



New York State Education Department

Renewal Site Visit Report 2019-2020

Rosalyn Yalow Charter School

**Visit Date: October 10, 2019 – October 11, 2019
Date of Report: January 8, 2020**

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Rosalyn Yalow Charter School
Board Chair	Miguel Balbuena
District of location	NYC CSD 9
Opening Date	09/01/2015
Charter Terms	09/01/2015 – 06/30/2020
Current Term Authorized Grades/ Approved Enrollment	K-Grade 5/536 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K-Grade 5/536 students
Comprehensive Management Service Provider	None
Facilities	116 E. 169th Street, Bronx, New York 10452 Private Space
Mission Statement	<i>The Rosalyn Yalow Charter School will eliminate the learning achievement gap for urban children—including special needs students and English language learners—by using an engaging and demanding curriculum to graduate students at or above grade level in literacy and math.</i>
Key Design Elements	<ul style="list-style-type: none"> • Qualified Staff Focused on At Risk Students • Robust Response to Intervention • Quality Curriculum and Pedagogy • High-Quality Collaborators • Meticulous Data-Driven School • Comprehensive Professional Development • Team Teaching • Family Involvement • Strong School Culture • Low Student/Teacher Ratio • Extended School Day
Requested Revisions	None

Noteworthy: Rosalyn Yalow Charter School (RYCS) is making progress in implementing an ambitious educational model, characterized by a rigorous curriculum, particularly in mathematics; an enriched staffing model to support individual student learning pace and needs; extended learning time during the school day, week, and year; and attention to student and family social-emotional needs. The in-school chess and fencing programs avail RYCS students of additional enrichment opportunities not typically found in Bronx schools. The school's early academic outcomes in the NYS testing program are strong. The validity of the model is promising, despite the fiscal, facility, and staffing challenges the school continues to face as it moves forward in its implementation.

¹ The information in this section was provided by the NYS Education Department Charter School Office.

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2015 to 2016	Year 2 2016 to 2017	Year 3 2017 to 2018	Year 4 2018 to 2019	Year 5 2019 to 2020
Grade Configuration	K-Grade 1	K-Grade 2	K-Grade 3	K-Grade 4	K-Grade 5
Total Approved Enrollment	202	249	374	456	536

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School²

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023	Year 4 2023 to 2024	Year 5 2024 to 2025
Grade Configuration	K-Grade 5				
Total Proposed Enrollment	536	536	536	536	536

² This proposed chart was submitted by the Rosalyn Yalow Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

METHODOLOGY

The New York State Education Department's Charter School Office (CSO) team conducted a two day renewal site visit at RYCS on October 10, 2019 and October 11, 2019 and conducted interviews with the board of trustees, the school leadership team, special populations staff, parents, and teachers. In cooperation with school leadership, the CSO administered an anonymous online survey to teachers and parents.

The team conducted 19 classroom observations in K-Grade 5. The observations were approximately 20-30 minutes in length and conducted jointly with the principal, assistant principal, literacy coach, math specialist, dean of students (K-Grade 1 site), and RtI team lead.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- a. **Current organizational chart** showing all key staff positions, names of staff in those positions, and the school's reporting structure;
- b. **A master school schedule** showing each class, grade or course, and teacher(s);
- c. **A map of the school** showing a basic floor plan, including classroom numbers, teacher names, and offices;
- d. **Board materials** including strategic plan (if applicable) and a narrative describing the board's self-evaluation process;
- e. **Narrative describing the process used to evaluate school leadership;**
- f. **Narrative describing the process school leadership uses to evaluate teachers;**
- g. **CSO administered teacher and parent surveys;**
- h. **Optional school administered teacher, parent/student surveys;**
- i. **NYCDOE School Quality Report results;**
- j. **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets** (including English language learners (ELLs)/multilingual learners (MLLs), students with disabilities (SWDs), and educationally disadvantaged (ED) students);
- k. **Admissions and Waitlist Data;**
- l. **Faculty/Staff Roster;**
- m. **RYCS Application for Charter Renewal;**
- n. **RYCS Midterm Site Visit Report (2018);**
- o. **RYCS Annual Reports;**
- p. **RYCS Fiscal Accountability Summary;**
- q. **RYCS Revision Requests;**
- r. **Notices of Deficiency and Corrective Action Plans (02/11/2019 and 08/01/2018);** and
- s. **Notice of Concern (05/17/2018).**

BENCHMARK ANALYSIS

The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the [Performance Framework](#) benchmarks and indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated, and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from October 10, 2019 to October 11, 2019 at RYCS see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
Charter School Performance Framework Rating**

Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Exceeds
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Approaches
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Meets
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Falls Far Below

Summary of Findings

- RYCS is in year five of operation and serves students in K through Grade 5. During its current charter term, the school is rated in the following manner: exceeding one benchmark, meeting six benchmarks, approaching two benchmarks, and falling far below one benchmark. Additional details regarding those ratings are provided below.

- **Areas of Strengths:** The RYCS educational program is designed to meet the needs of all its students with intensive instruction in English language arts (ELA), social studies, science, and mathematics, supplemented with art, chess, and fencing. The school uses Singapore Math and Core Knowledge Language Arts (CKLA) curricula, which have been effective in other schools serving similar student populations. The school's mission is explicitly focused on the needs of at-risk students and provides a longer school day to accommodate additional instructional time. Through a school-wide co-teaching model, social work teachers in all K-Grade 2 classrooms, use of interventionists, and instructional coaching, the RYCS staffing structure allows for low student/teacher ratios and flexible instruction targeted to student learning needs. Academic outcomes in the school's first two testing years exceeded most NYSED Performance Framework Benchmark 1 elements for all-student and subgroup populations. The RYCS Board of Trustees is improving its oversight capacity through more robust and frequent review of internal academic and student data (attendance, behavioral, retention) and closer monitoring of the school's operations and its progress in implementation of key design elements. Over the past one to two years, the board has established a committee structure aligned with areas of focus identified through bi-annual board retreats.

- **Areas in Need of Improvement:** RYCS continues to grapple with hiring and retaining the certified teachers, licensed social work teachers, and interventionists needed to fulfill its model, although it is making progress. The school has put in place a dual leadership structure, but the relative roles of the two leaders are not entirely clear or functional. According to comments made by teachers and parents/guardians in site visit-related documents and meetings, including surveys and focus group interviews, the school co-leaders have not consistently worked in a cooperative and cohesive manner or communicated with one voice. This was confirmed by site visit team member observations. Unless this situation improves, conflicting priorities between the school leaders could interfere with collaborative problem-solving and cause competition over limited resources. The board plans to further explore and address the issue during the current school year. A priority for the next charter term is to procure a facility that would allow single site operation. The board is seeking to resolve the fiscal challenges posed by its facility needs and by the implementation of a school model requiring a large number of educational personnel. The board is also continuing to strengthen its own capacity for governance, performance review of school leaders, compliance with applicable laws and authorizer requirements, and long-range planning.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Exceeds

Academic Program for Elementary School: CKLA and Singapore Math are the foundational curricula at RYCS. Science and social studies content is embedded in CKLA, and teachers supplement science instruction with Full Option Science System (FOSS) kits and bi-monthly American Museum of Natural History visits. Teachers develop flexible, differentiated grouping for guided classroom practice, using data from exit tickets, unit tests, and Northwest Evaluation Association (NWEA) and STEP assessments. Response to Intervention (RtI) groups are developed by interventionists with teacher input, using the same approach. The school uses Reading A-Z resources for guided reading instruction. Arts instruction is provided by the Bronx Arts Ensemble, through an ongoing contract.

Academic Program for SWDs and ELLs/MLLs: RYCS expands on its strategies for differentiating instruction in the general education program to meet the specific needs of its ELL/MLL and SWD students.

- Student data is used to facilitate student success in accessing the school curriculum through heterogeneous grouping (general education, special education and multilingual students), based on student skill levels.
- English as a New Language (ENL) teachers push in to classrooms to provide scaffolded support in academic language and vocabulary development.
- Special education teachers monitor alignment of classroom practice with IEP goals, work with classroom teachers to design relevant instruction, and provide small group instruction and pullout Special Education Teacher Support Services (SETSS).
- Wilson Foundations is used to improve phonemic awareness and decoding skills for special education students (and in general education students in RtI Tier 2).
- The school is seeking to add additional interventionists and reading teachers to better support all student literacy needs, including those of special populations.

Summative Evidence for Benchmark 1:

- RYCS is meeting or exceeding nearly all Benchmark 1 academic performance indicators.
- Indicator 2.a.i and 2.a.ii Trending Toward Proficiency: RYCS has had two Grade 3 testing years, and, between 2017-2018 and 2018-2019, the school has exceeded the minimum expectation that at least 75% of students move up at least one level and maintain level three or four performance in mathematics in the all-students and the SWD and ED subgroups. The ELL/MLL subgroup was approaching the standard with 67% of students trending toward proficiency. In ELA, growth is slower, with 60% of all students and 59% of the ED subgroup showing gains. Only 42% of the SWD and 42% of ELL/MLL subgroups showed gains, falling short of the 75% expected minimum.
- Indicator 2.b.i Aggregate School Level Proficiency: RYCS met the minimum expectation in that it outperformed the NYC CSD 9 district averages in both ELA and mathematics in 2017-2018 and 2018-2019. Additionally, the school outperformed the NYS average by eight percentage points in ELA and by 21 percentage points in mathematics in 2018-2019, thereby meeting the target outcome for this indicator in its second testing year.
- Indicator 2.b.ii. Subgroup School Level Proficiency: In ELA, RYCS has exceeded minimum expectations and target outcomes for each of the three subgroups, in each of its two testing years.

In mathematics, the school outperformed NYC CSD 9 in each subgroup in 2017-2018 and widened the performance gap by 24 percentage points or more for each of the subgroups in 2018-2019. In 2018-2019, the school exceeded NYS average proficiency outcomes for each subgroup in both ELA and mathematics.

- Indicator 2.b.iii. Grade Level Proficiency: RYCS has surpassed NYC CSD 9 performance in both ELA and mathematics, in Grade 3 (both testing years), and in Grade 4. In 2018-2019, both grades exceeded NYS average performance, showing a dramatic increase in the differential to NYS in Grade 3 mathematics proficiency (which increased by over 20 percentage points between 2017-2018 and 2018-2019). The percentage increase from 2017-2018 Grade 3 mathematics proficiency (49%) to 2018-2019 Grade 4 outcomes (77%) is noteworthy and reflects the school's strong performance in proficiency trends over its two testing years, as noted earlier.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking, and achievement.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<p>a. The school has a documented curriculum that is aligned to the NYSL.</p> <p>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</p> <p>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p> <p>e. The curriculum is systematically reviewed and revised.</p>
2. <i>Instruction</i>	<p>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p>
3. <i>Assessment and Program Evaluation</i>	<p>a. The school uses a balanced system of formative, diagnostic, and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</p>
4. <i>Supports for Diverse Learners</i>	<p>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</p> <p>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p>

Summative Evidence for Benchmark 2:

1. **Element: Curriculum:**

- Indicator a:** In the renewal application, RYCS describes the adoption of CKLA as its ELA, social studies, and science curriculum. The school supplements CKLA with Reading A-Z for guided reading and FOSS Science. The mathematics curriculum is Singapore Math. CKLA and Singapore Math have been found to be well-aligned to NYSL in other New York state schools. To assure that the curriculum is fully matched to NYSL, school instructional leaders review

scope and sequences and unit plans every summer, for alignment with NYSLS, state test expectations, school-selected assessments, and school-developed supplemental instruction. As indicated in the school leadership and teacher focus groups, adjustments are made when needed, and scope/sequences and unit plans for each subject are shared with teachers for their input during August professional development. Eighty six percent of RYCS teachers surveyed by NYSED CSO strongly agree or agree that the school uses a documented curriculum aligned to NYSLS.

- **Indicator b:** RYCS's renewal application states that teachers review and comment on the scope and sequences and unit plans that are reviewed and revised by school instructional leaders in the summer. Teachers then use these materials to develop lesson plans, using a common format. The format includes a lesson objective, subject matter to be taught, key vocabulary, prior knowledge, a plan for whole class instruction and small group instruction, student practice, and a quick assessment (exit ticket). Grade teams and teacher pairs use data from schoolwide and classroom assessments to differentiate instructional activities and modify lesson plans to facilitate student access of curriculum. The renewal application and comments made in the teacher focus group and NYSED CSO teacher survey provide evidence that grade teams submit lesson plans weekly for feedback from instructional leaders, coaches, and specialists, and incorporate suggested changes. Lesson plans were available to the site visit team for review in most but not all observed classrooms. Site visit observers noted that lesson plans were seen in 13 of 19 classroom observations. Most lesson plans included all the elements listed in the standard format, although lesson plans varied in level of detail and completeness.
- **Indicator c:** According to the renewal application, instructional leaders and teachers adjust pacing and sequences to ensure vertical alignment between grades. Content specialists in literacy and math work with grade level teams to adjust for and assure horizontal alignment. Ninety-one percent of teachers surveyed strongly agree or agree that curriculum is horizontally aligned across grade level classrooms. Seventy-seven percent of teachers surveyed agree that curriculum is vertically aligned (9% disagree or strongly disagree, and 14% are not sure). The school's practice of looping students with teachers between Grade 2 and Grade 3 is an additional mechanism that strengthens vertical alignment between those two grades.
- **Indicator d:** The renewal application states that teachers use CKLA and Singapore Math intervention guides as a resource for differentiation. Content specialists in literacy and mathematics, as well as special education and ENL teachers, assist in adapting instruction to meet leveled learning needs in the classroom. Teachers in the focus group commented that they receive extensive professional development on differentiation in August and throughout the year and feedback on differentiation strategies in their lesson plans. Teachers also noted that administrators look closely at differentiation grouping and content strategies during formal and informal classroom observations. According to the renewal application and discussions with school leaders during classroom observations, guided reading and guided practice in mathematics is generally organized at student skill levels. School leaders describe efforts to develop/expand the Rtl program to provide more refined differentiation and targeted and increasingly intensive intervention to all students in need. Site visit team members observed or partially observed differentiated lessons in 16 of 19 classrooms visited.
- **Indicator e:** According to the renewal application, the principal, vice-principal, and curriculum specialists review scope and sequences for each subject annually during the summer. They use state test results, school assessment data, and teacher observation to review for alignment and make curricular adjustments or augment with additional resources to fill gaps

noted. As noted earlier, teachers are provided with revised scope and sequences in August professional development and given opportunity to make further refinements with instructional leaders.

2. **Element: *Instruction*:**

- **Indicator a:** According to comments made in the NYSED CSO teacher survey and the teacher focus group, RYCS staff has a general common understanding of high-quality instruction. In open-ended survey comments, teachers mentioned high expectations; building on prior knowledge; use of prompts to stimulate higher level thinking; a blend of whole class, small group, and independent work at attainable levels for all students; and use of formative assessment to plan instruction. Teachers and school leaders in focus group meetings referenced low student/teacher ratios which permit targeted adult support; frequent/flexible instructional grouping; scaffolding using materials (manipulatives, vocabulary cues); and early and increasingly intensive intervention by the RtI team as elements of high-quality instruction at RYCS. The site visit team observed 19 classrooms, including three chess and one fencing classes. In most classrooms, teacher teams were observed using questioning, classwork, observations, or individual conferences to check for understanding and give feedback to students. Students were grouped for differentiated instruction in many observed classrooms (depending on the point in the lesson when the observation occurred) and were observed working independently or in pairs at differentiated learning stations in several classrooms.
- **Indicator b:** The RYCS renewal application discusses how its instructional model promotes student engagement with all students through flexible small group instruction based on student skill levels or interest and experiential learning in science, arts, fencing, and chess. Specific strategies that promote student engagement observed by the site visit team were checks for understanding, open-ended questions, combinations of guided instruction and independent work, and teaching to student needs. The co-teaching model supports student engagement through low student/teacher ratios and flexible approaches to team teaching. As one teacher commented in the NYSED CSO teacher survey: “During lessons, students are divided into small groups with one teacher in order to maximize engagement and to target the specific academic needs of each student.” In all 19 classrooms, site visit team members found that students were engaged in learning activities. In four classrooms, a few students were not engaged for a portion of the observation period, either because they didn’t seem to be on-task or had finished the work early.

3. **Element: *Assessment and Program Evaluation*:**

- **Indicator a:** RYCS administers school-based assessments to assess student skill levels, measure growth, and project proficiency. NWEA MAP is administered three times per year in math in all grades and in Grades 4 and 5 in reading. STEP literacy assessments are administered three times per year in K to Grade 3 to provide information about reading accuracy, fluency, comprehension, spelling, etc. Information from NWEA MAP and STEP, as well as curricular and teacher-created formative assessments (quizzes, tests, exit tickets), is used to monitor student progress and for grouping and re-grouping. Teachers commented in the NYSED CSO teacher survey that they discuss assessment data in grade level team meetings and use it to plan with co-teachers for differentiated lessons and center activities, grouping, seating charts, re-teaching, and setting up extra support or extra challenges for students, as required.
- **Indicator b:** School leadership reports that the RYCS Data Team (director of assessment/chief data officer, ELA and math specialists, and grade level team data leads) meets monthly to

determine learning trends, re-teaching needs, and instructional areas to be improved. The data is disaggregated for special student populations, including retained and accelerated students, chronically absent students, and students with skills in the bottom third of the cohort. As discussed in the school leadership and teacher focus groups, grade level teams use NWEA and STEP information, along with unit tests and exit tickets, at their monthly meetings to determine needs to re-teach or restructure small groups. Data is used to identify students to attend Saturday Academy and by the RtI team to organize intervention groups. The special education coordinator uses the data to develop and monitor progress toward IEP goals.

- **Indicator c:** The leadership team reports to the board regarding unit assessment results and benchmark progress. School leadership also arranges for outside representatives from NWEA-MAP and STEP to periodically present results and information to the board. Based on this information, the school is seeking to expand the capacity of the RtI team to work with more students who would benefit from intervention. Additionally, RYCS school leaders state that accountability for student academic growth has been incorporated in teacher evaluation rubrics. Nearly 93% of teachers surveyed strongly agree or agree that school administrators use data from assessments to make schoolwide decisions.

4. **Element: *Supports for Diverse Learners:***

- **Indicator a:** According to the renewal application and leadership and special populations focus groups, RYCS addresses the academic needs of special populations by supporting instruction with dedicated special education and ELL/MLL coordinators and specialized instructional staff, as well as a large RtI team. Special education students are served in Integrated Co-Teaching (ICT) classrooms with additional supports from a third classroom teacher or other SETSS services. Interventionists, including reading, phonics, and ENL teachers work with students in and out of the classrooms, additionally providing small group Wilson Foundations instruction in phonemic awareness. RYCS currently serves nine K-2 students in a 12:1:1 classroom. The school meets individual student needs through flexible small group instruction, guided practice with adult support, and scaffolded or supplemental materials as indicated for struggling or high-level students. Students who would benefit from additional instructional time are invited to attend Saturday Academy or Summer School. Ninety-five percent of teachers surveyed by NYSED strongly agree or agree that the school has a strong and effective program for ELLs/MLLs. However, only 68% of surveyed teachers strongly agree or agree that the school has a strong and effective special education program. When participants of the teacher focus group were asked whether they think the special education is effective, they gave a positive response, crediting small group differentiated instruction as an effective practice.
- **Indicator b:** According to the renewal application, teacher focus group, special population focus group, and comments in the NYSED CSO teacher survey, individual student academic progress is monitored through NWEA and STEP data, curricular program assessments, classwork, and exit tickets. Data meetings, grade-level team meetings, and ample teacher planning time provide collaborative opportunities for teacher communication and planning. The meetings are used to develop strategies for grouping and accommodations, to monitor student progress, and to plan to meet instructional needs. Eighty-six percent of teachers surveyed agree with the statement: "Faculty members frequently collaborate on matters of curriculum and instruction." Surveyed teachers listed weekly professional development meetings, weekly team lesson planning meetings, email, and daily informal lesson planning meetings as collaboration opportunities. The school is developing systems to monitor the social-emotional progress of all students (not only special education students and students

with behavior plans). Devereux Students Strengths Assessment-mini (DESSA-mini) was piloted last spring and is being used in all classrooms in the current year.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students’ strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.

Summative Evidence for Benchmark 3:

1. Element: ***Behavior Management and Safety:***
 - **Indicator a:** RYCS has a clear approach to the management of student behavior, with some variation across classrooms and grade levels. The renewal application states that each teacher develops a classroom management plan, aligned with the school’s overall expectations, to delineate classroom rules and establish a system of rewards and incentives, as well as consequences. The site visit team saw evidence of this in individual classrooms and on walls at the K-1 site (color code systems, caught being good, incentives). Eighty-five percent of surveyed teachers strongly agree or agree with the statement: “There is a uniform expectation for all teachers’ classroom management in your school.” It is a schoolwide

practice for teachers and administrators to use ClassDojo to communicate with families about negative and positive student behaviors. Ninety-eight percent of surveyed parents strongly agree or agree that the school has high behavioral expectations of their children. The school has a code of conduct that is distributed to families through the Student and Family Handbook. Ninety-three percent strongly agree or agree that disciplinary consequences are fair and consistently enforced. However, two-thirds of surveyed teachers (67%) strongly agree or agree that the school discipline policy is consistently applied; 26% disagree, and seven percent do not know.

- **Indicator b:** The site visit team found all 19 observed classrooms to be safe and well-managed. Ninety-seven percent of surveyed parents strongly agree or agree that the school is safe.
- **Indicator c:** RYCS states in its renewal application that school policies and procedures protect students and staff from harassment and discrimination. Teachers are supported in maintaining a safe environment through access to social workers, related mental health service providers, and professional development offered via Bank Street College of Education. Eighty-eight percent of surveyed teachers strongly agree or agree that the school is generally free from bullying, discrimination, or harassment. In the teacher focus group, teachers affirmed that they do not feel that bullying is an issue at the school. Teachers report that they are aware of the DASA policy and the name of the DASA coordinator, which recently changed. The NYSED CSO teacher survey indicates that ninety-five percent of teachers reported receiving DASA training (83% stated they received training within the past two school years). Ninety-two percent of parents surveyed by NYSED strongly agree or agree that the school has an effective process to deal with bullying, although two parents added negative comments about bullying in the school.
- **Indicator d:** The renewal application states that teachers are supported in behavior management by deans of students, social workers, and the special education team. In the special populations focus group, the upper school dean of students commented on the decrease in student suspensions since 2017-2018, noting that there have been no suspensions thus far this year. The dean credited working relationships among deans, teachers, and social workers with more effective strategies to assist students to manage their behavior. Surveyed teachers note that they are supported by co-teachers (many of whom are licensed social workers), school social workers, deans, or the principal in addressing behavioral incidents. Seventy-four percent of surveyed teachers agree that RYCS utilizes behavior modification plans for students who require specific social and behavioral skills in an academic environment. The site visit team found the 19 observed classrooms to be orderly, with most students demonstrating awareness of and compliance with classroom expectations.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** According to board minutes and board and leadership focus groups, RYCS is seeking to improve family engagement and communication. The board formed a Parent Engagement Committee in 2018, and a dedicated parent coordinator position was created and filled in August 2018. School leaders and board minutes state that parent surveys are administered quarterly to identify family needs and interests and that holiday celebration and Parent Day classroom visit events are well-attended. In the past, the school has provided English language and parenting classes for families. Regarding communication from school leadership, comments in the parent focus group and NYSED CSO parent survey raise a pattern of untimely and often confusing or conflicting messages/information about key school

operations, adding that information is often not received by all families. Examples include timely information about the 2019-2020 school calendar and schedule, classroom assignments, and an announcement that the school will not be offering Grade 6 in 2020-2021. School personnel and parents say that ClassDojo is the primary method of communication with families, although parents say many do not receive ClassDojo communications. The renewal application notes that “We continuously update our website and events are listed on the monthly calendar,” but the site visit team noted that the website was out of date and contained inaccuracies. A few parents commented that “communication has been a struggle from the beginning.” Some parents also noted, in interviews and in the NYSED CSO survey, that messages from the executive director and principal sometimes are conflicting or inconsistent. NYSED CSO parent survey comments include: “[The school] has too many captains” and “[o]ne administrator says something, and another says something else.”

- **Indicator b:** Through comments shared in surveys and in focus groups, teachers and parents agree that parent/teacher communication is a strength at RYCS. Teachers note that, in addition to ClassDojo, they also use email, text, and backpack fliers to communicate with families. Ninety-five percent of surveyed parents strongly agree or agree that teachers and staff communicate regularly with parents and families. Ninety-five percent also strongly agree or agree that they receive timely information on students’ academic progress. NYSED CSO teacher survey results are aligned, with 95% of surveyed teachers in agreement that they regularly communicate with families on issues of academics.
- **Indicator c:** Ninety-one percent of surveyed parents strongly agree or agree that the school seeks feedback from parents through surveys, meetings, or some other forum. The renewal application states that parent surveys are completed quarterly to assess parent satisfaction. However, some parents in the focus group feel that key decisions are made without parent input despite survey mechanisms, commenting that many parents do not receive the surveys. There is no substantive evidence that the school considers parent input when making schoolwide decisions, although parent engagement is now an area of focus for the board.
- **Indicator d:** Comments made in the parent focus group indicate that there is some dissatisfaction regarding the lack of a consistent and systematic process for responding to family and community concerns. The dual leadership structure may contribute to confusion on the part of families unsure of how to direct their concerns, especially regarding chess and fencing. Some parents in the focus group stated that they never received a response to concerns that they brought to the board last year. It is noted in board minutes that in January 2019 several parents attended the board meeting and raised concerns in public session about the need to improve parent involvement and communication at RYCS. The minutes note that the board chair acknowledged the concerns, asking that parents put them in writing for an official response, and stated that the board is working on improving these areas. Parents at that meeting expressed their desire that RYCS expand into a K-8 school in the renewal term. Parents in the focus group reported that they were not informed until late September 2019 that the school would continue to serve only K-Grade 5 and that there would not be a sixth-grade next year. These comments point to the need to improve consistency in communication and in responding to parent concerns. However, the school has a complaint policy, and parents are aware of it. The NYSED CSO parent survey indicates that 90% of parents strongly agree or agree with the statement “The school has a clear complaint policy.”
- **Indicator e:** The renewal application states that school data is shared at parent and board meetings. One hundred percent of parents surveyed strongly agree or agree that the school informs parents about how it performs compared to other schools in the district and the state.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** RYCS is refining its systems of support for the social-emotional needs of its students. The teacher social worker co-teaching model in K-2 classrooms, this year's addition of a school-based full-time licensed social worker, supportive deans of students at each site, and establishment of a board social-emotional committee to oversee school programs are systemic supports for student needs. In 2018-2019, the school engaged in a study/professional development collaboration with Mosaic Mental Health and Bank Street College of Education Center for Emotionally Responsive Practice to develop a common understanding of child development, intervention, and preventive practices to decrease stress and student outbursts. Sixteen professional development days, incorporating webinars, were included in this project. According to board minutes, the board terminated the contract with Mosaic Mental Health Agency in 2019-2020 after determining that a full-time on-site social worker would better meet the needs of the school population, and the position has since been filled under the title Teacher-Social Worker Supervisor.
- **Indicator b:** According to board minutes, the board focus group, and the special population focus group, in 2019-2020 RYCS began schoolwide use of DESSA-mini as a screening and progress monitoring tool to assess student social-emotional health. It is not clear if or how this data will be tracked, and there is currently no evidence that RYCS is systematically tracking the social-emotional needs of its students.
- **Indicator c:** The renewal application does not respond to this prompt. It is unclear whether the impact of programs such as those of Mosaic Mental Health Center was assessed using data, or on what basis the contract was terminated.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Important Notes:

- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school's performance on each of the metrics, outline the specific targets for each metric, and provide additional subsidiary detail on each calculation.
- Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements.

1. Near-Term Indicators:	
1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Variance
1d.	Composite Score
2. Sustainability Indicators:	
2a.	Total Margin
2b.	Debt to Asset Ratio
2c.	Debt Service Coverage Ratio

See the RYCS's fiscal dashboard attached to the end of this report (Attachment 2: Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework.

Financial Condition: RYCS appears to be in very good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook: A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in good financial health. RYCS's 2018-2019 composite score is 3.0.

Composite Scores 2015-2016 to 2018-2019

Year	Composite Score
2015-2016	2.60
2016-2017	2.82
2017-2018	3.00
2018-2019	3.00

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

The CSO reviewed RYCS's 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

RYCS's outside independent auditors' report in the financial statements show that the school has a reserve established for legal and audit expenses to cover the dissolution of the school should it occur.

RYCS has a very strong cash position, and its cash coverage of its total current liabilities is 4.80 times its total current liabilities.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ol style="list-style-type: none">a. The board recruits and selects board members with skills and expertise that meet the needs of the school.b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy.c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.d. The board regularly updates school policies.e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

1. Element: *Board Oversight and Governance*

- **Indicator a:** The RYCS board is presently composed of eight members, five of whom are founding members. According to information provided in annual reports, five founding members left the board, and three new members were added over the charter term. There is no evidence that the board recruited its new members to fill specified gaps in board knowledge or expertise. The renewal application describes the use of Board OnTrack to identify needed board member skills or knowledge, stating that the Personnel Committee meets quarterly to discuss these needs, and that current board members make candidate recommendations. However, the use of Board OnTrack is relatively recent. In the board focus group, board members stated that they are seeking additional members, but did not specify areas of focus or discuss succession planning. Board minutes mention human resources and educational background as areas of needed expertise. In October 2018, the CSO noted that three earlier submissions for approval of prospective board members were not properly vetted by the board, as the board had not reviewed all associated information (criminal background check results). The process was subsequently revised by the board, but this incident, among others, demonstrates the board’s historical lack of awareness of and adherence to the terms of the charter.
- **Indicator b:** The RYCS Board is making efforts to set clear goals for the continued implementation of the charter and to balance immediate and long-term priorities. Board focus group members mentioned facility planning, academic program refinement (especially ELA and low state test performers), resolving issues within the school’s organizational structure, and fundraising as current priorities. Corollary issues mentioned are teacher certification and retention, student retention, especially in upper grades, and fidelity to the charter. In response to a series of

citations from the CSO about record-keeping, training, succession planning, compliance with authorizer expectations, and oversight of school leadership, the RYCS board has focused on improving its oversight capability. In the board focus group, the board chair mentioned that the board's immediate next steps are to complete the draft evaluations of its school leaders, to complete a board self-evaluation using BoardOnTrack, to review the information collected via the school's new social-emotional assessment tool, and to consider policy revisions. The site visit team noted confusion within the school community about the school's terminal grade span (K-5 or K-8), which reflects a lack of clarity and transparency in the board's vision. The initial charter indicates the intent to serve K-Grade 8; the renewal application indicates K-Grade 5. Until recently, RYCS's website welcome page opened with the statement that RYCS is a K-Grade 8 school (at NYSED request, this has been corrected).

- **Indicator c:** The board chair actively promotes and coordinates board oversight initiatives and interfaces with school leaders. He joined the board in October 2016, served a six-month term as co-chair with another member after the prior board chair resigned in May 2018, and became the sole chair in September 2018. The chair has assumed a high level of involvement in school operations, meeting with the executive director and with the principal weekly. He works with school leaders to identify improvements to school practices and then brings them to the board for approval. Two examples shared in the board focus group were changing the role of an administrative assistant to a parent coordinator position and allowing teachers with education certification to use contractual subsidies for further education to enroll in a Master of Social Work program. According to board minutes, the RYCS board has operationalized new structures to increase its active oversight. Three new committees were established in May 2018 to address specified areas of concern: The Personnel Committee (performance evaluation, teacher certification and attrition), The Social-Emotional Committee (social worker/teacher roles, behavioral issues, suspension rate), and The Parent Engagement Committee (increase family involvement). Monthly meetings between committee members and school staff are facilitated by the board chair to identify and monitor actionable goals. A planning committee had been established in April 2016 to oversee implementation of the charter, and In October 2016 the board made appointments to its education and finance committees. School year 2018-2019 board minutes demonstrate that the committees are active and report regularly to the board in detail.
- **Indicator d:** According to the renewal application, the board chair, executive director, and principal review policies annually to determine whether revisions or updates are needed, and the board chair brings revised policies to the full board for vote. Board meeting minutes, however, do not indicate when this review occurs, whether all policies are reviewed, and whether legal advice is procured to inform policy updates. The school has not consistently requested timely approval for policy changes or updates. At the time this report is being compiled, the Student and Family Handbook posted on the school website is for the 2018-2019 school year, and some information included (calendar, board members) is out of date.
- **Indicator e:** The RYCS board has not fully developed and implemented a functional performance-based evaluation process that sets forth explicit performance standards with measurable key indicators of success and feedback to staff on strengths/areas of growth. RYCS does not follow a schedule by which such evaluations are completed close to the start of each school year and inform performance goals for the year. The board began to develop a performance-based evaluation process for the executive director during the 2018-2019 school year. In August 2018, the board used BoardOnTrack resources to develop a tool. All board members and key staff were asked to use the online platform to rate and comment on the school leaders' performance. As of January 2019, the evaluation of the executive director's 2017-2018 performance had not been finalized. There is no evidence that the 2017-2018 performance evaluation was subsequently

completed and finalized, nor is it clear what the status is of the executive director's 2018-2019 performance review. The principal's 2018-2019 performance evaluation was developed using the same tool and was in draft form at the time of the CSO renewal site visit. The board began using BoardOnTrack resources to engage in self-evaluation and has established a schedule of two retreats per year to advance this process. In the April 2019 board minutes, the chair noted the need to "do a full assessment of all current contracts to make sure those services rendered are the services needed in addition to administrative salaries."

- **Indicator f:** Historically, the RYCS board has not demonstrated awareness of its legal obligations, including compliance with Open Meetings Law, failure to maintain board minutes, failure to provide timely fire inspection reports for both sites, timely evaluation of special education students, compliance with ELL/MLL testing requirements, and failure to seek authorizer approval for revisions as required in the charter. Over the more recent years of the initial charter term, the board shows improvement in its awareness of legal obligations and is demonstrating more robust oversight of school operations.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
2. <i>Professional Climate</i>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
3. <i>Contractual Relationships</i>	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

Summative Evidence for Benchmark 7:

1. Element: *School Leadership*

- Indicator a:** In June 2017, the board revised the original organizational structure (senior level staff report to the executive director, who reports to the board), to a structure by which the executive director and the principal report directly to the board. According to the organizational chart, the principal and vice principal/chief data officer oversee all faculty, deans, math and ELA specialists, special education and ELL/MLL coordinators, and the parent coordinator. A clinical social worker was recently hired, but the position does not appear in the organizational chart. The director of operations reports to the executive director, who also oversees contracted arts curriculum, mental health, and financial service providers. The RYCS renewal application states that the

executive director has "general supervision over the activities of the school not delegated to the principal." In addition to overseeing areas indicated on the organizational chart and leading school facility planning, he provides the "vision" for the chess and fencing programs and evaluates their fidelity to program goals. Based on comments in NYSED CSO teacher and parent surveys and focus groups and observations by site visit team members, the principal and executive director do not practice a fully collaborative, working relationship. This has affected communications with the greater school community. The board focus group acknowledged this as a problem that has required much direct involvement by the board chair. The board has engaged a consultant to work with the school leaders over a nine-month period, with the goal to improve the school's professional climate and communication.

- **Indicator b:** Although efforts appear to have been made to establish clear roles and responsibilities for the dual school leaders, parents in the focus group noted confusion and friction in interactions with the executive director. An example given was poor communication about control and use of monies raised by parents to offset the costs of student participation in a non-local chess competition. Teachers in the focus group reported no problems with clarity of leadership roles, but negative comments appear in the anonymous NYSED CSO teacher survey: "too many captains," "community needs to be improved," and "one administrator says something, another says something else." Additionally, the job descriptions of the executive director and the director of operations roles overlap and are duplicative. The renewal application (p. 29) describes the role of the director of operations as "oversees the nonacademic aspects of the school. She coordinates across the two campuses and supervises our operations managers at each campus and their staff, nurses, and custodians. She also coordinates our relationship with partners and vendors such as Charter School Business Management, Bronx Arts Ensemble, and Mosaic Mental Health." The role of the executive director as described in the renewal application includes "primary responsibility for the planning, management and administration of the operations of the school such as facility, transportation, food services, nursing, finance and compliance." The board chair states that he is in the school "very frequently," or "weekly." This active involvement indicates a level of need for problem-solving and facilitation by the board that should not be necessary.
- **Indicator c:** Although the teacher focus group reported no communication problems, there are many negative comments in the anonymous NYSED CSO teacher survey related to concerns about communication, clarity of roles and decision-making, such as, "There are too many captains in this school," "Communications need to be improved," "There needs to be a new director who understands education and has better communication," and "The school needs to improve communication from administration to staff to teachers." There are multiple negative comments in the NYSED CSO teacher survey that are specific to interactions with the executive director. There is evidence of unrest that should be explored further and resolved by the board.
- **Indicator d:** RYCS has exhibited challenges in fulfillment of the chartered instructional staffing model. The school has engaged three principals since it opened. The executive director discussed difficulty in hiring/retaining licensed social workers to fill K-2 co-teacher roles with the CSO during the early years of the charter. RYCS has seen significant teacher attrition. According to school-reported information in the 2018-2019 Annual Report and Attachment J of the renewal application, nearly a third of its teachers departed during the 2018-2019 school year. The board attributes this to length of school day and year and has made efforts to retain teachers by enriching salary and benefit packages and offering a staggered work schedule. The school's operations team consists of two operations managers, two operations associates, and three operations assistants, reporting to a director of operations who, in turn, reports to the executive director. The executive director is currently seeking to fill one vacancy on the operations team.

This is a large operations team, even considering dual school sites, and indicates possible redundancy. Financial/payroll services are contracted out, but all preprocessing is completed by RYCS's internal operations team. The executive director and director of operations jointly oversee financial processes. Outside consultants provide staff coaching, training, and performance review (renewal application, p. 28). When the site visit team requested clarification regarding the size of the operations team, the leadership response was vague ("attendance, buses, school food, registration for fencing/chess"). According to board minutes, the finance committee expressed concern in April 2019 that the school is "administratively top heavy" and "as a board, we need to ask ourselves do we need more leadership or more teachers." The fiscal implications of the large number of non-instructional personnel is a concern. The board projects a mid-renewal term budget shortfall.

2. Element: *Professional Climate*

- **Indicator a:** At the time of the site visit, the board and leadership team report 12 vacancies on the instructional side and one operations vacancy. The school reports that it is seeking to hire one social worker-teacher, four co-teachers, four additional RtI staff (special education, reading, ENL), and three "reserve" teachers. School leadership states that all social worker/teachers are currently working toward teacher certification. In addition, the principal is working with existing instructional staff to increase compliance with certification requirements. Chess and fencing instructors participate in professional development to support classroom management.
- **Indicator b:** The renewal application, teacher focus group, and NYSED CSO teacher survey describe collaboration opportunities through monthly data team meetings, weekly grade level team meetings, RtI meetings ("regularly"), staff meetings one or two times a month, daily informal planning among co-teachers, and email communication. Eighty-six percent of surveyed teachers strongly agree/agree with the statement: "Faculty members frequently collaborate on matters of curriculum and instruction."
- **Indicator c:** The principal leads instructional staff hiring, coaching, evaluation, and professional development. The renewal application states that teachers have 40 days of professional development throughout the school year (20 days prior to the start of school and an additional 20 during the school year). Professional development at RYCS appears to focus on collaborative planning meetings with the principal, content specialists, grade level team, data team, and RtI team members. The renewal application does not provide details about how professional development needs are assessed, how professional topics and providers are selected, and how professional development is evaluated. In the 2018-2019 NYCDOE School Quality Guide, 93% of teachers say that their professional development experiences have been sustained and coherent.
- **Indicator d:** Ninety-seven percent of NYSED-surveyed teachers strongly agree/agree that RYCS has systems in place to monitor and evaluate teacher instruction. Teachers are evaluated formally (twice a year) and informally (varying frequency), using the Danielson Framework. Evaluations are conducted by the principal and administrative team members. Teachers comment that feedback is always provided by evaluators, in writing and in face-to-face discussion. Several teachers commented in the NYSED CSO teacher survey that they feel the deans and the content specialists are not adequately qualified to evaluate their instructional performance.
- **Indicator e:** Eighty-one percent of teachers strongly agree/agree that RYCS has systems in place to solicit staff feedback. Examples include frequent anonymous surveys, a suggestion box, collaborative staff meetings, and conversations with the principal. Several teachers commented on the principal's availability and receptiveness to discuss teacher concerns and needs.

3. Element: *Contractual Relationships*: Not Applicable.

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Mission and Key Design Elements</i>	<ol style="list-style-type: none">School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

1. Element: *Mission and Key Design Elements*

- **Indicator a:** Ninety-five percent of parents who completed the NYSED CSO parent survey strongly agree or agree with the statement: "I am familiar with the school's mission." Eighty nine percent of parents strongly agree or agree with the statement: "I feel the school is fulfilling its mission." Eighty-five percent of teachers strongly agree or agree that "The school's mission is clear and is shared by all stakeholders." Most teachers (but not all) were able to describe the mission and the school's key design elements in open ended comments in the NYSED CSO teacher survey. The school revised the wording of the mission statement on its website and other places to include key design element language. It did not seek formal authorizer approval for these changes. The language was corrected after the site visit, when pointed out to the executive director.
- **Indicator b:** The RYCS charter delineates eleven key design elements, all of which have been implemented or partially implemented by the school. The school has maintained a focus on its mission and key design elements over the charter term and is continuing to refine their implementation.
 1. Qualified Staff Focused on At Risk Students—partially implemented. The school has several vacancies and is struggling to build and maintain an instructional workforce that is compliant with teacher certification requirement and with the terms of the charter, although it is making progress.
 2. Robust Response to Intervention—implemented. The school is seeking to expand staffing for its Rtl team and refine its practices in response to student needs.
 3. Quality Curriculum and Pedagogy—implemented.
 4. High Quality Collaborators—implemented.
 5. Meticulous Data-Driven School—partially implemented. The school can improve by regular reporting of short and long-term disaggregated student achievement data to the board and the community. In addition, data should be collected and analyzed to assess the quality of school practices, such as the Saturday and Summer programs, social-emotional supports to students, and specific teacher professional development.
 6. Comprehensive Professional Development—partially implemented. The school can improve by more systematic objective assessment of teacher professional development needs and delivery of professional development to meet these needs.
 7. Team Teaching—partially implemented. The school is still lacking a small number of co-teachers needed to fully realize this key design element.

8. Family Involvement—partially implemented. The renewal application (p.19) states that “we begin by conducting home visits to each new student to build a relationship and welcome them into the school community . . . administrators along with teachers make a home visit to each child enrolling in the school [and] . . . home visits serve as a means to connect directly with families to promote proactive communication.” According to teacher and parent focus groups, this does not happen, and according to administrator focus groups, home visits are done sporadically and on a reactive basis, to address concerns about attendance and risk of retention. The school may want to work with the CSO to re-evaluate this key design element and expand its focus on other aspects of family involvement, based on family needs and interests, such as the establishment of a parent organization or advisory committee.
9. Strong School Culture—implemented. The school culture is positive and orderly. However, classroom observers noted that there is inconsistency in the practical application of the school's uniform policy. In addition, RYCS does not have a clear, posted policy regarding financial assistance for families unable to purchase uniforms.
10. Low Student/Teacher Ratio—partially implemented. Although student/teacher ratios may be maintained at 11:1 as set forth in the charter, the impact of group size on teaching and learning should also be considered, as first and second grade class rosters are all at 30 or more students.
11. Extended School Day—implemented. However, total instructional time over the year is less than stated in the initial charter, as the 2019-2020 school calendar provides for 183 days of instruction (instead of the 191 days indicated in the approved charter).

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Summative Evidence for Benchmark 9:

1. Element: *Targets are met*

- **Indicator a:** RYCS is slightly under-enrolled. At the site visit, school leaders reported enrollment of 517 students (96.4% of 536). There is significant attrition in the higher grades, since RYCS doesn't backfill after Grade 2. The school generally maintains its targeted total enrollment numbers and anticipates for attrition by over enrolling in kindergarten.

2. Element: *Targets are not met*

- **Indicator a:** RYCS is serving a comparable population of ELL/MLL and ED students to that of NYC CSD 9. The percentage of SWD served at RYCS has remained slightly smaller than at NYC CSD 9 over the past three years. The school has made significant progress toward meeting its enrollment target for the ELL/MLL subgroup. Over the past three years, RYCS has increased its percentage of enrolled ELL/MLL students from 18% to 29%, which has decreased the differential between the school and NYC CSD 9 from ten percentage points to one percentage point. The SWD population has hovered within four percentage points over the past three years, with a variance of six percentage points or less to the NYC CSD 9 SWD population. The school's SWD population was 18% in 2018-2019, six percentage points below that of NYC CSD 9. Since 2016-2017, RYCS has maintained an ED population of 94% - 95%, which is comparable to that of NYC CSD 9.

- **Indicator b:** The executive director leads the school's outreach and recruitment efforts and monitors the school's ongoing compliance with NYS charter school enrollment expectations. According to the renewal application, outreach strategies include presentations at local day care centers and prekindergarten programs serving students with IEPs. The school offers a K-1 self-contained special education class to accommodate the needs of incoming students with IEPs requiring such a setting.
- **Indicator c:** According to the renewal application and leadership and board focus groups, the executive director manages the outreach and recruitment efforts for the school, and the principal is responsible for academic and social-emotional programming for special populations. The executive director monitors the effectiveness of outreach and recruitment strategies to assure compliance with enrollment targets. The school leadership and the board review disaggregated academic outcomes and monitor the quality of the instructional program for special populations accordingly.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Falls Far Below

<i>Element</i>	<i>Indicators</i>
1. <i>Legal Compliance</i>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

1. Element: *Legal Compliance*

- **Indicator a:** In 2017-2018 and 2018-2019, the RYCS Board acted out of compliance with NYS Open Meetings Law (OML) and Freedom of Information Law (FOIL) because meetings were not properly noticed and because minutes recording meeting attendance and action were not maintained. This was corrected in 2019. The school is not offering the number of instructional days (191) as stated in its charter. The number of uncertified teachers at the school exceeds legal limits, although the school has reduced that number. The school has not always operated with a valid fire safety inspection report over the charter term. The school has a history of late or incomplete submissions of Annual Reports, Violent and Disruptive Incident Reporting, and BEDS data.
- **Indicator b:** The school has not always provided timely responses to CSO notices of deficiency or followed required protocol in responses to CSO requests for a corrective action plan (CAP). In August 2018 the school received a Notice of Deficiency with a Request for a CAP for its failure to maintain board meeting minutes. The CAP was due to the CSO in August 2018 but was not submitted until January 2019. In February 2019, RYCS received a Notice of Deficiency with a Request for a CAP related to the improper administration and recording of a NYSITELL examination, which resulted in a student being improperly designated as an ELL/MLL. The concerns were satisfied, and the CAP was lifted in October 2019.
- **Indicator c:** Over the course of the initial charter term, RYCS has worked with the CSO to seek approval for its revision requests. One notable exception was board action taken in July 2016 to modify the school's organizational structure. A formal request for this material revision request was not submitted until December 2018 and was approved by the Board of Regents in April 2019.

Attachment 1: 2019-2020 Renewal Site Visit
Rosalyn Yalow Charter School

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

Rosalyn Yalow Charter School students tend to outperform students in schools with similar grade spans and demographics in ELA, but not in math.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency: See Table 1 below.

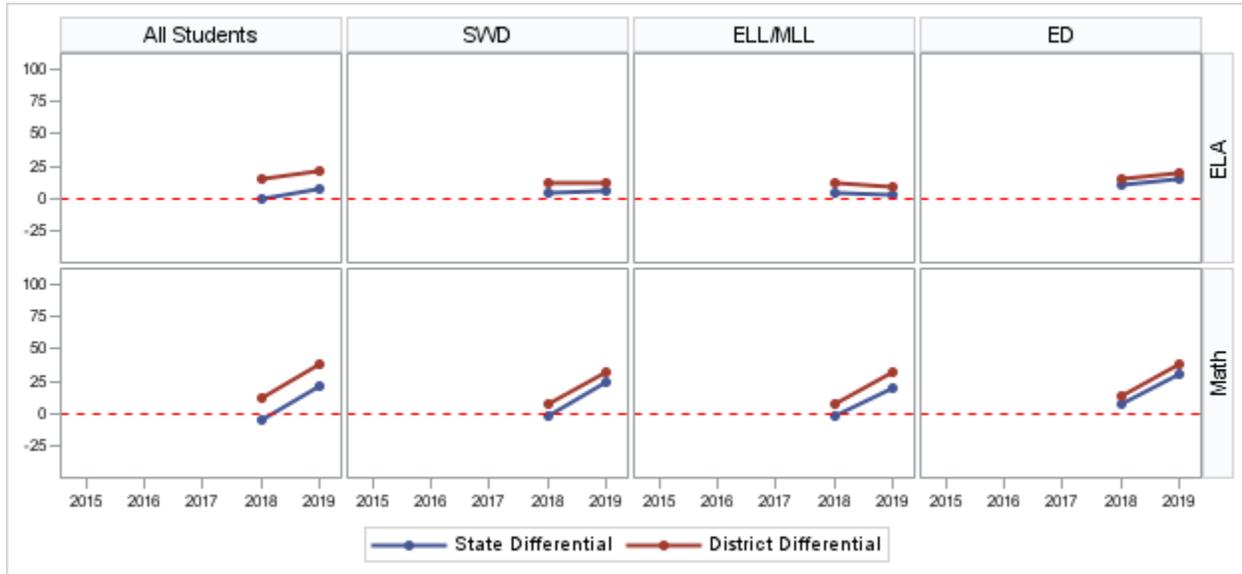
Table 1: Elementary/Middle School Trending Toward Proficiency – Minimum Expectation = 75%

		2018-2019
ELA	All Students	60%
	SWD	42%
	ELL/MLL	42%
	ED	59%
Math	All Students	79%
	SWD	83%
	ELL/MLL	67%
	ED	78%

**See NOTES (2), (3), (7), and (8) below.*

2.b.i. and 2.b.ii. Proficiency - Aggregate and Subgroup School Level Proficiency: See Figure 1 and Table 1 below.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time



*See NOTES (1), (2), (3), and (6) below.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
All Students	2017-2018	51%	35%	+16	51%	0	49%	37%	+12	54%	-5
	2018-2019	58%	37%	+21	50%	+8	73%	34%	+39	52%	+21
SWD	2017-2018	27%	15%	+12	23%	+4	27%	20%	+7	28%	-1
	2018-2019	26%	14%	+12	20%	+6	48%	15%	+33	24%	+24
ELL/MLL	2017-2018	38%	25%	+13	33%	+5	38%	30%	+8	40%	-2
	2018-2019	36%	26%	+10	33%	+3	59%	27%	+32	39%	+20
ED	2017-2018	51%	35%	+16	40%	+11	50%	36%	+14	43%	+7
	2018-2019	56%	36%	+20	40%	+16	72%	33%	+39	42%	+30

*See NOTES (1), (2), (3), (6), and (7) below.

2.b.iii. Aggregate Grade Level Proficiency: See Table 2 below.

Table 3: Aggregate Grade Level Proficiency

		ELA					Math				
		Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Rosalyn Yalow CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
Grade 3	2017-2018	51%	35%	+16	51%	0	49%	37%	+12	54%	-5
	2018-2019	56%	39%	+17	52%	+4	71%	36%	+35	55%	+16
Grade 4	2018-2019	60%	35%	+25	48%	+12	77%	32%	+45	50%	+27

*See NOTES (1), (6), and (7) below.

Indicator 3: High School Outcomes

(Not applicable to this charter school.)

Benchmark 9:

Table 4: Student Demographics

	SWD			ELL/MLL			ED		
	Rosalyn Yalow CS	NYC CSD 9	Differential to District	Rosalyn Yalow CS	NYC CSD 9	Differential to District	Rosalyn Yalow CS	NYC CSD 9	Differential to District
2015-2016	14%	20%	-6	21%	28%	-7	91%	92%	-1
2016-2017	15%	21%	-6	18%	28%	-10	94%	93%	+1
2017-2018	19%	23%	-4	26%	29%	-3	95%	95%	0
2018-2019	18%	24%	-6	29%	30%	-1	94%	95%	-1

*See NOTES (2) and (6) below.

Table 5: Student Retention – Aggregate and Subgroups

	All Students			SWD			ELL/MLL			ED		
	Rosalyn Yalow Charter School	NYC CSD 9	Differential to District	Rosalyn Yalow Charter School	NYC CSD 9	Differential to District	Rosalyn Yalow Charter School	NYC CSD 9	Differential to District	Rosalyn Yalow Charter School	NYC CSD 9	Differential to District
2016-2017	74%	80%	-6	52%	77%	-25	67%	84%	-17	74%	80%	-6
2017-2018	86%	82%	+4	86%	82%	+4	80%	84%	-4	87%	82%	+5
2018-2019	81%	82%	-1	69%	83%	-14	77%	84%	-7	81%	82%	-1

*See NOTES (2) and (6) below.

***NOTES:**

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

Charter School Fiscal Accountability Summary

ROSALYN YALOW CHARTER SCHOOL

Grades Served
 Maximum Chartered Grades Served
 Chartered Enrollment
 Maximum Chartered Enrollment
 Actual Enrollment

	2014-15	2015-16	2016-17	2017-18	2018-19
Grades Served	-	K-1	K-2	K-3	K-4
Maximum Chartered Grades Served	-	K-5	K-5	K-5	K-5
Chartered Enrollment	-	202	249	374	456
Maximum Chartered Enrollment	-	536	536	536	536
Actual Enrollment	-	210	247	371	425

ASSETS

Current Assets

Cash and Cash Equivalents	-	165,501	1,029,970	1,644,895	2,678,678
Grants and Contracts Receivable	-	687,961	218,932	252,307	126,331
Prepaid Expenses	-	51,215	145,601	281,043	348,014
Other Current Assets	-	-	23,070	7,406	836
Total Current Assets	-	904,677	1,417,573	2,185,651	3,153,859

Non-Current Assets

Property, Building and Equipment, net	-	254,279	306,460	320,178	310,249
Restricted Cash	-	-	50,000	75,000	75,017
Security Deposits	-	23,070	-	405,690	391,570
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	-	277,349	356,460	800,868	776,836
Total Assets	-	1,182,026	1,774,033	2,986,519	3,930,695

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses	-	52,003	84,974	132,143	177,917
Accrued Payroll and Payroll Taxes	-	50,453	173,968	239,755	358,167
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	12,142	14,027	12,163	21,339
Total Current Liabilities	-	114,598	272,969	384,061	557,423

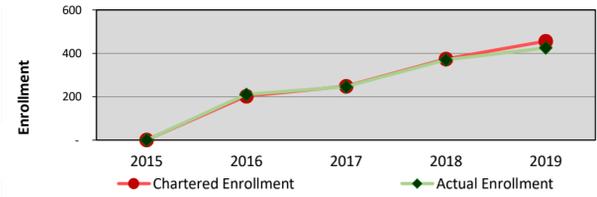
Long-Term Liabilities

Deferred Rent	-	166,667	183,333	-	20,665
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	-	166,667	183,333	-	20,665
Total Liabilities	-	281,265	456,302	384,061	578,088

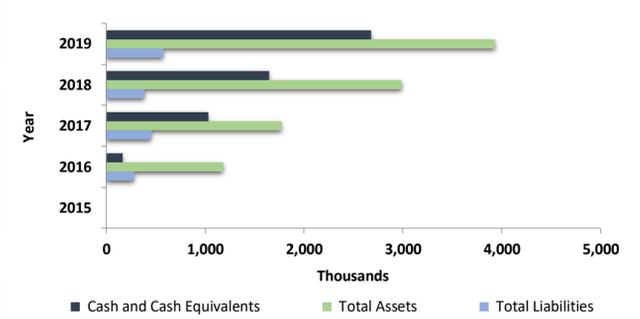
NET ASSETS

Unrestricted	-	896,761	1,313,731	2,598,458	3,347,107
Restricted	-	4,000	4,000	4,000	5,500
Total Net Assets	-	900,761	1,317,731	2,602,458	3,352,607
Total Liabilities and Net Assets	-	1,182,026	1,774,033	2,986,519	3,930,695

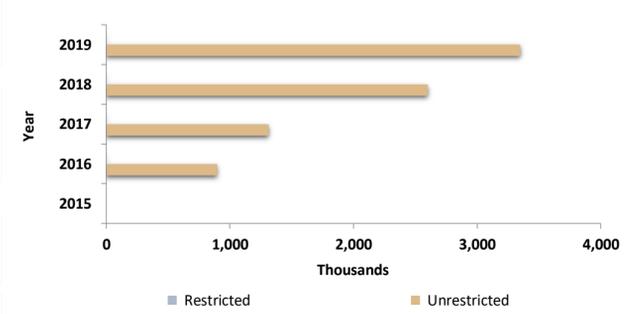
Chartered vs. Actual Enrollment



Cash, Assets and Liabilities



Net Assets



OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed	-	3,711,512	3,480,800	5,349,981	6,754,596
State and Local Per Pupil Revenue - SPED	-	-	328,247	614,587	935,174
State and Local Per Pupil Facilities Revenue	-	-	698,965	900,000	1,942,000
Federal Grants	-	557,932	421,822	403,819	456,928
State and City Grants	-	-	124,805	159,864	231,319
Other Operating Income	-	-	-	-	-
Total Operating Revenue	-	4,269,444	5,054,639	7,428,251	10,320,017

EXPENSES

Program Services

Regular Education	-	2,578,454	3,294,054	3,861,364	6,177,831
Special Education	-	462,286	722,065	1,271,159	1,999,055
Other Expenses	-	-	-	-	-
Total Program Services	-	3,040,740	4,016,119	5,132,522	8,176,886

Supporting Services

Management and General	-	5	694,904	1,060,437	1,429,587
Fundraising	-	-	-	-	-
Total Support Services	-	-	694,904	1,060,437	1,429,587

Total Expenses

Total Expenses	-	3,040,740	4,711,023	6,192,959	9,606,473
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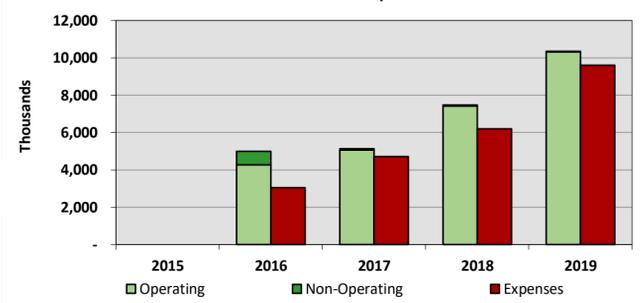
Surplus/Deficit from Operations

Surplus/Deficit from Operations	-	1,228,704	343,616	1,235,292	713,544
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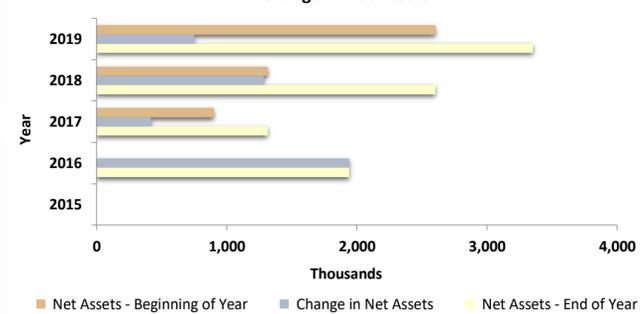
SUPPORT AND OTHER REVENUE

Interest and Other Income	-	-	-	-	-
Contributions and Grants	-	343,238	-	-	12,370
Fundraising Support	-	10,513	9,729	9,731	-
Other Support and Revenue	-	360,300	63,625	39,704	24,235
Total Support and Other Revenue	-	714,051	73,354	49,435	36,605
Change in Net Assets	-	1,942,755	416,970	1,284,728	750,149
Net Assets - Beginning of Year	-	-	900,761	1,317,731	2,602,458
Net Assets - End of Year	-	1,942,755	1,317,731	2,602,459	3,352,607

Revenue & Expenses



Change in Net Assets



REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil					
Operating	-	20,331	20,464	20,022	24,282
Support and Other Revenue	-	3,400	297	133	86
Total Revenue	-	23,731	20,761	20,155	24,369
Expenses - Per Pupil					
Program Services	-	14,480	16,260	13,834	19,240
Management and General, Fundraising	-	-	2,813	2,858	3,364
Total Expenses	-	14,480	19,073	16,693	22,603
% of Program Services	0.0%	100.0%	85.2%	82.9%	85.1%
% of Management and Other	0.0%	0.0%	14.8%	17.1%	14.9%
% of Revenue Exceeding Expenses	0.0%	63.9%	8.9%	20.7%	7.8%

FINANCIAL COMPOSITE SCORE

Composite Score	-	2.60	2.82	3.00	3.00
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	-	Strong	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital	-	790,079	1,144,604	1,801,590	2,596,436
Working Capital (Current) Ratio	-	7.9	5.2	5.7	5.7
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

Debt to Asset Ratio	-	0.2	0.3	0.1	0.1
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

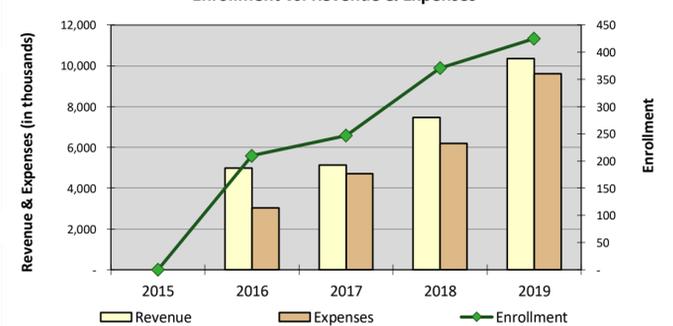
CASH POSITION

Days of Cash	-	19.9	79.8	96.9	101.8
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

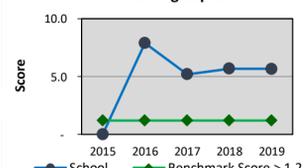
TOTAL MARGIN

Total Margin Ratio	-	0.4	0.1	0.2	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

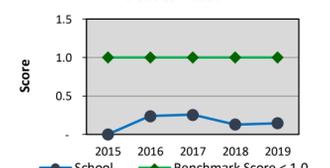
Enrollment vs. Revenue & Expenses



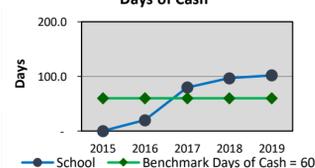
Working Capital



Debt to Asset



Days of Cash



Total Margin

