8	NO	92.0	28.8	32.1	-0.27	NO	96.1	596.1	
									NO								
		3	4	5	6	7	8	All	3	4	5	6	7	8	All		
		87.8	22.2	30.0	-0.44	30.0	22.2	30.0	NO	89.6	42.9	38.3	0.26	93.0	592	594.1	
									NO								
		3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	
		86.8	22.4	27.8	-0.30	27.8	22.4	27.8	NO	92.0	28.8	32.1	-0.27	NO	96.1	596.1	
									NO								
		3	4	5	6	7	8	All	3	4	5	6	7	8	All		
		87.8	22.2	30.0	-0.44	30.0	22.2	30.0	NO	89.6	42.9	38.3	0.26	93.0	592	594.1	
									NO								
		3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	
		86.8	22.4	27.8	-0.30	27.8	22.4	27.8	NO	92.0	28.8	32.1	-0.27	NO	96.1	596.1	
									NO								
		3	4	5	6	7	8	All	3	4	5	6	7	8	All		
		87.8	22.2	30.0	-0.44	30.0	22.2	30.0	NO	89.6	42.9	38.3	0.26	93.0	592	594.1	
									NO								
		3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	
		86.8	22.4	27.8	-0.30	27.8	22.4	27.8	NO	92.0	28.8	32.1	-0.27	NO	96.1	596.1	
									NO								
		3	4	5	6	7	8	All	3	4	5	6	7	8	All		
		87.8	22.2	30.0	-0.44	30.0	22.2	30.0	NO	89.6	42.9	38.3	0.26	93.0	592	594.1	
									NO								
		3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	
		86.8	22.4	27.8	-0.30	27.8	22.4	27.8	NO	92.0	28.8	32.1	-0.27	NO	96.1	596.1	
									NO								
		3	4	5	6	7	8	All	3	4	5	6	7	8	All		
		87.8	22.2	30.0	-0.44	30.0	22.2	30.0	NO	89.6	42.9	38.3	0.26	93.0	592	594.1	
									NO								
		3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	
		86.8	22.4	27.8	-0.30	27.8	22.4	27.8	NO	92.0	28.8	32.1	-0.27	NO	96.1	596.1	
									NO								
		3	4	5	6	7	8	All	3	4	5	6	7	8	All		
		87.8	22.2	30.0	-0.44	30.0	22.2	30.0	NO	89.6	42.9	38.3	0.26	93.0	592	594.1	
									NO								
		3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	3-5	
		86.8	22.4	27.8	-0.30	27.8	22.4	27.8	NO	92.0	28.8	32.1	-0.27	NO	96.1	596.1	
									NO								
		3	4	5	6	7	8	All	3	4	5	6	7	8	All		
		87.8	22.2	30.0	-0.44	30.0	22.2	30.0	NO	89.6	42.9	38.3	0.26	93.0	592	594.1	

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Heketi Community Charter School

		2016-17 Grades Served K-5				2017-18 Grades Served K-5				2018-19 Grades Served K-5											
		Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET								
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	34.1 (44)	30.0 (40)		3	38.1 (42)	39.4 (33)		3	25.7 (35)	26.7 (30)									
		4	0.0 (36)	0.0 (32)		4	51.2 (43)	45.7 (35)		4	71.8 (39)	75.9 (29)									
		5	51.9 (27)	52.0 (25)		5	0.0 (39)	0.0 (36)		5	36.4 (33)	40.0 (30)									
		6	(0)	(0)		6	(0)	(0)		6	(0)	(0)									
		7	(0)	(0)		7	(0)	(0)		7	(0)	(0)									
		8	(0)	(0)		8	(0)	(0)		8	(0)	(0)									
		All	27.1 (107)	25.8 (97)	NO	All	30.6 (124)	27.9 (104)	NO	All	45.8 (107)	47.2 (89)	NO								
		Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP									
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.		3-5	81	109	NO	3-5	94	103	NO	3-5	131	107	YES								
		Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP									
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Bronx CSD 7		Grades	School	District	Comparison: Bronx CSD 7		Grades	School	District	Comparison: Bronx CSD 7		Grades	School	District						
			3-5	25.8	24.0	YES			3-5	27.9	30.4	NO			3-5	47.2	30.3				
			Grade	% ED	Actual	Predicted	ES			Grade	% ED	Actual	Predicted	ES			Grade	% ED	Actual	Predicted	ES
			3	87.8	34.1	35.2	-0.05			3	89.6	38.1	41.1	-0.15			3	93.0	591	594.0	-0.31
			4	86.7	0.0	28.2	-1.46			4	91.5	51.2	33.3	0.90			4	100.0	610	591.5	1.94
			5	85.3	51.9	28.4	1.24			5	95.1	0.0	25.6	-1.55			5	94.9	597	592.6	0.44
			6							6							6				
			7							7							7				
		8							8							8					
		All	86.8	27.1	31.1	-0.20	NO		All	92.0	30.6	33.5	-0.23	NO		All	96.1	599.7	592.6	0.73	
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Comparison: Bronx CSD 7		Grades	School	State	Comparison: Bronx CSD 7		Grades	School	State	Comparison: Bronx CSD 7		Grades	School	State						
			4	45.9		4	65.2		4	78.0		4	78.0								
			5	46.6		5	35.2		5	49.5		5	49.5								
			6	0.0		6	0.0		6	0.0		6	0.0								
			7	0.0		7	0.0		7	0.0		7	0.0								
			8	0.0		8	0.0		8	0.0		8	0.0								
			All	46.2	50	NO	All	50.8	50	YES	All	64.4	50	YES							
			Grades	School	State		Grades	School	State		Grades	School	State								
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Comparison: Bronx CSD 7		Grades	School	State	Comparison: Bronx CSD 7		Grades	School	State	Comparison: Bronx CSD 7		Grades	School	State						
			4	45.9		4	65.2		4	78.0		4	78.0								
			5	46.6		5	35.2		5	49.5		5	49.5								
			6	0.0		6	0.0		6	0.0		6	0.0								
			7	0.0		7	0.0		7	0.0		7	0.0								
			8	0.0		8	0.0		8	0.0		8	0.0								
			All	46.2	50	NO	All	50.8	50	YES	All	64.4	50	YES							
			Grades	School	State		Grades	School	State		Grades	School	State								

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Heketi's renewal application on October 22, 2019 at a centralized location in the Bronx. Twenty-five people were present. Thirteen spoke in favor of the renewal application and no one spoke in opposition. The school leader spoke to the school being of the community and how staff work to deeply know students to best set them up for success. The school leader said the school strives to create an inclusive environment where students feel safe. A parent spoke to how the school has helped create a stable environment for her and her children. Another parent spoke to how the school has lifted her child's mental, emotional, and academic well being. Another parent spoke about how, even though the school is in the poorest congressional district in the country, the school shows love and respect for students. Another parent spoke of the respect she receives as a parent. Teachers spoke to the ingenuity the school uses to help students. Another spoke about how she was a parent to a child who was one of the first graduates of the bilingual program and was so happy with the program she decided to work there. Other teachers spoke to how the school honors students' home language, teachers are team-based, and leadership is supportive.

APPENDIX D: Fiscal Dashboard

HEKETI COMMUNITY CHARTER SCHOOL

SCHOOL INFORMATION

BALANCE SHEET

Opened 2012-13

Assets

Current Assets

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

	2014-15	2015-16	2016-17	2017-18	2018-19
Cash and Cash Equivalents - GRAPH 1	1,303,970	1,743,939	1,852,210	1,866,530	1,938,721
Grants and Contracts Receivable	37,938	75,770	147,305	221,629	20,430
Accounts Receivable	5,058	1,499	57,045	18,415	56,733
Prepaid Expenses	56,342	76,130	132,862	129,698	205,199
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	1,403,308	1,897,338	2,189,422	2,236,272	2,221,083
Property, Building and Equipment, net	92,234	81,750	90,972	65,390	35,865
Other Assets	252,725	332,578	263,178	332,578	325,000
Total Assets - GRAPH 1	1,748,267	2,311,666	2,543,571	2,634,240	2,581,948

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

Accounts Payable and Accrued Expenses	37,044	61,078	75,483	74,874	65,446
Accrued Payroll and Benefits	182,320	240,260	352,667	351,849	341,707
Deferred Revenue	21,203	22,939	43,761	2,602	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	240,567	324,277	471,911	429,325	407,153
Deferred Rent/Lease Liability	547,648	998,049	1,335,397	1,647,089	1,940,346
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	788,215	1,322,326	1,807,308	2,076,414	2,347,499

Net Assets

Unrestricted
 Temporarily restricted

Unrestricted	960,052	989,340	736,263	557,826	234,449
Temporarily restricted	-	-	-	-	-
Total Net Assets	960,052	989,340	736,263	557,826	234,449

Total Liabilities and Net Assets

Total Liabilities and Net Assets	1,748,267	2,311,666	2,543,571	2,634,240	2,581,948
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ACTIVITIES

Operating Revenue

Resident Student Enrollment
 Students with Disabilities

Resident Student Enrollment	2,729,623	3,382,172	3,842,491	4,097,208	4,153,187
Students with Disabilities	342,863	454,491	377,549	485,171	559,254

Grants and Contracts

State and local
 Federal - Title and IDEA
 Federal - Other
 Other
 NYC DoE Rental Assistance
 Food Service/Child Nutrition Program

State and local	159,594	327,210	494,591	717,338	145,179
Federal - Title and IDEA	123,968	156,207	184,129	279,021	275,932
Federal - Other	72,739	12,811	19,258	5,146	4,116
Other	-	-	6,980	-	-
NYC DoE Rental Assistance	-	-	-	-	588,925
Food Service/Child Nutrition Program	-	184,272	193,469	205,797	209,202
Total Operating Revenue	3,428,787	4,517,162	5,118,467	5,789,681	5,935,795

Expenses

Regular Education
 SPED
 Other

Regular Education	2,245,348	2,803,262	3,425,361	3,621,288	3,866,082
SPED	874,595	1,082,217	1,219,945	1,605,034	1,574,781
Other	-	-	-	-	-

Total Program Services

Total Program Services	3,119,943	3,885,479	4,645,306	5,226,322	5,440,863
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Management and General
 Fundraising

Management and General	476,913	651,590	794,837	809,983	931,608
Fundraising	27,257	25,326	39,854	24,263	23,712

Total Expenses - GRAPHS 2, 3 & 4

Total Expenses - GRAPHS 2, 3 & 4	3,624,113	4,562,395	5,479,997	6,060,568	6,396,183
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Surplus / (Deficit) From School Operations

Surplus / (Deficit) From School Operations	(195,326)	(45,233)	(361,530)	(270,887)	(460,388)
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Support and Other Revenue

Contributions
 Fundraising
 Miscellaneous Income
 Net assets released from restriction

Contributions	77,556	60,252	94,627	55,828	86,374
Fundraising	10,832	560	1,793	391	3,522
Miscellaneous Income	5,826	13,709	12,035	36,229	47,115
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	94,214	74,521	108,455	92,448	137,011

Total Unrestricted Revenue

Total Unrestricted Revenue	3,523,001	4,591,683	5,226,922	5,882,129	6,072,806
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Total Temporarily Restricted Revenue

Total Temporarily Restricted Revenue	-	-	-	-	-
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Total Revenue - GRAPHS 2 & 3

Total Revenue - GRAPHS 2 & 3	3,523,001	4,591,683	5,226,922	5,882,129	6,072,806
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Change in Net Assets

Change in Net Assets	(101,112)	29,288	(253,075)	(178,439)	(323,377)
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Net Assets - Beginning of Year - GRAPH 2

Net Assets - Beginning of Year - GRAPH 2	1,061,164	960,052	989,340	736,265	557,826
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Prior Year Adjustment(s)

Prior Year Adjustment(s)	-	-	-	-	-
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Net Assets - End of Year - GRAPH 2

Net Assets - End of Year - GRAPH 2	960,052	989,340	736,265	557,826	234,449
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APPENDIX D: Fiscal Dashboard

HEKETI COMMUNITY CHARTER SCHOOL

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service					
Administrative Staff Personnel	336,890	446,244	536,964	522,128	596,303
Instructional Personnel	1,068,194	1,399,581	1,884,667	2,254,453	2,243,979
Non-Instructional Personnel	65,378	174,195	239,575	262,620	302,753
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	1,470,461	2,020,020	2,661,206	3,039,201	3,143,035
Fringe Benefits & Payroll Taxes	271,919	364,899	467,849	559,067	588,798
Retirement	3,154	13,916	25,088	25,914	28,695
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	1,159,858	1,293,974	1,295,125	1,296,206	1,299,412
Staff Development	15,048	18,311	14,947	6,887	10,632
Professional Fees, Consultant & Purchased Services	274,215	274,096	310,405	310,671	516,186
Marketing / Recruitment	11,992	28,941	21,453	33,812	70,047
Student Supplies, Materials & Services	113,845	100,783	192,782	227,095	211,160
Depreciation	34,621	42,206	46,516	45,317	41,073
Other	268,999	405,248	444,626	522,713	487,145
Total Expenses	3,624,113	4,562,395	5,479,997	6,066,884	6,396,182

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	208	240	306	298	298
Final Chartered Enrollment (includes any revisions)	208	258	306	298	298
Actual Enrollment - GRAPH 4	198	244	273	282	271
Chartered Grades	K-4	K-5	K-5	K-5	K-5
Final Chartered Grades (includes any revisions)	K-3	K-4	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2014-15	2015-16	2016-17	2017-18	2018-19
Increase over prior year	13,877	13,877	14,027	14,527	15,307
	2.5%	0.0%	1.1%	3.4%	5.1%

PER STUDENT BREAKDOWN

Revenue	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	17,317	18,534	18,716	20,544	21,899
Other Revenue and Support	476	306	397	328	505
TOTAL - GRAPH 3	17,793	18,840	19,113	20,872	22,405
Expenses	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	15,757	15,942	16,986	18,545	20,073
Management and General, Fundraising	2,546	2,777	3,052	2,960	3,525
TOTAL - GRAPH 3	18,304	18,719	20,038	21,505	23,598
% of Program Services	86.1%	85.2%	84.8%	86.2%	85.1%
% of Management and Other	13.9%	14.8%	15.2%	13.8%	14.9%
% of Revenue Exceeding Expenses - GRAPH 5	-2.8%	0.6%	-4.6%	-2.9%	-5.1%

Student to Faculty Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
9.7	9.6	8.8	8.1	7.7

Faculty to Admin Ratio

2014-15	2015-16	2016-17	2017-18	2018-19
5.1	4.3	5.2	4.4	5.0

Financial Responsibility Composite Scores - GRAPH 6

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	2.3	2.2	1.2	0.9	0.3
	Fiscally Strong	Fiscally Strong	Fiscally Adequate	Fiscally Needs Monitoring	Fiscally Needs Monitoring

Working Capital - GRAPH 7

	2014-15	2015-16	2016-17	2017-18	2018-19
Net Working Capital	1,162,741	1,573,061	1,717,510	1,806,947	1,813,930
As % of Unrestricted Revenue	33.0%	34.3%	32.9%	30.7%	29.9%
Working Capital (Current) Ratio Score	5.8	5.9	4.6	5.2	5.5
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

Score	2014-15	2015-16	2016-17	2017-18	2018-19
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	5.6	5.6	4.4	4.9	5.0
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

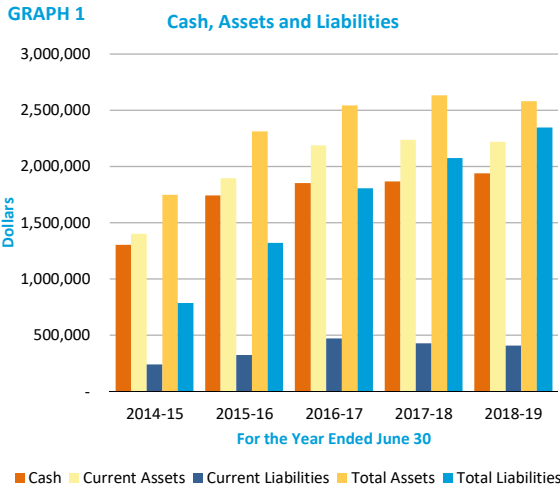
Score	2014-15	2015-16	2016-17	2017-18	2018-19
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.5	0.6	0.7	0.8	0.9
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
	Good	Good	Good	Good	Good

Months of Cash - GRAPH 8

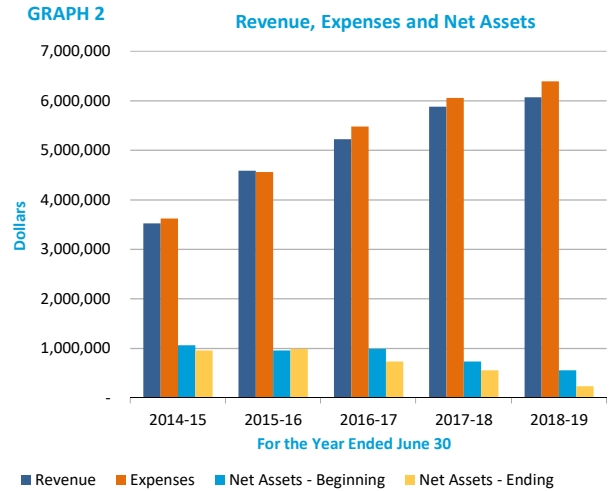
Score	2014-15	2015-16	2016-17	2017-18	2018-19
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	4.3	4.6	4.1	3.7	3.6
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	LOW	LOW	LOW	LOW	LOW
	Excellent	Excellent	Excellent	Excellent	Excellent

APPENDIX D: Fiscal Dashboard

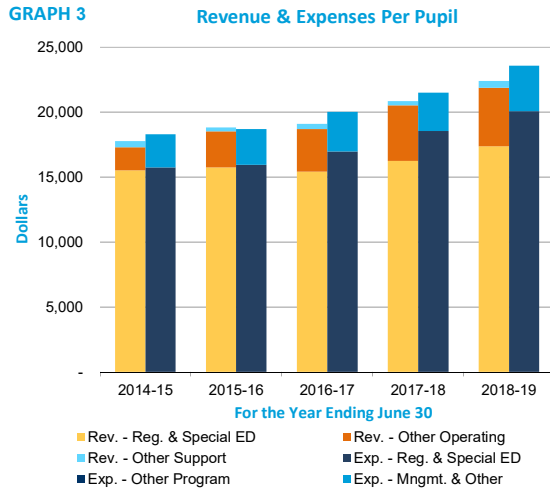
HEKETI COMMUNITY CHARTER SCHOOL



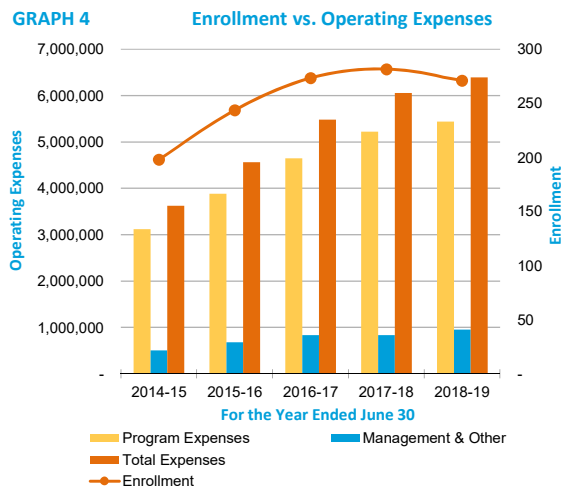
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

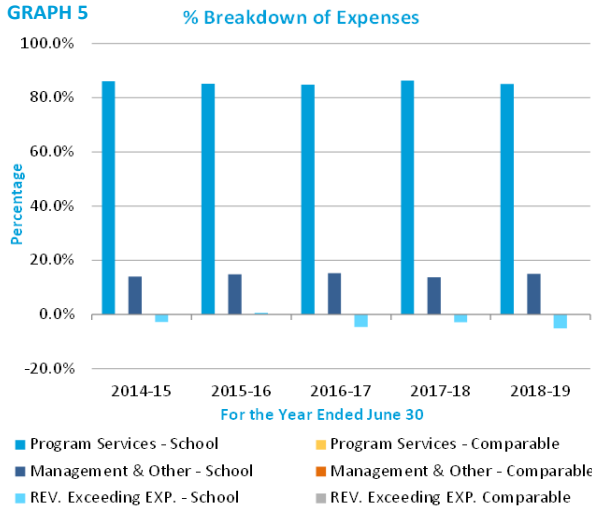


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

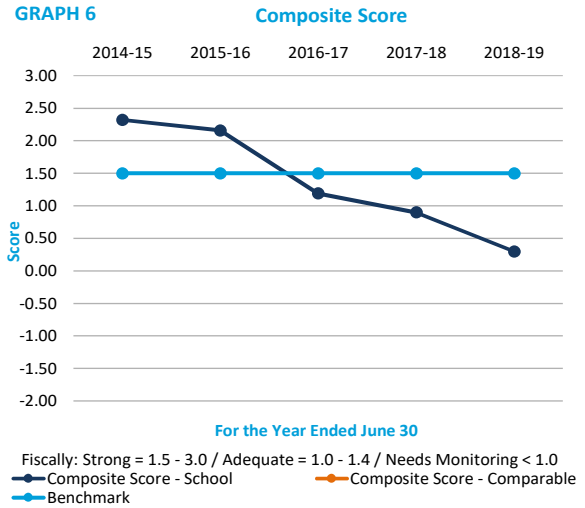
APPENDIX D: Fiscal Dashboard

HEKETI COMMUNITY CHARTER SCHOOL

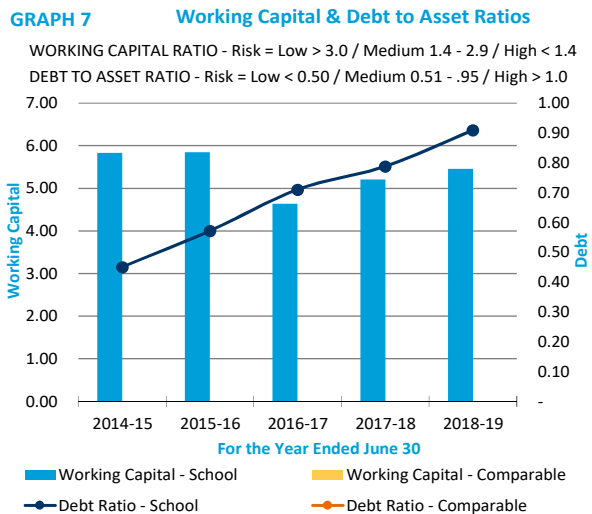
Comparable School, Region or Network: -



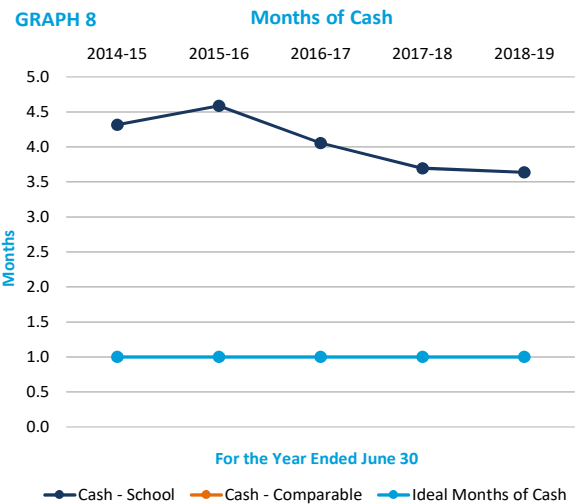
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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

