THE SUNY CHARTER SCHOOLS
INSTITUTE

RENEWAL RECOMMENDATION REPORT
STOREFRONT ACADEMY
CHARTER SCHOOL

SUNY Charter Schools Institute
The State University of New York

CONTENTS

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/.

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.
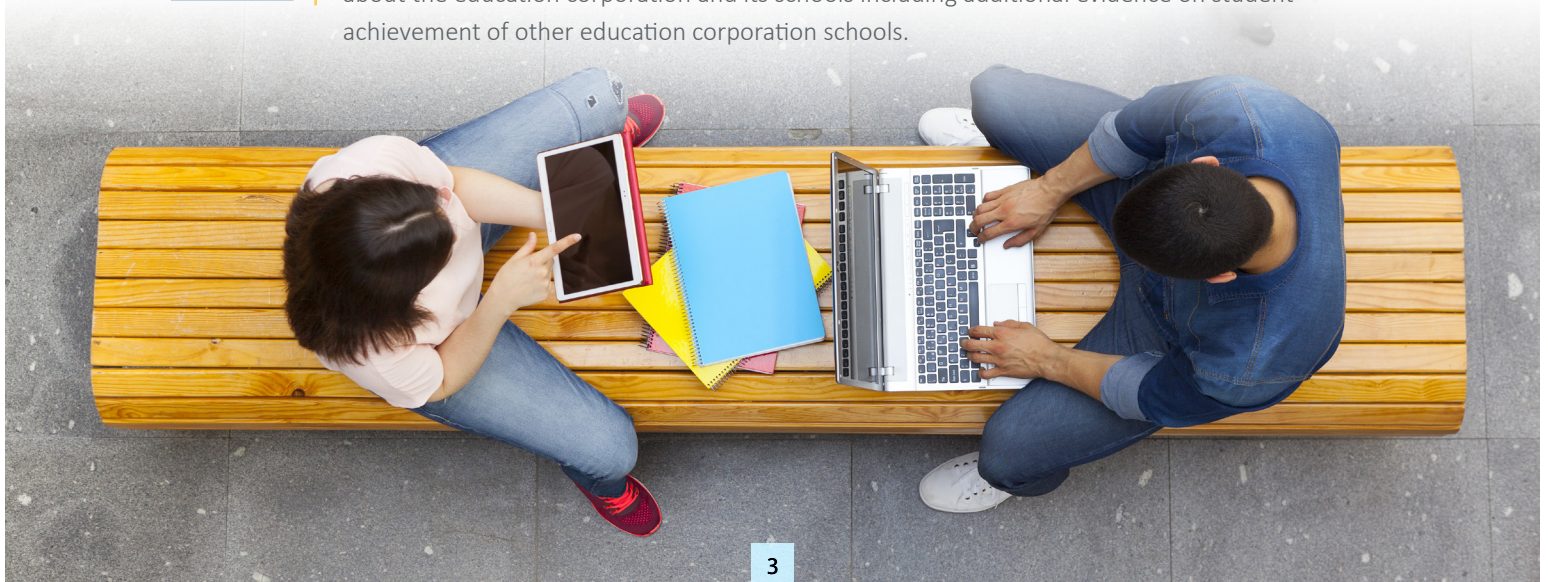
RENEWAL RECOMMENDATION

Short-Term Renewal The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Storefront Academy Charter School and renew Storefront Academy Charter School's authority to operate the school for a period of three years with authority to provide instruction to students in Kindergarten – 5th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 300 students for the last year of the renewal charter term.

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

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

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

REQUIRED FINDINGS

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

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

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

4. SUNY Renewal Policies (p. 12).

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 three years is likely to improve student learning and achievement and materially further the purposes of the Act.[5]

ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all open and operating charter schools. Storefront Academy Charter School ("Storefront") received its original charter on June 4, 2014 and has not previously applied for renewal. 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, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive targets at renewal.

Storefront makes good faith efforts to meet its enrollment and retention targets. The school exceeds its retention target for ELLs and comes close to meeting its enrollment target for students who qualify for FRPL, but does not meet its other enrollment and retention targets. To endeavor to meet these targets the school uses the following strategies:

- distributing information kits containing brochures, flyers, and application forms to local homeless shelters, housing developments, day care centers, and social service agencies;

- providing supports to ensure all students can engage in the school community, such as free school uniforms, scholarships for extracurricular programs and field trips, and health and hygiene supplies;

- holding information sessions in the community annually, which include open houses and recruitment fairs;

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

- providing marketing materials to families that describe the ELL supports that Storefront provides;

- providing parental notices in multiple languages; and,

- delivering recruitment materials and presentations that emphasize the special education and related social emotional support services at the school.

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

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

As of the date of this report, the Institute has not received 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

STOREFRONT ACADEMY CHARTER SCHOOL

BACKGROUND

The SUNY Trustees approved the original charter for Storefront on June 4, 2014. It opened its doors in the fall of 2015 initially serving 100 students in Kindergarten – 1st grade. The school is authorized to serve 288 students in Kindergarten – 5th grade during the 2019-20 school year. If renewed, the school will continue to serve students in Kindergarten – 5th grade, with a projected total enrollment of 300 students.

The current charter term expires on July 31, 2020. A subsequent charter term would enable the school to operate through July 31, 2023. The school leases space at 609 Jackson Avenue, Bronx, NY in New York Community School District ("CSD") 7. Early in the charter term, Storefront endured many facility related difficulties beyond its control. After occupying two temporary sites early in the charter term and having property trapped in a building where the facade collapsed in 2017-18, the school re-located to its current site. The facility challenges had detrimental effects on the school's enrollment and program. As a percentage of its chartered enrollment, Storefront's enrollment dipped to its lowest point during the 2017-18 school year. Nonetheless, the school continued operations and, in October 2018, the SUNY Trustees approved a replication of its model (described below).

Storefront's mission states:

> *The mission of Storefront Academy Charter Schools is to provide children of varied academic strengths quality educational opportunities, preparing them academically, socially, and emotionally to become critical thinkers, high-achieving students, and well-rounded individuals. Working in partnership with families and community members Storefront Academy Charter Schools instills a powerful sense of self and gives its students the tools to own the future and create meaningful adult lives.*

Storefront Academy Charter School (the "education corporation") has a long history of strong community ties in East Harlem. Storefront is a charter version of The Children's Storefront, a tuition-free private school that served students in East Harlem for over 50 years.

The Act allows authorizers to grant charter school education corporations the authority to operate more than one school under Education Law § 2853(1)(b-1) through the new school approval process set forth in the Act. In the fall of 2019 Storefront Academy Harlem Charter School ("Storefront Harlem"), a replication of Storefront, opened its doors to serve 60 students in Kindergarten – 1st grade. To meet both schools' needs, the education corporation adjusted its organizational leadership structure to include an executive director who oversees all programming at both sites, and a director of operations and director of finance shared across each site.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Storefront is establishing itself as an academic success. While the achievement results the school has produced thus far are limited and mixed, the program in place at the time of renewal is of sufficient strength and effectiveness and likely to enable the school to meet or come close to meeting its future academic goals with the additional time a renewal would permit. Storefront's performance is summarized below.

- In English language arts ("ELA"), the school outperformed the local district in 2017-18 but fell below the district the following year when the school's 4th grade cohort's performance decreased by over 23 percentage points from the previous year.

- In mathematics, Storefront outperformed the local district in every year for which data are available. However the school's 4th grade cohort's performance decreased by over 28 percentage points from the previous year and these students' mean growth percentile fell 17 points below the target of 50.

- The school's students with disabilities outperformed the local district by 12 percentage points in ELA and 20 percentage points in mathematics in 2018-19.

- In 2018-19, the school's first year administering the state science exam, the school posted a 100% proficiency rate for its students enrolled for at least two years and outperformed CSD 7 by 28 percentage points.

In its initial charter term, unique among any other schools authorized by SUNY, Storefront faced significant facilities challenges. While the education corporation board of trustees (the "board") worked diligently to locate the school in a permanent, private facility without necessitating significant fundraising, in its first three years it operated across five facilities, four of which were in the 2017-18 school year alone. That school year was particularly difficult in that the facade of one facility fell the week before opening, trapping instructional materials inside for weeks while the school moved to quickly relocate to a temporary facility. Not until April 2018 was the school able to move to its current permanent facility.

Due to its facilities challenges, the school's instructional program faced significant hardship as the school combined classrooms, materials were at times limited, and leadership focus was necessarily drawn to facilities and logistics issues at a cost to a coherent and persistent focus on the school's academic program. The school's board and its leadership displayed an unwavering commitment to ensuring a safe, permanent home for the school.

At the time of the Institute's renewal visit in October 2019, the board and school leaders rightly conveyed a sense of urgency to focus on solidifying a strong academic program now that it has addressed its facilities challenges and grown to its maximum enrollment. The Institute found evidence that the school leadership team is in the process of aligning plans for the academic program to its new strategic plan, as well as clearly defining the roles of each leader and aligning on expectations for teachers and students. The school is also working to improve its structures for teacher coaching and development and use of assessment data to drive decisions.

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 a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal. The Institute recommends that the SUNY Trustees grant Storefront an Initial Short-Term Renewal.

NOTEWORTHY

Storefront is invested in families and the community. Based on parent demand, the school's Spanish teacher teaches a two-hour English class for parents twice per week.

ACADEMIC PERFORMANCE

IS THE SCHOOL AN ACADEMIC SUCCESS?

Storefront is establishing itself as an academic success. The school's new leadership team oversees the program in a permanent facility near its maximum chartered enrollment. With the additional time that a Short-Term Renewal would allow, Storefront is likely to meet or come close to meeting its Accountability Plan goals in a future charter term.

At the beginning of the Accountability Period,[6] the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"[7] and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the Board of Regents"[8] for other public schools, SUNY's required accountability measures rest on performance as measured by 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. Storefront proposed and included additional measures for students' growth on the Northwest Evaluation Association MAP ("MAP") assessment, science class grades, attendance, enrollment, participation in parent conferences, students' progress on the school's core values rubric, and family satisfaction on the school's internal survey.

6. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

7. Education Law § 2850(2)(f).

8. Education Law § 2854(1)(d).

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Measure of Interim Progress ("MIP") attainment,[9] comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Storefront 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 Storefront's demonstrated student learning compared to other schools' demonstrated student learning.

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

The Accountability Plan also includes science and No Child Left Behind Act ("NCLB") and ESSA goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

9. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act ("ESSA") plan. As such, the Institute 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.

Ac ACADEMIC

Pf PERFORMANCE

SUNY RENEWAL BENCHMARK 1A

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

Storefront posted mixed results on its key academic Accountability Plan goals in ELA and mathematics during its initial charter term. After meeting or coming close to meeting its ELA and mathematics goals in 2017-18, the school's performance declined in 2018-19 and the school did not meet the goal for either subject. The school met its science and NCLB/ESSA goals.

In 2017-18 and 2018-19, the first two years that the school enrolled students in testing grades, Storefront posted a mixed record of ELA achievement. In 2017-18, the school came close to meeting its ELA goal. With 42% of its students enrolled for at least two years scoring at or above proficiency, the school exceeded the performance of the district by four percentage points. The school posted an effect size of 0.14, falling below the target of 0.3 but indicating that the school performed slightly higher than expected compared to schools across the state enrolling similar percentages of economically disadvantaged students. In 2018-19, the first year in which all measures included under its goal were applicable, the school did not meet its ELA goal. Storefront decreased its absolute achievement by 11 percentage points and fell under the performance of the district by eight points. The school continued to perform slightly higher than expected compared to demographically similar schools, falling marginally under the effect size target of 0.3. Also in 2018-19, the school posted its first growth score, falling below the target of 50 by two percentile points.

Storefront also posted mixed mathematics results in the first two years in which it enrolled students in testing grades. In 2017-18, the school met its goal when it exceeded the target for both comparative measures. With 62% of its students enrolled for at least two years scoring at or above proficiency, the school exceeded the district performance by 23 percentage points. In comparison to schools across the state enrolling similar rates of economically disadvantaged students, Storefront performed higher than expected to a meaningful degree. The following year, the school failed to meet its mathematics goal when its proficiency rate declined by 25 percentage points. Although Storefront continued to outperform the district, the school posted an effect size of 0.0, falling below the target of 0.3 and indicating it performed only about as expected compared to demographically similar schools. Concomitant with the school's decline in proficiency, the school posted a mean growth percentile of 33, falling far under the target of 50.

Storefront first administered the New York State science exam in 2018-19. The school's 4th grade students enrolled in at least their second year posted a 100% proficiency rate, outperforming the district's students in 4th grade by 28 percentage points. Among all tested students, 53% scored at Level 4, indicating that they performed above grade level expectations.

The school met its ESSA goal, remaining in good standing under the state's accountability system over the term.

ACADEMIC PERFORMANCE

STOREFRONT ACADEMY 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**.
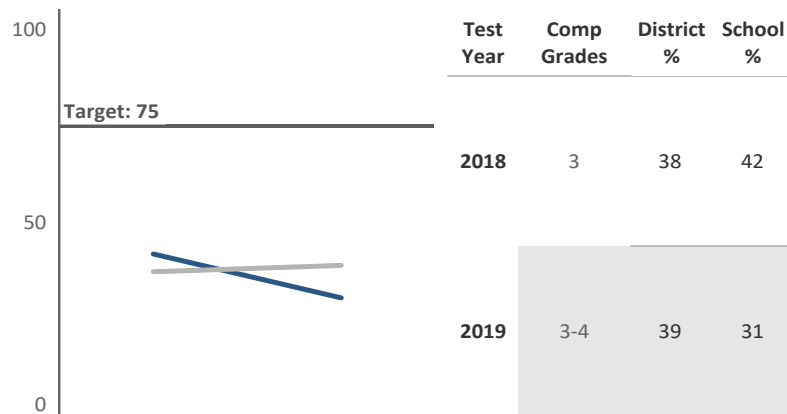
Target: 75

Test Year	Comp Grades	District %	School %
2018	3	38	42
2019	3-4	39	31

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.

Target: 0.3

Test Year	Test Grades	Effect Size
2018	3	0.14
2019	3-4	0.25

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**.

Target: 50

Test Year	School Mean Growth
2019	47.8

Ac ACADEMIC

Pf PERFORMANCE

ACADEMIC PERFORMANCE

STOREFRONT ACADEMY 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 pe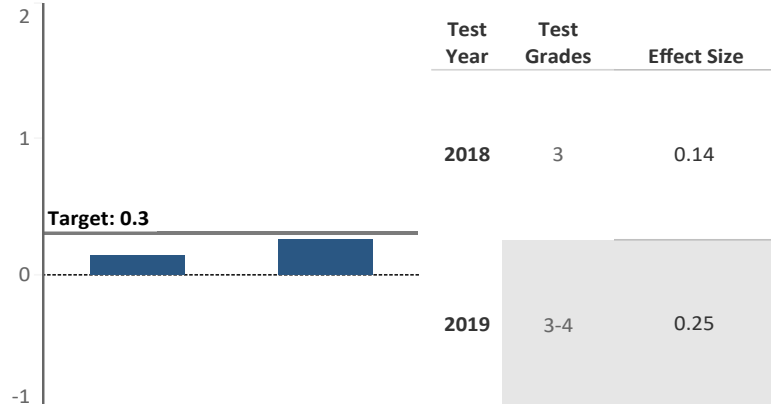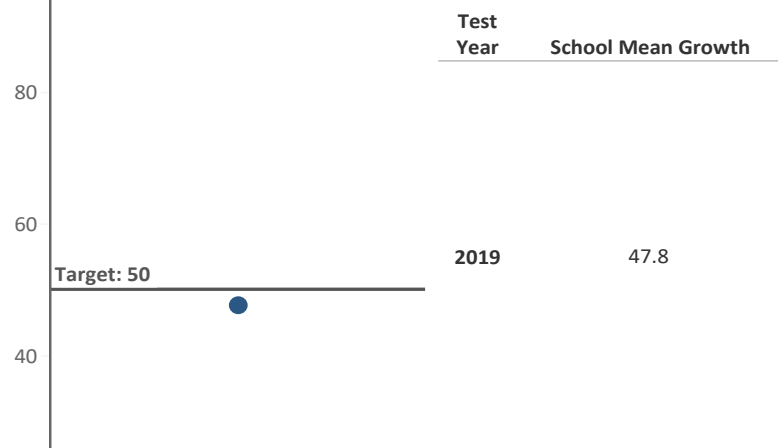rforming at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.

Target: 75

Test Year	Comp Grades	District %	School %
2018	3	39	62
2019	3-4	32	37

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.

Target: 0.3

Test Year	Test Grades	Effect Size
2018	3	0.67
2019	3-4	0.00
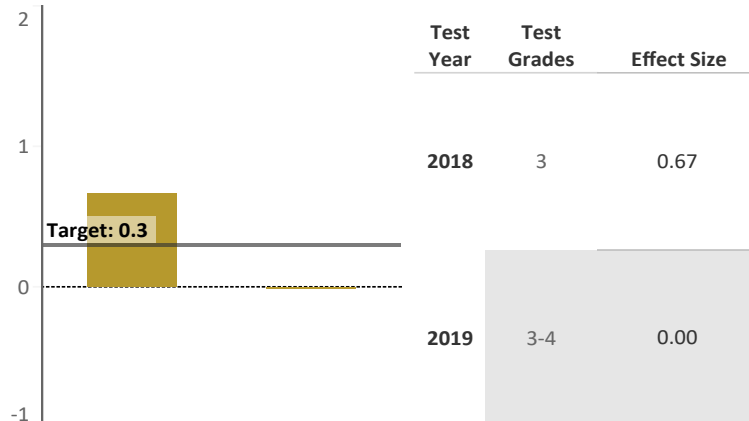
Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.
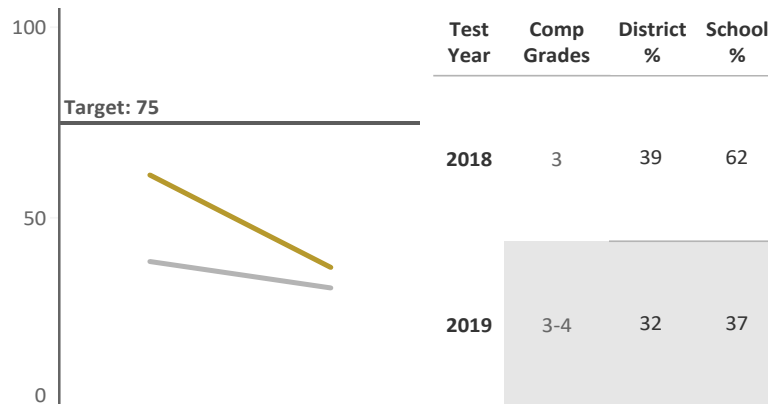
Target: 50

Test Year	School Mean Growth
2019	33.2

ACADEMIC PERFORMANCE

STOREFRONT ACADEMY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

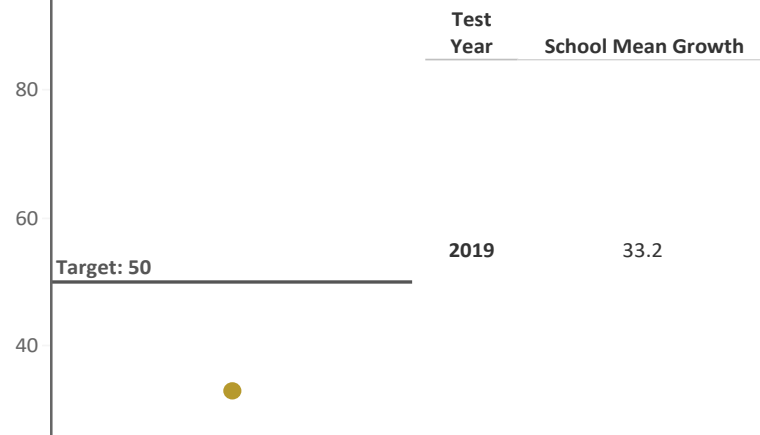**Science: Comparative Measure.** Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.

100

Target: 75

50

Test Year	District %	School %
2019	72	100
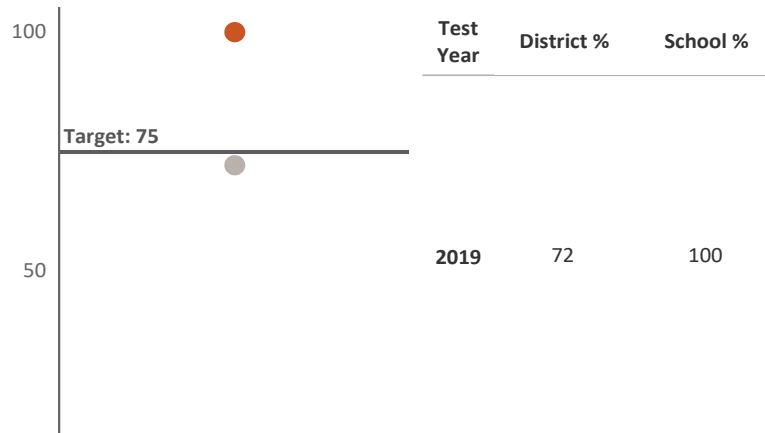
SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	24	21	33
Tested on State Exam	0	6	11
School Percent Proficient on ELA Exam	NA	16.7	27.3
District Percent Proficient		17.5	15.3

	2017	2018	2019
ELL Enrollment	25	25	36
Tested on NYSESLAT Exam	23	25	35
School Percent 'Commanding' or Making Progress on NYSESLAT	13.0	28.0	17.1

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."

SUNY RENEWAL BENCHMARK 1B

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

Storefront is developing an assessment system that improves student learning. The school is strengthening its practices for data analysis and use of data to drive instructional decisions.

- The school regularly administers valid and reliable assessments aligned to the school's curriculum and New York State standards. In alignment with school priorities for 2019-20, the school administers a schoolwide writing prompt aligned in format with state tests four times per year for all grade levels. The school administers the Fountas and Pinnell Benchmark Assessment System ("F&P") in Kindergarten and 1st grade and collects Lexile levels for 2nd – 5th grade using Northwest Evaluation Association MAP ("MAP") testing. Storefront also uses MAP as an interim assessment to measure progress toward meeting grade level standards in both ELA and mathematics four times per year. Teachers regularly deliver unit, weekly, and exit ticket assessments from the curricular programs for both ELA and mathematics.

- Storefront has a valid and reliable process for scoring assessments. Leaders meet with teachers during summer professional development and during full day professional development sessions to review and familiarize teachers with scoring rubrics for open ended questions and writing prompts. Teachers work with grade level teams and alongside leaders to score assessments and work in the same space so that if any questions about scores arise, then teachers can address with peers or with leaders.

- Storefront teachers are beginning to utilize strong practices for using assessment results to meet students need. This year for both mathematics and ELA, teachers have about 30-45 minute blocks in the daily schedule to utilize small group instruction through station teaching where students rotate to different activities. During this time teachers use exit tickets and other data sources to plan student groupings. Storefront is developing its systems for data days for teachers to analyze and create action plans to reteach and follow up with students, as necessary. At the start of the 2019-20 school year, the school completed its first data day focusing on analyzing writing prompts for students and determining specific steps for improving writing instruction.

- Leaders are developing processes to use assessment results to inform professional development and coaching strategies. During leadership team meetings, leaders meet to review assessment data and discuss areas of need across the school. During grade team meetings and individual check in meetings, leaders are beginning to review data with teachers in order to discuss specific strategies and action plans for adjusting learning

and teaching. With the implementation of data days, the school is developing its method for reviewing data on a schoolwide level to make curriculum adjustments. Leaders meet with teachers to discuss assessment results, but the teacher evaluation system does not include areas for evaluation based on student achievement results.

- The school regularly communicates to families about student progress and growth. In addition to sending report cards home three times per year, the school also sends home progress reports on a more frequent basis. During the family conferences for progress reports, teachers meet to discuss specific strategies with families in which they can use at home to help supplement learning. To ensure that families have complete access to online systems for tracking both academic achievement and behavior, T-Mobile awarded the school a grant that enables the school to provide every student with a tablet with unlimited internet access. Families use these tools to access online reports and other useful supplemental learning materials from home.

SUNY RENEWAL BENCHMARK 1C

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

Over the charter term, Storefront leaders reflected on the curricular programs and made a shift this year to a more comprehensive program that supports teachers with instructional planning. The school is developing some systems to support teachers with creating purposeful lesson plans.

- Storefront has a curricular framework that aligns with state standards. For ELA, the school is shifting away from Journeys and implementing the Into Reading program for all grades. The school implements a 90 minute literacy block. For Kindergarten – 2nd grade, the school uses Fundations to teach phonics. For mathematics, the school uses Singapore Math. Leaders review the use and selection of curricular materials to ensure each program aligns to the rigor of the state standards.

- In addition to the curricular framework, the school has supporting tools that provide a bridge between the curricular framework and lesson plans. Teachers have access to curriculum-based or teacher developed pacing guides and unit plans that help to determine specific teaching points when planning lessons. Based on these documents, teachers know what to teach and when to teach it.

- Storefront has a clear process for selecting, developing, and reviewing its curricular documents. Leaders realized that the previous curricular program for ELA did not provide teachers with tools that helped fully support at-risk students, and so leaders looked into piloting the new ELA curriculum for this school year. In addition to the general education program, the school is also piloting for some English language proficiency levels the ELL and Spanish language components of the program as the school's ELL population increases.

- Storefront leaders are establishing systems of support to improve teachers' purposeful planning. The school requires teachers to have the basic components of lessons, and some teachers plan useful, thoughtful plans with clear groupings of students. In other lesson plans, teachers do not include these elements. Across the school, however, few teachers plan meaningful higher order thinking questions, clear checks for understanding, or purposeful differentiation strategies. Leaders review lesson plans on a weekly basis and have an opportunity in any future charter term to focus on developing this aspect of teachers' planning.

SUNY RENEWAL BENCHMARK 1D

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

There is some high quality instruction at Storefront. The instructional leadership team has prioritized instructional support this year to improve teachers' ability to build students' foundational skills in reading, writing, and using a variety of strategies in mathematics, to ultimately improve students' critical thinking. As shown in the chart that follows, during the renewal visit, Institute team members conducted 19 classroom observations following a defined protocol used in all renewal visits.

NUMBER OF CLASSROOM OBSERVATIONS

		GRADE					
		K	1	2	3	4	5	Total
CONTENT AREA	ELA	1	1	1	2	2	1	8
	Math	1	1	1	1	1	2	7
	Science				2	1		3
	Social Studies						1	1
	Total	2	2	2	5	4	4	19

- Most lessons are purposeful with activities aligned to the objective and state standards (13 out of 19 lessons observed). In most lessons the lesson content is focused on achieving the objective. Objectives are clear and communicate to students what they should do or know by the end of a lesson. Teachers accurately communicate content that builds on students' prior knowledge. However, in some lessons content is below grade level standards. Co-teaching throughout all lessons is inconsistently effective. For example, although it is clear that one teacher typically leads instruction, the second teacher's role is not always clear. Sometimes the co-teacher also leads instruction or works with a small group of students. Other times the second teacher may not take action to further students' learning, simply standing at the back of the room or monitoring student behavior.

- Some teachers regularly and effectively check for student understanding (8 out of 19 lessons observed). Instructional leaders recognize this as an area of improvement for teachers and provide coaching feedback on it. Teachers monitor behavior rather than an understanding of the objective, or ask cursory, procedural questions or questions related to directions and not lesson content. While some teachers administer an exit ticket at the end of class to gauge students' understanding of the whole lesson, teachers do not use techniques to gauge understanding throughout the lesson or gauge the understanding of only a few students rather than the whole class. Lesson plans lack evidence that teachers use exit ticket data to provide feedback to students and address their misunderstandings.

- Only some teachers engage students in higher order thinking (7 out of 19 lessons observed). Although lessons address a grade level standard, neither the assigned tasks nor teacher questioning about content are rigorous. Rather than engaging students in critical thinking, lessons prompt students to simply summarize or recall facts. School leaders recognize that teachers have an opportunity to ensure students apply new content to challenging problems and justify their thinking.

- Teachers establish and maintain classroom environments that are focused on academic achievement (15 out of 19 lessons observed). Teachers are well prepared and have materials readily available. Most teachers have routines and procedures that enable efficient transitions and maximize learning time. Behavioral expectations are clear and teachers effectively manage and redirect misbehavior, and students are engaged in lesson content.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

SUNY RENEWAL BENCHMARK 1E

Storefront is developing its instructional leadership team. At the time of the Institute's visit, Storefront's leadership team and board had recently drafted a five-year strategic plan. Because the school has not yet started implementation, the leadership team is in the early stages of determining a vision for quality instruction and measurable goals and benchmarks to hold teachers accountable for instruction and student achievement.

- The school's leadership team is in the process of identifying clear expectations for student achievement and teacher performance. Although the leadership team has identified growth targets for the MAP, the main assessment the school uses for decision making, teachers are unable articulate these targets. School leaders recognize a need to improve the instructional skills of most teachers at the school, but because they have not yet clearly defined and aligned on what excellence in teaching looks like at Storefront, leaders have not communicated clear instructional expectations to teachers. School leaders intend to address this during the school year.

- The instructional leadership structure supports the development of teaching staff, but the leadership team does not yet provide cohesive, high quality development. All members of the instructional leadership team are new to their roles this year. The executive director oversees the school program while the principal and assistant principal provide coaching, curriculum, and assessment support to teachers. At the time of the Institute's visit the instructional leaders had not established practices to ensure that all coaches and leaders are normed in instructional expectations for teachers. The special education coordinator was just starting to assume coaching responsibilities, and the leadership team had identified, but had yet to fill, an additional instructional coach.

- Instructional leaders provide coaching, but it is not yet systematic nor aligned to schoolwide instructional priorities identified in the strategic plan. The principal and assistant principal conduct walkthroughs in each teacher's classroom at least two times per week. At the time of the Institute's visit, the executive director was transitioning coaching responsibilities to the special education coordinator to coach special education teachers. The area of focus for classroom observations this year is teacher questioning strategies, as determined by teacher observations and teacher request. The coaches determine the frequency and focus of the walkthroughs based on teachers' expressed desire or clear issues in behavior management, rather than on alignment to a schoolwide strategic plan for instructional goals. The variation of intensity of supports, therefore, is not yet systematic.

- Storefront leaders provide opportunities and guidance for teachers to plan instruction within and across grade levels, but leaders recognize a need to improve the planning of higher order thinking and differentiation. Grade team leaders lead weekly grade team meetings to collaboratively plan lessons. The principal or assistant principal then follows up in a separate meeting with the grade teams and reviews lesson plans weekly. Although the principal and assistant principal provide feedback, the Institute's review of lesson plans demonstrate an opportunity for leaders to align planning support to the school's strategic plan.

- Professional development lacks coherence as Storefront is still developing a clear instructional vision. Once per month the teachers, assistant principals, and principals from both Storefront campuses come together to engage in professional development. Teachers completed a survey to identify areas of interest for professional development topics. Based on survey results, classroom observations, and student assessment data, the leadership team identified writing and guided reading as the priorities for professional development this year. The school also views weekly grade team meetings with school leaders as professional development. While sessions are interrelated with classroom practice, the overall professional development calendar is a collection of disparate topics. The professional development program does not yet differentiate to meet all teachers' needs, such as the needs of new versus more veteran teachers.

- Instructional leaders regularly conduct teacher evaluations. The principal and assistant principal complete two informal and two formal observations during the year using the Danielson Framework for Teaching ("Danielson rubric"). At the start of the school year teachers created professional goals aligned to the Danielson rubric and with feedback from the principal and assistant principal. While leaders provide feedback to teachers about their goals, teachers' goals do not consistently align to a schoolwide goal or priority for instruction or student achievement.

- Storefront does not yet have a system to consistently hold teachers accountable for student achievement. In the past, teacher evaluations have not included student achievement and the school has not had mechanisms to hold teachers accountable for student achievement. At the end of this year the school intends to use growth on the MAP assessment as part of teachers' evaluations. The school leaders have not come up with a method to document observation walkthroughs and connect them to teachers' performance evaluation in order to hold them accountable for instruction throughout the year.

SUNY RENEWAL BENCHMARK 1F

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

Storefront is developing its programs to support at-risk students. The school revamped and began codifying its response to intervention ("RTI") program for this school year, and the ELL program is adapting to the influx of new ELLs at the school. Although the school's special education program is largely in compliance, Storefront has identified a need to make improvements to better serve students with disabilities.

- The school uses clear procedures for identifying at-risk students. At the beginning of the school year, Storefront had clear criteria for entry into the RTI program based on baseline assessments and data from the end of the previous school year. Students enter the RTI process with six week checkpoints, and if students do not make progress to exit the program, then the school will refer the student for evaluation with the district Committee on Special Education ("CSE"). For ELLs, if not previously identified in the New York City Department of Education ("NYCDOE") student information system, the school administers a home language survey, interviews the student, then, if eligible, administers the New York State Identification Test for English Language Learners ("NYSITELL").

- Storefront is developing its programs for at-risk students, but still needs to improve its special education program. For students struggling academically, the school has three dedicated Title 1 teachers to provide push in and pull out services to students identified for tier 2 and tier 3 interventions. The programs relate to the school's curricular programs, and the Title I teachers coordinate schedules to coincide with small group time during classroom schedules. For ELLs, the school uses the ELL components of the Into Reading program as well as Sheltered Instruction Observation Protocol ("SIOP") to teach English language acquisition skills. For students with disabilities, the school has two teachers in each classroom, but staff members are not clear as to which classroom in each grade is an integrated co-teaching ("ICT") classroom. For students who require special education teacher support services ("SETSS"), the school only uses its Title I teachers to provide these services, none of whom are special education certified. The school is in compliance with delivery of its related services. However, the school has at least two students with more restrictive settings and, at the time of the renewal visit, the school did not produce evidence that it was in the process of working with the CSE to amend the individual education programs ("IEPs") to accurately reflect the services the students receive. In spite of posting recent performance data for students with

disabilities that is higher than the district's, the school recognizes it needs to have closer monitoring and oversight of its special education program in order to provide high quality supports to students with disabilities. The Institute is working with the school to ensure proper oversight and amendments of IEPs, which had begun as of December 2019.

- General education teachers utilize some effective strategies to support students within the general education program. As a schoolwide initiative, lessons for both ELA and mathematics feature a portion of time dedicated to station teaching, in which general education teachers plan specific and targeted teaching and learning for students based on ability levels. Though not yet consistently strong across every classroom, some co-teaching teams have strong practices for monitoring and supporting students during whole group instruction. Lesson plans and classroom observations provide minimal evidence that teachers implement differentiation strategies to support all learners.

- The school is developing its systems for monitoring the progress and success of at-risk students. Through leadership team meetings and data reviews, the school flags at-risk students to monitor how well they perform on interim assessments and MAP. Teachers are aware of student progress toward meeting IEP goals, achieving English proficiency, and school based goals for students struggling academically. At the beginning of each school year, the school reviews IEPs and ELLs' language proficiency levels with teachers. Through grade team meetings and the RTI process, teachers are well aware of where students struggling academically stand and review their progress toward goals for exit criteria. Storefront leaders are developing supports for teachers to use data effectively to monitor progress.

- The school is creating its professional development to help teachers meet at-risk student needs. During summer professional development sessions, the school provided training on effective ways to identify ELLs as well as how to initiate the RTI process. The school also provides training on co-teaching models. The school recognizes an opportunity to improve its training opportunities for differentiation and serving students with disabilities in order to better meet the learning needs of individual students.

- The school provides opportunities for collaboration time between at-risk program staff members and general education teachers. As part of weekly grade team meetings, the special education coordinator will join in when specific issues arise. The Title I teachers will join grade team meetings on an ad hoc basis when specific issues arise with students in the RTI program.

ORGANIZATIONAL PERFORMANCE

?

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Storefront is an effective and viable organization that has in place the key design elements identified in its charter. The school's administrative structure supports the implementation of the school's educational program. The board meets regularly and ensures the school substantially complies with applicable laws and regulations. The board is aware of the need to establish structures to effectively oversee the school's academic progress and operations. Additional detail on the school's organizational effectiveness is outlined below.

SUNY RENEWAL BENCHMARK 2A

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

Storefront is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. Storefront provides multiple opportunities to involve families in the school and provides arts and enrichment programming. As identified in the academic section, and the information that follows in this section, the school is in the process of establishing structures to meet the needs of all learners.

SUNY RENEWAL BENCHMARK 2B

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

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

Parent Survey Data. The Institute compiled data from NYCDOE's 2018-19 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. This year, 55% of families who received the survey responded. The vast majority of survey responses (92%) indicate high satisfaction with the school. Although somewhat low, the response rate is sufficient to frame the results as representative of the school community.

Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 10 families in attendance expressed high levels of satisfaction with the school's program. Families felt that the school made many efforts to communicate about their child's academic performance as well as general events and activities at the school. Families especially appreciated the Facebook updates from the school. Families also find that the school is caring and goes above and beyond with service activities like a coat drive.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2018-19, 74% of Storefront students returned from the previous year.   The school anticipates student retention improving now that the school has stabilized its facilities and is reaching maximum enrollment. 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 Department of Education ("NYSED") is available to the Institute to provide either district or statewide context.

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

SUNY RENEWAL BENCHMARK 2C

While elements of a strong educational program are underway, the school organization works toward the coherent, well-aligned systems needed to enable and sustain exemplary student achievement.

- The school has an administrative structure that allows the school to carry out its academic program, but is developing its efficiency and effectiveness. Due to the education corporation's opening a second school, Storefront established a new organizational structure this year. The executive director role is new, and the principal, assistant principal, and director of operations are all new to their roles this year. Leadership team members' responsibilities continue to shift as each leader fully transitions into his or her new role. The executive director is gradually transitioning academic oversight to the principal and operational oversight to the director of operations. The director of operations' responsibilities are still being defined appropriately at each site. Teachers report they receive necessary resources, although the school is still clarifying reporting structures and systems for leader and teacher evaluation.

- Storefront staff members consistently apply a clear student discipline system. The school uses a clip-chart system displayed in every class to designate rewards and consequences. The dean of students works closely with teachers, and the school engages in frequent formal and informal parent contact. Notably, less than one percent of students receive suspensions and zero students were expelled last year. The school reports that the number of behavior incidents at the school dropped significantly between September and October this year.

- Storefront retains staff and is working to improve teacher quality. Over 80% of teachers returned this year from the previous year. The school is hiring external recruiters and trying to create a greater variety of professional development experiences to bolster teachers' skills.

- The school has allocated sufficient resources to achieve its goals. The school employs two teachers in at least one classroom per grade. Each classroom is equipped with technology including Promethean boards. The school's resources were constrained by the 2017-18 decline in enrollment due to the facilities challenges, but enrollment at the time of the Institute's visit, 331 students, exceeds the chartered enrollment, allowing projections of positive net revenue. While the education corporation board is using Storefront's revenue to subsidize a deficit in Storefront Harlem's budget, Storefront's resources are ample and risk is low.

- For this year and 2018-19, Storefront has maintained sufficient student enrollment after a decline in 2017-18 due to the facilities issues. School leaders and teachers recognize the challenges associated with reaching the school's maximum chartered enrollment this year and a significant increase in ELLs and students with disabilities from previous years, and are putting structures in place to meet the needs of all students.

- This year, Storefront has procedures to monitor its progress toward meeting enrollment and retention targets. While some prior records from early in the charter term were lost during facility moves, the school now has a tracking system, is aware of, and making good faith efforts to attempt to meet all targets.

- Given the new leadership structure, Storefront leaders have not yet created a clear process for a structured and routine formative evaluation of the academic program. Leaders respond to data and staff and student needs as challenges arise but are working to strategically use data to make sound decisions.

SUNY RENEWAL BENCHMARK 2D

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

The Storefront education corporation board has led the school through extraordinary turbulence and is building needed capacity. The board recognizes a need to give more focused attention to oversight of operations and instruction.

- Board members provide multiple skills with which to govern the school and has structures in place to provide oversight. Board members' professional skills include finance, law, communications, development, social services, human resources, marketing, Kindergarten – 12th grade education, and the arts. Some members have served on other nonprofit boards including the original Children's Storefront Academy. The board recently implemented a new committee structure and operates through the planning, executive, governance, development, academics and assessments, and real estate committees. The board is interested in new members in the future.

- Although it is refining its information requests, the board has strong communication with the executive director. Citing a need for better information Information for oversight of instructional and operational areas, the board requested information in a more systematized manner. For example, the board was surprised by the school's decline in performance on state assessments in 2019. In response, the board plans to expand its data dashboard to include more outcome measures and will use the committee structure to develop and flesh out oversight agendas. The board also recognizes a need to establish tighter quality control on documents that the school submits to the Institute.

- The board, working with the leadership team, just drafted a strategic plan at the time of the visit and is establishing long term goals. The strategic plan includes five principal goals: academics, communications with parents, emotional support, serving ELLs, and teacher professional development. Although the enrollment pattern in the school's original charter application is for Kindergarten – 8th grade, the board has decided the school will remain Kindergarten – 5th grade at its current enrollment for the coming charter term in order to maintain stable operations and begin implementing the strategic plan.

- The board successfully retains key personnel. The board is responsible for hiring and evaluating the executive director, who has been at the school for four of its five years and is the former principal. The board has a performance evaluation tool for the executive director but recognizes a need to incorporate measures that identify the leader's areas of strength as well as areas for improvement.

- Board members do not formally evaluate the performance of individual members or the full board. The board recognizes a need to increase its academic expertise and plans to expand to 13 members.

- Board members effectively communicate with the school community. During the facilities crisis, the board conducted meetings and other outreach to parents. One board member leads a girls' mentoring program at the school.

SUNY RENEWAL BENCHMARK 2E

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

The board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board understands its role in holding the school leadership accountable for both academic results and fiscal soundness. However, the board needs to improve systems in both areas to more effectively oversee the education corporation's schools.

- The board has had academic information processes in place but based on results to date needs to improve those processes and probe leadership more regarding interim progress.

- The board's fiscal systems, policies, and procedures enabled the education corporation to survive facility and enrollment hardships but underscore the need for better policies and processes so the board can get ahead of fiscal issues sooner. The Institutes's oversight process shows the education corporation as in need of fiscal monitoring. (See the fiscal benchmarks for more detail.) One example is a recent fundraising effort that should have been put in place sooner. Per board minutes, the board's audit committee is committed to putting systems in place for better documentation of transactions.

- In transitioning in new trustees from its community based organization partner, the board worked with the Institute to avoid conflicts of interest and abide by its charter restrictions related to affiliated trustees. Similarly, when the board has considered real estate solutions for the schools, it takes into account its code of ethics and understands where conflicts may be present.

- The board and leadership are working on a five year strategic plan to encompass both schools' academic achievement, facilities, and fiscal health.

SUNY RENEWAL BENCHMARK 2F

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

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

- **Complaints.** The Institute received no formal complaints regarding the school.

- **Compliance.** The Institute issued no violation letters during the charter term.

- **Facility.** The building did not have fire exit maps or instructions posted in each room in which students may be present. One closet used by janitors was not locked, and could pose a danger to students. The Institute will work with the school to correct these conditions.

- **Website.** The education corporation's website does not include the required Freedom of Information Law information including a link to the Committee on Open Government's website. The website also does not include any annual reports. The Act and NYSED regulations require the most recent (which was submitted to NYSED incomplete) including the current audit.

- **Student with Disabilities.** As noted under benchmark 1F, the school is working with the CSE to amend students' IEPs to match their settings in the school in compliance with the Individuals with Disabilities Education Act ("IDEA"). Also, while the school's special education coordinator has deep counseling experience, she is not certified as a teacher of students with disabilities in violation of the charter agreement. The Institute will continue to work with the school to remedy these issues.

- **Teacher Certification.** While the school employs no more than the limit of uncertified teachers permitted by the Act, several of those teachers do not meet the Act's qualification requirements, such as having three years of teaching experience. The Institute will require the school to submit a plan for how it will come into compliance with the Act.

FISCAL PERFORMANCE

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal review, Storefront Academy Charter School education corporation fiscally needs monitoring as does its school, Storefront. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that Storefront and the education corporation have demonstrated financial strain due to facility related issues during the charter term, with improvements and an upward trend at the end of the term.[10]

10. 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.

Storefront opened in 2015-16. Storefront Academy Charter School education corporation also operates one additional charter that opened in 2019-20. Since the new school recently opened it has not generated audited financial reports; the following discussion will mostly pertain to Storefront, the original charter school.

Storefront's facilities challenges affected the revenue driver of enrollment. Currently the school is operating in a stable facility that should allow the school to improve fiscally while allowing the school to enroll at full capacity and operate more efficiently. The board's fundraising efforts have proven successful in the past and its latest plan includes expanded fundraising.

Operating multiple schools generally allows for the realization of efficiencies associated with operations and capacity to share programs and resources in the areas of academic program, fiscal management and operational support, human resources, technology, and public relations. To realize these benefits, the board needs to solve enrollment and facilities issues at Storefront Harlem, which is draining resources from the education corporation.

SUNY RENEWAL BENCHMARK 3A

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

Storefront has limited financial resources to ensure stable operations but is trending upward as the facilities issues are resolved. Storefront has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- The school is responsible for creating annual operating budgets as well as updating the five year budget projections as needed. The board reviews and approves the annual operating and capital budgets prior to the beginning of the next fiscal year.

- The school has implemented a cost sharing plan to divide the expenses for shared services, employees, and all other expenses associated with both school locations.

- Storefront will continue operations in the current facility. The facility is a privately leased space and will adequately provide Storefront with the space it needs to operate during the next charter term.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

SUNY RENEWAL BENCHMARK 3B

Storefront has not fully implemented sound fiscal policies, procedures, and practices necessary to maintain appropriate internal controls. What the board put in place, however, has enabled it to continue operations and open a second school in a site important to its partner organization.

- The fiscal policy and procedures manual serves as the guide to all financial internal controls and procedures. The school last updated the manual in April 2019 to include proper policies and procedures associated with operating an additional school, but the manual needs further development to include proper segregation of duties and oversight of transactions.

- The most recent Storefront audit report for June 30, 2019 contained material findings. There were two management comments discussing the proper segregation of duties. The auditor found that internal controls over credit card usage needed to include the establishment of policies surrounding the proper use of credit cards to minimize the ability for abuse. School staff members have not maintained proper approval and receipts for purchase for each transaction. The auditor also found the finance department staff size did not always allow for the proper segregation of duties for specified procedures. The school responded to the auditor stating that Storefront is actively seeking to expand its finance department.

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

SUNY RENEWAL BENCHMARK 3C

Storefront and the education corporation have complied with financial reporting requirements. The Institute is working with the education corporation to strengthen internal controls and oversight of the financial operations.

- The Institute and NYSED have received the required financial reports on time, complete and following generally accepted accounting principles (GAAP).
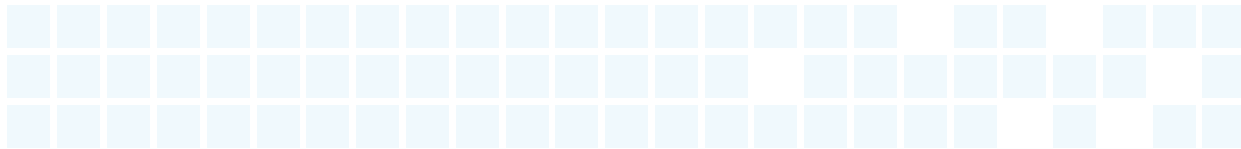
- Independent audits of annual financial statements have received unqualified opinions but contain management letter findings regarding credit card usage and segregation of duties over finances.

- The school and education corporation have generally filed key reports in a timely manner including audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.

- The June 30, 2019 audit was received by the Institute by the November 1, 2019 due date. The audit reflected a surplus for the 2018-19 fiscal year as a result of enrollment strengthening.

SUNY RENEWAL BENCHMARK 3D

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

Storefront and the education corporation have maintained adequate but limited financial resources to ensure stable operations.

- Since the school opened in 2015-16, the education corporation has reported operating surpluses as well as deficits. Facility issues that caused the deficits have been addressed.

- The school's fiscal dashboard in Appendix D reflects that the school needs fiscal monitoring. However, for the most recent fiscal year the education corporation improved its financial condition.

- The education corporation will benefit from a combined balance sheet, which is a combination of an individual school's assets and liabilities, but that will depend on fundraising and enrollment at the new school in future years. In order to track the operations of any individual school within a merged education corporation, the Institute tracks each individual school's revenues and expenses in order to report operating surpluses or deficits.

- Storefront had total net assets that improved to approximately ($550,474) as of June 30, 2019. The school has maintained 1.2 months cash on hand to cover liabilities coming due shortly.

- As a requirement of the SUNY charter agreement, the education corporation has established the separate dissolution reserve fund account of $75,000 for the original school plus $15,000 toward the $25,000 due this year for the second school. Over the next two years, the fund must increase to $150,000.
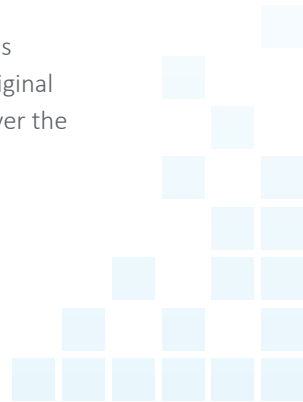
FUTURE PLANS

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

Storefront is establishing a strong educational program and is growing its academic success. The school operates as an effective and viable organization and the education corporation is fiscally sound. Thus, the plans to implement the educational program as proposed during the next charter term are reasonable, feasible, and achievable.

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

Plans for the Educational Program. Storefront plans to implement the same core elements of its educational program that enabled the school to post a mixed record of meeting its Accountability Plan goals in the initial charter term. Given more time and its stable facility, these elements are likely to enable the school to meet or come close to meeting its goals in the next charter term while it continues to serve Kindergarten – 5th grade with a slightly higher enrollment.

Plans for Board Oversight & Governance. Board members express an interest in continuing to serve the school in the next charter term and may add additional members in the future. The board has plans to strengthen fiscal and academic oversight.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, Storefront presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and school budgets that are feasible and achievable. Storefront will continue operations in their current facility for the next charter term. With the facility issues addressed and enrollment strengthening the financial condition is improving. In order for the education corporation to strengthen, it must increase enrollment at the new school to charter levels and address facility issues for that school. In addition, the board must continue its projected fundraising. The board appears capable of achieving these goals.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	288	300
Grade Span	K-5	K-5
Teaching Staff	34	35
Days of Instruction	180	180

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.

Storefront

Ax

APPENDICES

PAGES Ax 1-12

SO ^A	PS ^B	DC ^C	FD ^D
SCHOOL OVERVIEW	PERFORMANCE SUMMARIES	DISTRICT COMMENTS	FISCAL DASHBOARD
PAGE Ax 1	PAGE Ax 6	PAGE Ax 8	PAGE Ax 9

APPENDIX A: School Overview

SCHOOL LEADERS

PRINCIPAL

Nicole Garcia, Ed.D, Executive Director (2019-20 to present)
Elisa Istueta, Executive Director (2015-16 to 2016-17)
Carol Singletary, Principal (2019-20 to present)
Nicole Garcia, Ed.D, Principal (2016-17 to 2018-19)
Lisette Nieves, Principal (2015-16)

SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2015-16	100	95	95%	K-1	K-1
2016-17	150	133	89%	K-2	K-2
2017-18	198	120	61%	K-3	K-3
2018-19	244	228	93%	K-4	K-4
2019-20	288	331	115%	K-5	K-5

APPENDIX A: School Overview

Storefront Academy Charter School	Bronx CSD 7

Student Demographics: Special Populations

English Language Learner					2016-17	2017-18	2018-19
District					21.4	20.5	19.3
School					18.7	17.7	15.9
Students with Disabilities							
District					23.3	25.1	27.6
School					17.9	16.9	14.6
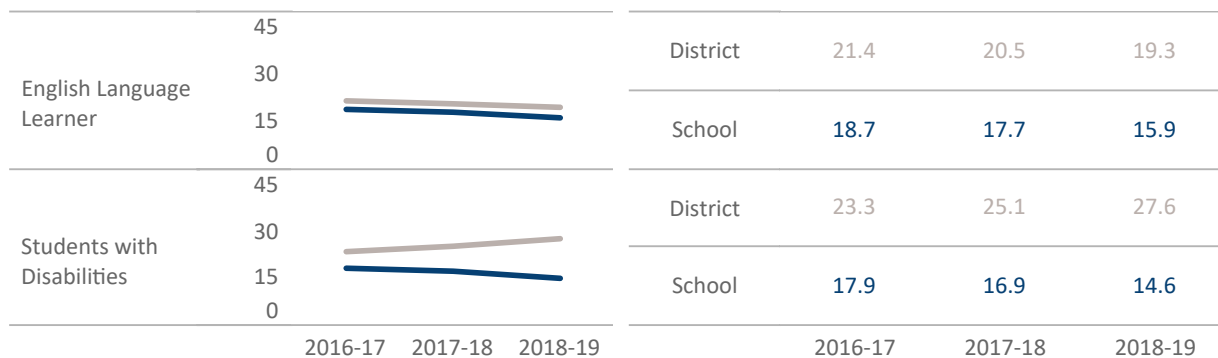
Student Demographics: Free/Reduced Lunch

		2016-17	2017-18	2018-19
Economically Disadvantaged	District	96.7	96.2	95.6
	School	83.6	90.3	94.7
Eligible for Reduced-Price Lunch	District	2.7	1.9	
	School	3.7	0.8	
Eligible for Free Lunch	District	89.8	91.6	
	School	59.7	79.0	
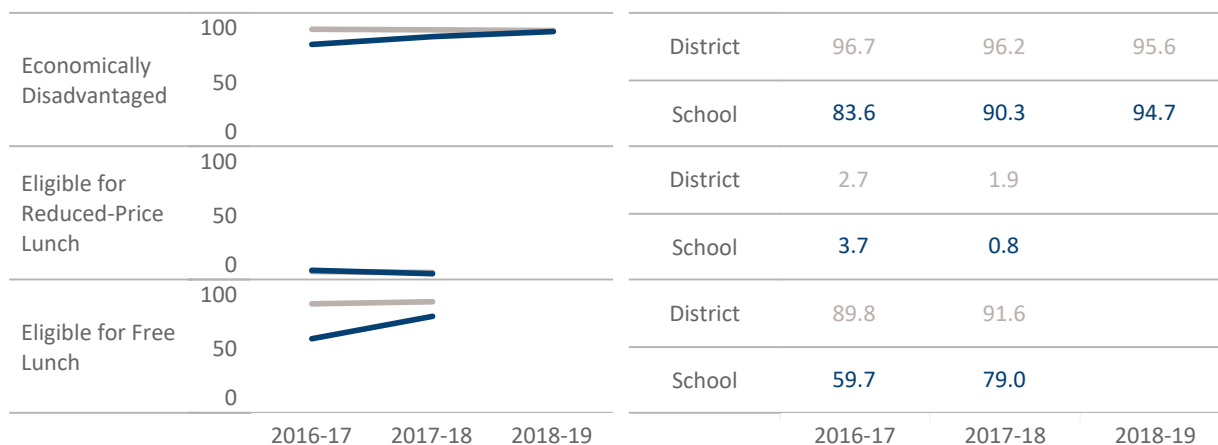
Student Demographics: Race/Ethnicity

		Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White
2016-17	District	1.0	26.2	70.3	1.7
	School	0.7	40.3	56.7	1.5
2017-18	District	0.9	26.6	69.8	1.7
	School	0.8	41.1	54.8	0.8
2018-19	District	0.9	25.5	70.7	1.7
	School	0.4	37.2	59.7	1.8
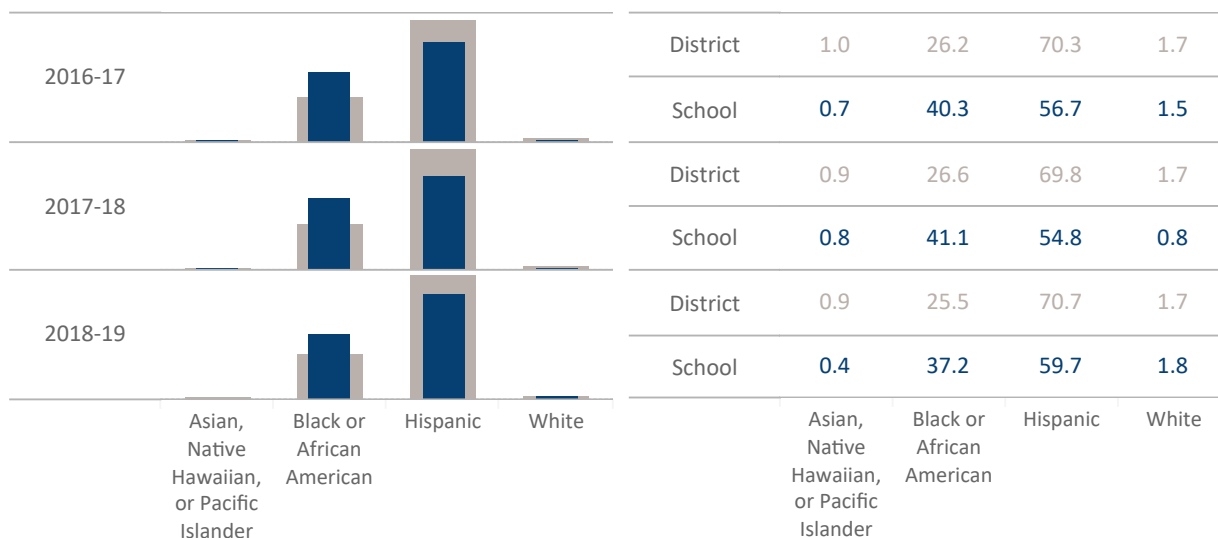
Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department

APPENDIX A: School Overview

Storefront Academy Charter School Bronx CSD 7
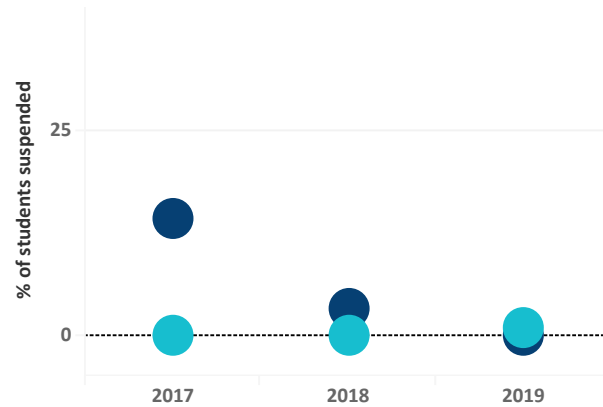
	School ISS Rate	School OSS Rate
2017	0.0	14.2
2018	0.0	3.3
2019	0.9	0.0

CSD 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

2016-17	81.9
2017-18	76.9
2018-19	74.2

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

2017	2018	2019
0	0	0

Storefront Academy Charter School's Enrollment and Retention Status: 2018-19

		District Target	School
Enrollment	economically disadvantaged	95.5	94.7
	English language learners	21.7	16.0
	students with disabilities	21.9	14.7
Retention	economically disadvantaged	92.6	74.1
	English language learners	93.5	95.5
	students with disabilities	93.3	61.9

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	OVERALL SATISFACTION	TRUST	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY COMMUNITY TIES
55%	92%	96%	97%	94%

TIMELINE OF CHARTER SCHOOL RENEWAL

Storefront's opening — 2015

Storefront's initial short-term renewal recommendation — 2020

SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2015-16	First Year Visit	June 15, 2016
2017-18	Evaluation Visit	April 16-17, 2018
2019-20	Initial Renewal Visit	October 29-30, 2019

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
October 29-30, 2019	Kerri Martin Rizzolo	Senior Analyst
	Andrew Kile	Director of School Evaluation
	Nelson Smith	Consultant
	Susie Miller Carello	Executive Director

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Ensure all students have a strong academic skill set	—
Meet the needs of all learners	—
Provide opportunities for enrichment and exploration of the world	+
Involve parents in their children's education	+
Build the strength of character and self-confidence in each student	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Storefront Academy Charter School

Absolute Measure

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	2016-17 (K-2) All % (N)	2016-17 (K-2) 2+ Years % (N)	2017-18 (K-3) All % (N)	2017-18 (K-3) 2+ Years % (N)	2018-19 (K-4) All % (N)	2018-19 (K-4) 2+ Years % (N)
3	0	0	43.3(30)	42.3(26)	37.0(54)	37.8(37)
4	0	0	0	0	24.3(37)	19.0(21)
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
All	0	0	43.3(30)	42.3(26)	31.9(91)	31.0(58)
MET	NA		NO		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.

	2016-17	2017-18	2018-19
Grades	All	3	3-4
PI		140	124
MIP		101	105
MET	NA	YES	YES

Comparative Measure

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

Comparison: Bronx CSD 7

	2016-17	2017-18	2018-19
Grades		3	3-4
School		42.3	31.0
District		37.7	39.4
MET	NA	YES	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.

2016-17: Comparison: — (NA)

2017-18 — Comparison: Bronx CSD 7

Grade	% ED	Actual	Predicted	ES
3	83.9	43.3	40.7	0.14
4				
5				
6				
7				
8				
All	83.9	43.3	40.7	0.14

MET: NO

2018-19 — Comparison: Bronx CSD 7

Grade	% ED	Actual	Predicted	ES
3	93.1	596	594.1	0.23
4	92.1	595	592.6	0.29
5				
6				
7				
8				
All	92.7	595.6	593.5	0.25

MET: NO

Growth Measure

5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.

Grades	2016-17 School	2017-18 School	2018-19 School	State
4			47.8	
5				
6				
7				
8				
All			47.8	50.0
MET	NA	NA	NO	

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Storefront Academy Charter School

Absolute Measure

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.

	2016-17 Grades Served K-2			2017-18 Grades Served K-3			2018-19 Grades Served K-4		
Grades	All % (N)	2+ Years % (N)	MET	All % (N)	2+ Years % (N)	MET	All % (N)	2+ Years % (N)	MET
3	0	0		58.1(31)	61.5(26)		38.9(54)	39.5(38)	
4	0	0		0	0		25.0(36)	33.3(21)	
5	0	0		0	0		0	0	
6	0	0		0	0		0	0	
7	0	0		0	0		0	0	
8	0	0		0	0		0	0	
All	0	0	NA	58.1(31)	61.5(26)	NO	33.3(90)	37.3 (59)	NO

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

	2016-17			2017-18			2018-19		
Grades	PI	MIP	MET	PI	MIP	MET	PI	MIP	MET
3				144	103		109	107	
3 / 3-4	PI	MIP	NA	PI	MIP	NA	PI	MIP	YES

Comparative Measure

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.

	2016-17 Comparison:			2017-18 Comparison: Bronx CSD 7			2018-19 Comparison: Bronx CSD 7		
Grades	School	District	MET	School	District	MET	School	District	MET
3 / 3-4			NA	61.5	38.8	YES	37.3	31.9	YES

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.

	2016-17					2017-18					2018-19				
Grade	% ED	Actual	Predicted	ES		% ED	Actual	Predicted	ES		% ED	Actual	Predicted	ES	MET
3						83.9	58.1	43.6	0.67		93.1	594	593.9	0.01	
4											92.1	593	593.2	-0.02	
5															
6															
7															
8															
All					NA	83.9	58.1	43.6	0.67	YES	92.7	593.6	593.6	0.00	NO

Growth Measure

5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.

	2016-17			2017-18			2018-19		
Grades	School	State	MET	School	State	MET	School	State	MET
4							33.2		
5									
6									
7									
8									
All			NA			NA	33.2	50.0	NO

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENTS

The NYCDOE held its required hearing on Storefront's renewal application on October 22, 2019 at a centralized location in the Bronx. Ninety-five people were present. Twenty people spoke in favor of the application and no one spoke in opposition. The school leader spoke positively regarding the school's new space in the Bronx, the practice that no more than two students are ever suspended at one time, and its strong parent communication systems. The school leader also spoke of low teacher turnover rates and looking forward to the future where kids achieve at higher levels, "getting 10 toes down." A board member stated that the board is proud to ask for renewal as the school will never give up on any child. Parents praised the individuality of teaching and attention to social-emotional skills. Parents appreciated that teachers look like their children and respect them. One parent stated how it was a struggle to get IEP services in the district but was able to get services and support quickly at Storefront. Staff spoke to the close relationship with families, pride in their students, and the attention to social-emotional growth. Students expressed that they feel safe and the school teaches them they all can be leaders. One student stated that the student now has a passion for writing and teachers are always encouraging. A student with an IEP spoke of the supports received, which have really helped with reading and writing. Students expressed that they feel encouraged at Storefront.

The Institute also received separate comments from parents describing the positive growth they have observed in their children while attending Storefront.

APPENDIX D: Fiscal Dashboard

STOREFRONT ACADEMY CHARTER SCHOOL

SCHOOL INFORMATION

BALANCE SHEET   **Opened 2015-16**

Assets

Current Assets

	2014-15	2015-16	2016-17	2017-18	2018-19
Cash and Cash Equivalents - **GRAPH 1**	-	35,425	47,766	40,909	482,899
Grants and Contracts Receivable	-	496,348	125,694	151,532	-
Accounts Receivable	-	2,400	100,437	-	24,055
Prepaid Expenses	-	-	-	13,981	23,057
Contributions and Other Receivables	-	-	-	-	36,762
Total Current Assets - GRAPH 1	-	534,173	273,897	206,422	566,773
Property, Building and Equipment, net	-	114,545	238,912	345,955	378,866
Other Assets	-	-	50,017	50,042	75,078
Total Assets - GRAPH 1	-	648,718	562,826	602,419	1,020,717

Liabilities and Net Assets

Current Liabilities

	2014-15	2015-16	2016-17	2017-18	2018-19
Accounts Payable and Accrued Expenses	-	54,850	82,139	295,401	119,903
Accrued Payroll and Benefits	-	77,748	162,706	143,173	212,921
Deferred Revenue	-	31,272	27,209	-	-
Current Maturities of Long-Term Debt	-	-	-	-	249,848
Short Term Debt - Bonds, Notes Payable	-	-	-	131,170	-
Other	-	174,739	79,079	122,380	68,805
Total Current Liabilities - GRAPH 1	-	338,609	351,133	692,124	651,477
Deferred Rent/Lease Liability	-	-	-	49,420	284,035
All other L-T debt and notes payable, net current maturities	-	-	-	518,830	635,679
Total Liabilities - GRAPH 1	-	338,609	351,133	1,260,374	1,571,191

Net Assets

	2014-15	2015-16	2016-17	2017-18	2018-19
Unrestricted	-	310,109	211,693	(657,955)	(550,474)
Temporarily restricted	-	-	-	-	-
Total Net Assets	-	310,109	211,693	(657,955)	(550,474)
Total Liabilities and Net Assets	-	648,718	562,826	602,419	1,020,717

ACTIVITIES

Operating Revenue

	2014-15	2015-16	2016-17	2017-18	2018-19
Resident Student Enrollment	-	1,348,151	1,860,191	1,742,136	3,501,094
Students with Disabilities	-	95,721	240,322	165,574	260,711
Grants and Contracts					
State and local	-	549,380	99,042	57,872	104,714
Federal - Title and IDEA	-	75,561	84,004	108,242	222,140
Federal - Other	-	643,848	146,118	3,561	-
Other	-	-	-	-	-
NYC DoE Rental Assistance	-	-	373,693	416,347	511,195
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	2,712,661	2,803,370	2,493,732	4,599,854

Expenses

	2014-15	2015-16	2016-17	2017-18	2018-19
Regular Education	-	1,851,525	1,747,377	2,051,704	2,894,365
SPED	-	240,304	499,337	581,801	601,610
Other	-	-	-	-	-
Total Program Services	-	2,091,829	2,246,714	2,633,505	3,495,975
Management and General	-	588,978	768,178	1,097,113	1,337,717
Fundraising	-	-	-	-	30,689
Total Expenses - GRAPHS 2, 3 & 4	-	2,680,807	3,014,892	3,730,618	4,864,381
Surplus / (Deficit) From School Operations	-	31,854	(211,522)	(1,236,886)	(264,527)

Support and Other Revenue

	2014-15	2015-16	2016-17	2017-18	2018-19
Contributions	-	278,140	109,534	366,502	185,956
Fundraising	-	-	-	-	142,075
Miscellaneous Income	-	115	3,572	736	43,977
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	278,255	113,106	367,238	372,008
Total Unrestricted Revenue	-	2,990,916	2,916,476	2,860,970	4,971,862
Total Temporally Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	2,990,916	2,916,476	2,860,970	4,971,862
Change in Net Assets	-	310,109	(98,416)	(869,648)	107,481
Net Assets - Beginning of Year - GRAPH 2	-	-	310,109	211,693	(657,955)
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	310,109	211,693	(657,955)	(550,474)

APPENDIX D: Fiscal Dashboard

STOREFRONT ACADEMY CHARTER SCHOOL

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service					
Administrative Staff Personnel	-	505,207	467,302	668,993	806,528
Instructional Personnel	-	521,552	979,917	1,033,977	1,602,621
Non-Instructional Personnel	-	69,940	92,997	218,691	257,355
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	1,096,699	1,540,216	1,921,661	2,666,504
Fringe Benefits & Payroll Taxes	-	234,222	365,919	407,389	530,985
Retirement	-	-	-	-	-
Management Company Fees	-	-	97,913	-	-
Building and Land Rent / Lease	-	312,188	534,521	568,819	735,224
Staff Development	-	36,469	6,676	7,853	20,836
Professional Fees, Consultant & Purchased Services	-	704,072	273,913	444,292	255,475
Marketing / Recruitment	-	18,144	14,631	6,358	21,735
Student Supplies, Materials & Services	-	94,506	72,993	96,088	63,259
Depreciation	-	29,656	41,142	84,576	91,954
Other	-	154,851	172,279	193,582	478,409
Total Expenses	-	2,680,807	3,120,203	3,730,618	4,864,381

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	-	100	150	198	244
Final Chartered Enrollment (includes any revisions)	-	100	150	198	244
Actual Enrollment - **GRAPH 4**	-	95	133	120	228
Chartered Grades	-	K-1	K-2	K-3	K-4
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

	2014-15	2015-16	2016-17	2017-18	2018-19
Per Pupil Funding (Weighted Avg of All Districts)	-	13,877	14,027	14,527	15,307
Increase over prior year	0.0%	100.0%	1.1%	3.4%	5.1%

PER STUDENT BREAKDOWN

Revenue

	2014-15	2015-16	2016-17	2017-18	2018-19
Operating	-	28,554	21,098	20,794	20,142
Other Revenue and Support	-	2,929	851	3,062	1,629
TOTAL - GRAPH 3	-	31,483	21,950	23,857	21,771

Expenses

	2014-15	2015-16	2016-17	2017-18	2018-19
Program Services	-	22,019	16,909	21,960	15,308
Management and General, Fundraising	-	6,200	5,781	9,148	5,992
TOTAL - GRAPH 3	-	28,219	22,690	31,108	21,300
% of Program Services	0.0%	78.0%	74.5%	70.6%	71.9%
% of Management and Other	0.0%	22.0%	25.5%	29.4%	28.1%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	11.6%	-3.3%	-23.3%	2.2%

Student to Faculty Ratio

	-	10.6	7.4	6.7	7.6

Faculty to Admin Ratio

	-	1.1	2.6	2.3	2.5

Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	2.0	0.9	(1.0)	(0.4)
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Strong	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring

Working Capital - GRAPH 7

Net Working Capital	0	195,564	(77,236)	(485,702)	(84,704)
As % of Unrestricted Revenue	0.0%	6.5%	-2.6%	-17.0%	-1.7%
Working Capital (Current) Ratio Score	0.0	1.6	0.8	0.3	0.9
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	MEDIUM	HIGH	HIGH	HIGH
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Good	Poor	Poor	Poor

Quick (Acid Test) Ratio

Score	0.0	1.6	0.8	0.3	0.8
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	MEDIUM	HIGH	HIGH	HIGH
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Poor	Poor	Poor

Debt to Asset Ratio - GRAPH 7

Score	0.0	0.5	0.6	2.1	1.5
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	MEDIUM	MEDIUM	HIGH	HIGH
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Good	Good	Poor	Poor

Months of Cash - GRAPH 8

Score	0.0	0.2	0.2	0.1	1.2
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	HIGH	HIGH	HIGH	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Poor	Poor	Poor	Good

APPENDIX D: Fiscal Dashboard

STOREFRONT ACADEMY CHARTER SCHOOL

GRAPH 1

Cash, Assets and Liabilities

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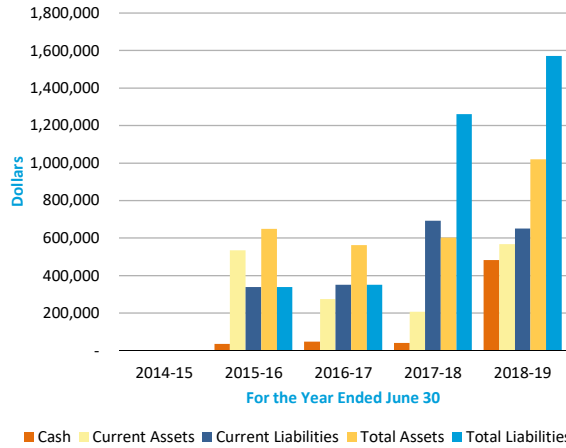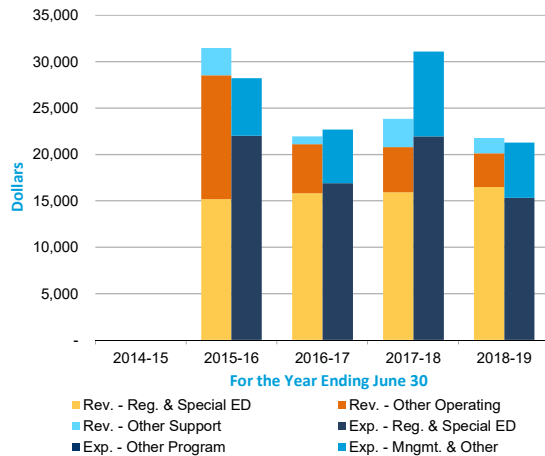
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

GRAPH 2

Revenue, Expenses and Net Assets

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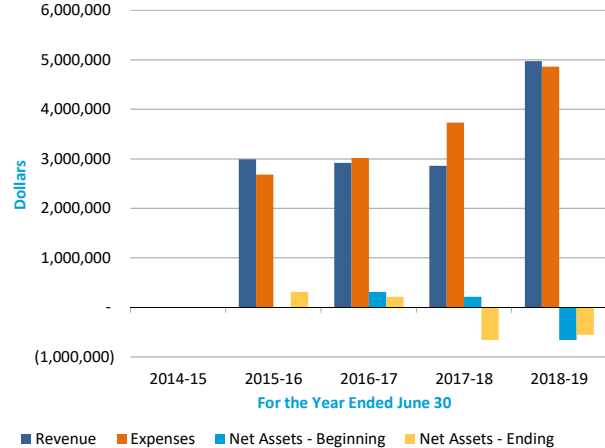
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year,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

GRAPH 3

Revenue & Expenses Per Pupil

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

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

GRAPH 4

Enrollment vs. Operating Expenses

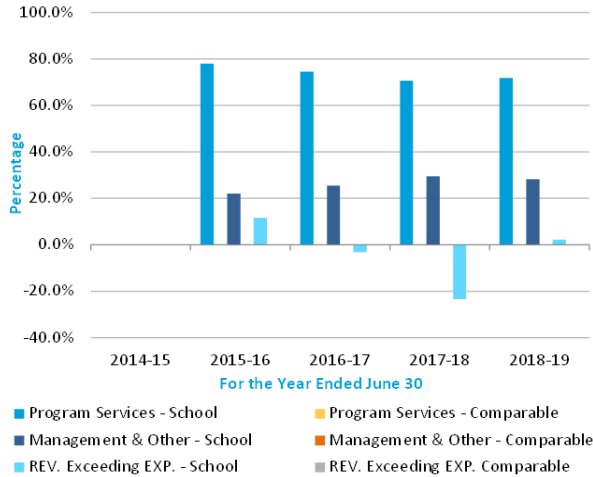Program Expenses   Management & Other
Total Expenses
Enrollment
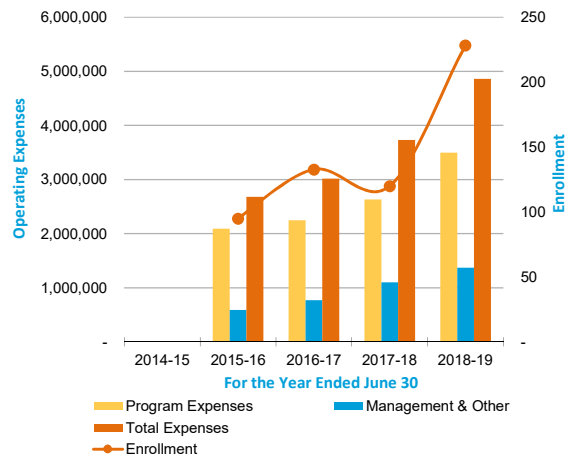
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

# APPENDIX D: Fiscal Dashboard

STOREFRONT ACADEMY CHARTER SCHOOL

Comparable School, Region or Network: -
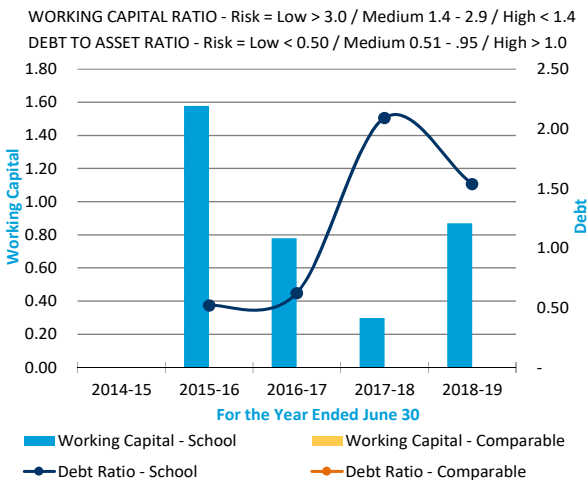
GRAPH 5 — % Breakdown of Expenses

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

GRAPH 6 — Composite Score

Fiscally: Strong = 1.5 - 3.0 / Adequate = 1.0 - 1.4 / Needs Monitoring < 1.0
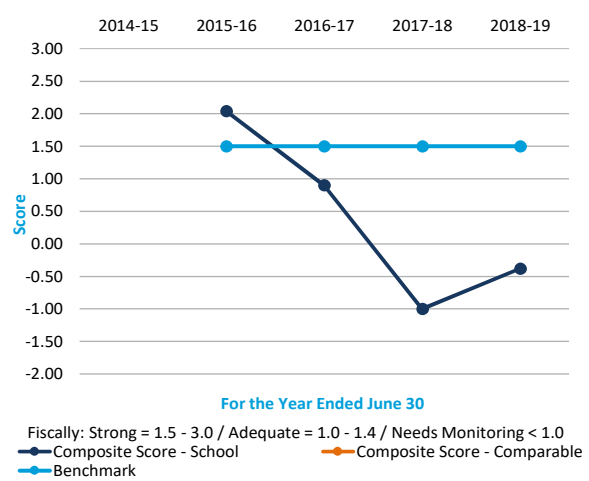
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7 — Working Capital & Debt to Asset Ratios

WORKING CAPITAL RATIO - Risk = Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4
DEBT TO ASSET RATIO - Risk = Low < 0.50 / Medium 0.51 - .95 / High > 1.0

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

GRAPH 8 — Months of Cash
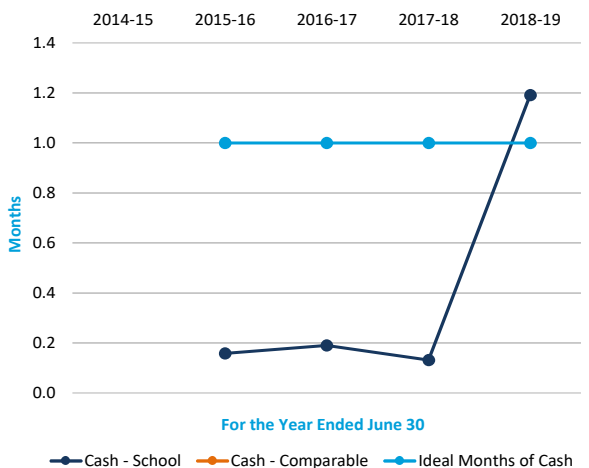
This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.