New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Brooklyn Laboratory Charter School

Renewal Site Visit Dates: September 23-24, 2021
Date of Report: April 12, 2022

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Brooklyn Laboratory Charter School
Board Chair	Martha (Mickey) Revenaugh
District of location	NYC CSD 13
Opening Date	Fall 2014
Charter Terms	• Initial Charter: August 18, 2014 - June 30, 2019 • First Renewal: July 1, 2019 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	Grades 6-12 / 770 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6-12 / 770 students
Comprehensive Management Service Provider	None
Facilities	• Grade 6: 240 Jay Street, Brooklyn - Private Space • Grades 7-12: 77 Sands Street, Brooklyn - Private Space
Mission Statement	*The mission of Brooklyn Laboratory Charter School is to prepare students with the academic foundation, digital literacy, and ethical leadership skills they need to excel in college and professional life.*
Key Design Elements	• Rigorous college preparatory curriculum • Effective Instruction • Focus on college-level reading and writing • Extending learning time • Entrepreneurial learning • Building productive, engaged, and active citizens • No Excuses school culture • Data-driven instruction • Next Generation learning and assessment • Family Partnership
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	• A revision request to amend the charter school's organizational chart. • To **remove** the Key Design Element: "No Excuses School Culture" and **replace it with**: "High Expectations School Culture"; and **fundamentally alter** the following Key Design Elements: "Effective Instruction"; "Extended Learning Time"; "Data-driven

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

	Instruction"; and "Next Generation Learning and Assessment."

Noteworthy: Brooklyn Laboratory Charter School (Brooklyn Lab) aims to hire and retain personnel that reflect the school's student population and therefore prioritizes diverse staffing at the executive, administrative, and classroom levels. For the 2021-2022 school year (SY), Brooklyn Lab reports that 75 percent of its staff identify as people of color (including Hispanic, Latinx, Asian, Black or African American, or multi-racial). In addition, Brooklyn Lab provides "entrepreneurial learning" opportunities for its high school (HS) and middle school (MS) students and offers enrichment courses such as robotics, public speaking, and digital video editing. Classrooms feature a low student to teacher ratio, and students receive frequent small group instruction and one-on-one mentoring.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State (NYS) continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 SY and administered under the constraints of the COVID-19 pandemic for the 2020-2021 SY (see the applicable memos at http://www.nysed.gov/charter-schools/law-regulations-memos). Benchmark 1 allows for the use of longitudinal data. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the memo (See Monitoring Plan section).

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 2019 to 2020	**Year 2 2020 to 2021**	**Year 3 2021 to 2022**
Grade Configuration	Grades 6 - 11	Grades 6 - 12	Grades 6 - 12
Total Approved Enrollment	607	710	770

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]

	Year 1 2022 to 2023	**Year 2 2023 to 2024**	**Year 3 2024 to 2025**	**Year 4 2025 to 2026**	**Year 5 2026 to 2027**
Grade Configuration	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
Total Proposed Enrollment	770	770	770	770	770

[2] This proposed chart was submitted by Brooklyn Laboratory Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

METHODOLOGY

A two-day renewal site visit was conducted at Brooklyn Lab on September 23-24, 2021. The NYS Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, special populations staff, and school culture team. The CSO SV team also conducted focus group interviews with teachers and currently enrolled students because Brooklyn Lab leadership did not solicit sufficient participation via the mandated anonymous online survey to provide adequate information for analysis.

The team conducted fourteen on-site classroom observations in Grades 6-12. The observations were approximately 20 minutes in length and conducted jointly with Brooklyn Lab's chief culture officer, director of academics, middle and high school directors, deans of instruction, and/or dean of scholar services. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the Renewal SV Protocol.

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

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **School administered teacher, parent/student survey results;**
- **CSO 2021 Parent, Teacher, and Student Surveys' results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, midterm, renewals);**
- **School's 2021 renewal application;**
- **School's 2020 Notices of Deficiency/Concern;**
- **NYCDOE Committee on Special Education (CSE) feedback; and**
- **Supplementary evidence or data submitted to NYSED by the school; including a current enrollment snapshot, copies of internal communications to staff and families over the course of the school year, proposed updates to KDEs, assorted staff survey results, return to**

work planning documents, staff attrition and demographic information, and Board of Trustees Goals and Annual Calendar.

BENCHMARK ANALYSIS

The 2019 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 2019 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**
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if 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 September 23-24, 2021 at Brooklyn Lab, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2019 Charter School Performance Framework Rating[3]

	2019 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher. **Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.**	**Approaches**
	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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards 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 Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. 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.	**Meets**
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.	**Approaches**
	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. High schools are meeting persistence rates commensurate with the NYSED target.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Falls Far Below**

[3] Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the 2019 Charter School Performance Framework, and all other charter schools use the 2015 Charter School Performance Framework until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- Brooklyn Lab is in its eighth year of operation and serves students in Grades 6-12. Brooklyn Lab received a three year renewal in 2019. During its current charter term, the school is rated in the following manner; meeting five benchmarks, approaching four benchmarks, and falling far below one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**: As stated in the school's renewal application, "Brooklyn Lab is dedicated to serving Brooklyn's highest need students regardless of academic level, English language proficiency, or disability with the goal of admission to, and success in, selective four-year colleges." The school's staffing model, which provides for multiple teachers and Brooklyn Lab fellows in most classrooms, combined with daily periods of high intensity tutoring, continues to offer regular opportunities for individualized academic and social-emotional supports. The school has dedicated a "Success Coach" for each student to monitor and coordinate these efforts as well conduct daily check-ins to assess their daily needs.

  Over the course of this charter term, the Brooklyn Lab Board of Trustees has intentionally evolved the school's organizational structure away from reliance on one senior leadership figure. They have built out a strong and experienced executive team to distribute leadership by reducing the total number of direct reports to each in order to increase sustainability. In July 2021, Brooklyn Lab hired the school's founding chief culture officer/deputy superintendent. This individual has taken on guidance of Brooklyn Lab's staff and students and is currently leading the schoolwide initiative to have both groups "feel safe and known" as a foundation for recuperating learning loss and social-emotional healing after the many COVID-19 pandemic-related losses. To support the chief culture officer's work and ensure the desired staff to student ratios for personalized attention and intervention, Brooklyn Lab also doubled the size of its culture team.

  In June 2021, Brooklyn Lab graduated its inaugural high school class, demonstrating strong overall and subgroup four-year graduation rates. NYSED data as of January 2022 indicates 85 percent, or one percentage point below the New York State graduation rate: Seventy-six of the 89 students in the 2017 cohort graduated, eleven are still enrolled, and two transferred to alternative or high school equivalency programs.

- **Summary of Areas in Need of Improvement**: Brooklyn Lab remains under a NYSED CSO Corrective Action Plan (CAP) due to academic underperformance and lagging enrollment and retention numbers compared to the school's targets. As state tests were cancelled in 2019-2020 due to the COVID-19 pandemic, the school has only produced one year of academic data during this charter term to demonstrate adequate improvements. The school's overall enrollment also falls below the CSO's 85 percent threshold: as described in detail in Benchmark 9, CSO records from SY 2020-2021 and current enrollment snapshots provided to the CSO SV team onsite confirm that the school has been under-enrolled for the past two academic years. Staff continue to deploy time and resources to outreach strategies to enroll additional ELLs and the school reports that a building flood event that occurred in February of 2019 had a negative impact on its enrollment. In addition, "All Students" and subgroup retention has been below that of NYC CSD 13 and NYC CSD 17 for the duration of the charter term thus far. Brooklyn Lab has not consistently complied with NYSED CSO revision guidelines and requirements. Notably, changes to the school's key design elements and organization chart were applied and implemented without seeking NYSED CSO

approval, and those revision requests are currently under consideration as part of this renewal application.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Approaches

Note: State assessments were not administered in the 2019-2020 SY and were administered under the COVID-19 constraints during the 2020-2021 SY. As such, NYSED is limited to what results it can include from those two years in the analysis of this benchmark.

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches.

The school received a short-term renewal term of three years in 2019. During this charter term, Brooklyn Lab graduated its inaugural class in 2021 at rates that exceeded the state's graduation rates for all student subgroups (SWD, ELL, ED).

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 implements research-based practices and 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.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element	*Indicators*
	learners/multi-lingual learners; and economically disadvantaged students. c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Middle School/High School:

- MS:
  - The school supports students at all grade levels through high dosage tutoring; structured, consistent whole group instruction; personalized and self-driven learning; co-taught classes; and "success coaching."
- HS:
  - The school supports students at all grade levels through high dosage tutoring; structured, consistent whole group instruction; personalized and self-driven learning; co-taught classes; and "success coaching."
  - Brooklyn Lab students participate in "Foundations of Leadership" classes to build their college readiness, including preparation for entrance exams and career-oriented internships, in addition to pre-advanced placement as well as advanced placement courses.

Academic Program for SWDs and ELLs:

- SWDs:
  - Brooklyn Lab serves a broad range of diverse learners through an inclusive model consisting of integrated co-taught classes, Special Education Teacher Support Services (SETSS) individually and in small groups, and self-contained settings in accordance with students' Individualized Education Programs (IEPs).
  - To enroll and retain SWDs the school uses strategies that include personalized tutoring and low teacher: student ratios to maximize opportunities for individualized attention.
  - Brooklyn Lab employs an adequate number of certified, qualified teachers and leaders to serve its SWDs. The school maintains an active pipeline of future hires by offering dual certification for teacher residents and has identified case managers to monitor grade-level cohorts of students, oversee their individualized education programs (IEPs) and related services, and act as a resource for teachers.
- ELLs:
  - For the first time since the school opened, Brooklyn Lab now employs a full time English as a New Language (ENL) coordinator and teacher to provide a variety of language acquisition supports, including accommodations in ELLs' general education classrooms, and stand-alone classes for specific language development that focus on common core skills.
  - Brooklyn Lab continues to partner with Elevate Education Learning Services, a consulting group dedicated to building schools' capacity to effectively serve ELLs and to refine its ELL programmatic offerings and instructional strategies.

Note: In spring 2021 NYSED instituted a Local Assessment Plan to collect authorizer-approved local/interim assessment data from Board of Regents-authorized schools. The Local Assessment Plan is designed to help charter schools demonstrate academic progress and growth. More details regarding this initiative can be found in the NYSED Local Assessment Plan memo. Local assessment data will be shared starting in the 2021-2022 SY.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Brooklyn Lab has strengthened and refined its collection and use of both quantitative and qualitative performance data to inform new curriculum selections and more targeted pedagogical coaching.

1. Element: ***Curriculum***:
    - **Indicator a:** Brooklyn Lab utilizes a documented curriculum that is aligned to the NYS Learning Standards (NYSLS). In the school's renewal application, leaders linked to external websites that evaluated the strengths and standards alignment of each of its commercial curricular selections. After the CSO placed the school on corrective action due to academic underperformance in 2020, Brooklyn Lab leaders adopted a variety of new curricular products. These include Illustrative Math and Achievement First's English language arts curriculum. During onsite focus group interviews with school leaders, participants explained that all teachers receive "ongoing school-based coaching, intellectual prep, and support" from professional curriculum implementation consultants such as the Lavinia Group to ensure curriculum is "leveraged effectively."
    - **Indicator b:** Brooklyn Lab curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades through frequent curricular planning meetings between grade-level teams. During the onsite focus-group interviews with leaders and teachers, participants described regularly scheduled periods for co-planning and data analysis to inform curricular adjustments and monitor ongoing alignment; these meetings were also confirmed via the school's daily schedules. The school's renewal application also described reliance on instructional rubrics to help maintain vertical alignment between grade levels via consistent expectations for teaching and learning.
    - **Indicator c:** Brooklyn Lab's renewal application articulates the school's three-pronged approach to differentiating curriculum and instruction to meet the needs of all students. This includes an array of curated digital platforms and online courses that appeal to students' different learning styles and skill needs, individualized enrichment options that provide opportunities for students to explore their interests, and high dosage tutoring in small groups. During the onsite focus-group interviews with school leadership and teachers, Brooklyn Lab staff provided additional examples of how they adapt learning materials daily, such as offering readings at different levels, highlighting key sections of text, and distributing dictionaries or other resources to support vocabulary acquisition. During the renewal site visit, the CSO team noted evidence of differentiation of instructional content in a majority of observed classrooms, although few lesson plans included specific differentiation plans or strategies.
    - **Indicator d:** Brooklyn Lab's renewal application articulates a systematic approach to curricular review driven by the school's director of academics, deans of instruction, and teacher leaders. During onsite focus group interviews with the school leadership team and teachers, participants described weekly meetings as mentioned above. Teachers utilize this time to collaboratively review and analyze students' recent assessment data and compare students' level of mastery

against the school's performance goals. In addition to the school's senior instructional leaders honoring "open door policies," interviewed teachers also described comprehensive spring planning days where Brooklyn Lab solicits their feedback and suggestions on curricular updates.

2. Element: ***Instruction***:
   - **Indicator a:** The school staff has a shared understanding of high-quality instruction that supports all learners and most observed instructional practices align to this understanding. During the onsite focus group interview with the school's instructional leaders, participants summarized this year's priorities as "establishing a culture of learning, intentional planning, addressing learning loss across the board, and making every scholar 'feel safe and known.'" Other instructional strategies that have been utilized over the course of this charter term include a focus on student discourse and effective co-teaching. Interviewed teachers paraphrased the same priorities, and site visit team members affirmed many of these practices during their 14 classrooms observations over the two-day renewal visit.
   - **Indicator b:** Instructional delivery fosters engagement with all students. In a majority of classrooms, teachers maintained high levels of student engagement via a variety of methods, including using quiz games, multimedia presentations and instructional technology, and checks for understanding that included cold calling, asking volunteers to answer questions, or having students respond to each other. Several teachers successfully connected lesson content to real life scenarios, such as balancing nutritional needs with budgetary constraints, in ways that visibly engaged students. There were very few instances of off task or disruptive behavior in observed classrooms.
   - **Indicator c:** The school differentiates instruction to ensure equity and access for all students. In addition to differentiated lesson materials as described in indicator 1.c. above, Brooklyn Lab's renewal application outlines the school's extended school day, online credit recovery modules for students to complete from home, an academic summer program, and "academy intensives" to provide remediation during school breaks. Brooklyn Lab leverages its expansive staffing structure to support instructional differentiation through frequent use of the multiple adults present in classrooms to teach in small groups and provide individualized support. The school also leverages its instructional technology in novel ways to provide individualized supports. For example, in several classrooms, remote special education and/or interventionists provided differentiated materials and instruction to students virtually through their Chromebooks within the in-person, whole class setting.
   - **Indicator d:** The school provides staff with professional development (PD) opportunities that promote best practices and improves all students' success, including sub-groups. Onsite focus-group interviews with school leaders and board members confirmed that Brooklyn Lab invests in a variety of PD offerings for teachers in partnership with a range of external consultants such as the Lavinia Group, The New Teacher Project (TNTP), the College Board, and curriculum vendor representatives. Teachers begin each new school year by attending summer pre-service sessions and participate in regular staff PD workshops as well as professional learning communities throughout the rest of the year. Interviewed instructional leaders stated that ". . . habits and behaviors are the best way to measure the efficacy of PD," and described how leaders and coaches look for practice change and outcomes during instructional walkthroughs and observations. Teachers interviewed as part of the onsite focus group generally expressed opinions that PD was helpful, which contrasts with some respondents to the school's teacher surveys that found it lacking.

3. Element: ***Assessment and Program Evaluation***:
    - **Indicator a:** The school's local assessment plan and renewal application outline its system of formative, diagnostic, and summative assessments, with a focus on growth-based assessments such as the NWEA MAP, College Board pre-AP in HS, SAT Suite of Assessments in HS, and NYSTP 3-8 Assessments. During the onsite focus-group interview with teachers, participants stated that students take unit tests, end of course assessments, and interim exams based on past NYS exam items to track progress across grade levels and subject areas; they also regularly assess learning informally via exit tickets.
    - **Indicator b:** The school uses qualitative and quantitative data to inform instruction and improve student outcomes. As described in the preceding indicator and in Brooklyn Lab's renewal application, the school's assessment system generates ongoing quantitative performance data to help staff "determine student standards mastery, areas for extra support, progress of cohorts over time, and effectiveness of educators." Participants in onsite focus-group interviews explained that they also collect qualitative data to gauge students' behavioral and socio-emotional needs, primarily through teacher observations and weekly check-ins with success coaches. Collectively, this data is used to refine curriculum, identify effective instructional techniques and supports, and make programmatic adjustments as necessary, as further detailed below.
    - **Indicator c:** The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. During the onsite focus-group interview with the board, trustees articulated that both types of achievement and performance data is used to ensure effective oversight, measure progress toward accountability goals, and evaluate Brooklyn Lab's executive director. A combination of qualitative and quantitative findings informs ongoing PD workshop topics, coaching support for teachers, and the scope and sequence of the school's "organic" social-emotional learning curriculum.
    - **Indicator d:** The school uses multiple measures to assess student progress toward NYS learning standards. The school's renewal application and self-evaluation documents both describe the array of academic assessments and qualitative social-emotional supports and trackers that measure each students' progression towards mastering learning standards while simultaneously identifying and informing any necessary interventions to further achievement.

4. Element: ***Supports for Diverse Learners***:
    - **Indicator a:** The school follows the NYSED-approved identification process for SWDs and ELLs. The school's renewal application, onsite documentation, and CSO records demonstrate that the school's practices comply with ChildFind requirements as well as the appropriate screenings and assessment for language acquisition support.
    - **Indicator b:** The school provides supports to meet the academic needs for all students including, but not limited to: SWDs; ELLs; and ED students. The school provides an inclusive atmosphere for students with learning differences as well as behavioral and socio-emotional needs through a combination of whole group, small group, and individualized interventions, but did not implement a staffed program to support the language acquisition needs of ELLs until the final year of its second charter term. The NYCDOE shared information with the CSO about Brooklyn Lab's ongoing work with its local Committee on Special Education (CSE), describing the school as supportive of parents, and parents as generally satisfied with school-to-home communications. The CSE commented that the "new special education team in place at the school has been more effective and collaborative in communicating" with them.

- **Indicator c:** The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students. Per Brooklyn Lab's renewal application, school directors, deans of instruction, dean of the Brooklyn Lab Fellows, and the scholar services coordinator meet on a weekly basis "to review student data and create plans to identify students who need intense remediation. This group revisits these plans frequently to ensure students are making progress and that all learners grow and achieve their goals." During onsite focus group interviews with special populations staff and teachers, participants shared that the instructional leaders support teachers in executing plans and ensure ongoing communication between classroom teachers, special educators, and interventionists during scheduled weekly co-planning meetings.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. 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

Element	*Indicators*
1. Measures of Culture, Climate, and Student Engagement	a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40 percent of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [4] b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40 percent of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. [5] c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.

[4] See https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf.

[5] Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttdnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element	*Indicators*
2. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity. b. The school uses a tiered approach to behavioral interventions that support student social-emotional development. c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify. e. Classroom environments are conducive to learning and generally free from disruption.
3. *Family Engagement and Communication*	a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community. b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children. c. The school assesses family 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 and transparent process for responding to family or community concerns. e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. f. The school shares its New York State exam participation rate compared to the district of location.
4. *Social-Emotional and Mental Health Supports*	a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students. b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner. e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all

Element	*Indicators*
	students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school has expanded upon its SEL programming, particularly in regard to Brooklyn Lab's "Success Coaching" program that ensures personalized attention for each student, and the addition of the school's founding chief culture officer.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***
   - **Indicator a:** The school has processes and procedures in place to address chronic absenteeism for all students and subgroups such that all students are fully engaged within the school community and have access to the educational program. Interviewed leaders detailed the school's "attendance task force" comprised of leaders, teachers, and administrative staff to identify and monitor habitually or chronically absent students. Established in 2020, the attendance task force compiles background information on each student, including his/her socio-emotional needs, to determine outreach efforts for their family. All absent students, including those who have exhibited chronic absenteeism, receive phone calls, robocalls, texts, and emails from staff daily. During onsite focus group interviews with teachers and currently enrolled students, teacher participants shared that daily attendance rates are still a concern, and students remarked upon the school's rigorous efforts to ensure "every scholar is in school every day." The school's renewal application also described issuing rewards to celebrate on-time arrival and quarterly attendance incentives such as the fall "ATTENDance."
   - **Indicator b:** The school has processes and procedures in place to address out-of-school suspension rates for all students and subgroups such that all students are fully engaged within the school community and have access to the educational program. Brooklyn Lab's renewal application outlines the school's renewed commitment to a restorative justice approach that views ". . .non-compliance or behavior as a skill issue to be taught, not a will issue to be punished," and its efforts to systematically reduce the use of exclusionary discipline in order to maximize students' time learning in alignment with the school's academic and cultural goals.
   - **Indicator c:** The school has an NYSED-approved process in place to measure and evaluate school climate and culture. In the school's renewal application, Brooklyn Lab leadership describes the processes in place to assess school climate and culture and provide data for continuous improvement planning. For example, the school utilizes several types of survey tools, including CultureAmp for staff, and Panorama for families and students, to track trends in their experience. Quantifiably, the school uses the DeansList and Infinite Campus online platforms to track data on student conduct and disciplinary and family communications. The school's new chief culture officer has also implemented a culture rubric to establish a schoolwide definition of cultural excellence and "measure the quality of both in class and out of class culture."

2. Element: ***Behavior Management and Safety:***
   - **Indicator a:** The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses a school's stance

toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity. As mentioned earlier in this report, Brooklyn Lab's newly hired founding chief culture officer leads an expanded "culture team" comprised of deans of scholars, deans of instruction, and school directors, to implement the school's restorative and proactive disciplinary policies and behavioral support systems.

- **Indicator b:** The school uses a tiered approach to behavioral interventions that support student social-emotional development. During onsite focus-group interviews with school leaders and teachers, participants described both informal and formal intervention ladders to address students' behavioral needs, often starting with classroom staff and success coaches, and escalating to include campus level deans and senior leadership as necessary. Data collected through Brooklyn Lab's multi-tiered system of supports (MTSS) is stored in a schoolwide dashboard to facilitate an informed approach to individual student support.
- **Indicator c:** The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. However, The School Safety Plan posted to the school's website improperly combines elements of the required District-Wide School Safety Plan with the confidential elements of the required Building-Level Emergency Response Plan. The school must prepare separate plans as required, and post only the District-Wide Safety Plan on its website. It is also unclear that the school has developed a building-level safety plan for each site it operates.
- **Indicator d:** The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). Brooklyn Lab's renewal application states that all school staff receive DASA training during summer pre-service PD, with a focus on promoting a "positive and inclusive school culture and providing the skills to prevent harassment and bullying." Subsequent to the renewal site visit, Brooklyn Lab leadership provided survey results from the school's most recently administered parent survey in September 2021. A majority of those survey respondents responded positively to statements about school climate; however, the low response rate does not necessarily represent the opinions of all families.
- **Indicator e:** Classroom environments across Brooklyn Lab are conducive to learning and generally free from disruption. During the two-day renewal site visit, the CSO team observed a total of 14 classes. Observed classrooms demonstrated engaging and productive learning environments with staff members providing whole group, small group, and one-on-one instruction that kept students on task and prevented disruptions. Students interviewed as part of the onsite focus group shared that misbehavior in class is a rare occurrence and is handled swiftly.

3. Element: ***Family Engagement and Communication:***
    - **Indicator a:** The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community. Brooklyn Lab's renewal application describes the school's strategies to reach families who don't speak English as a first language, including translating printed materials and leveraging bilingual staff to communicate orally and via email.
    - **Indicator b:** The school uses multiple methods of family engagement for all communication with all families in their preferred language, regardless of the disability status or language ability of their children. During onsite focus group interviews with leaders, participants mentioned utilizing social media, the parent leadership council, and virtual family nights to maintain channels of communication and engagement. Students interviewed as part of the onsite focus group commented on regular and frequent school communications to their families, sharing both

academic performance information and updates on schoolwide and community events, via texts, emails, and phone calls.

- **Indicator c:** The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. Brooklyn Lab did not distribute the CSO's anonymous online survey to students and families in a manner that produced sufficient results for review, with only a 10 percent parent response rate, 0 percent teacher response rate, and 29 percent student response rate. In lieu of this, the CSO conducted supplementary onsite focus group interviews with teachers and students. The focus groups were well attended but still did not represent a significant percentage of the full community and therefore do not necessarily represent the majority voice. The CSO team also requested copies of survey results from the last year, which were provided after the conclusion of the visit.
- **Indicator d:** The school has a systematic and transparent process for responding to family or community concerns. Brooklyn Lab's renewal application describes the school's focus on building and maintaining positive relationships with students' families as a proactive step to prevent concerns and utilizing home visits to better understand the context of issues. If these informal steps don't result in satisfactory resolution, stakeholders can file a complaint according to the school's formal complaint policy.
- **Indicator e:** The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability by posting links to its website. The school's most recent report card, annual report and financial statements, assorted policies, and safety plan are all available online under the heading "Reporting and Compliance." However, the school does not have the required FOIL policy and FOIL subject matter list posted on its website, and the safety plan posted is improper and potentially dangerous.
- **Indicator f:** The school shares its NYS exam participation rate compared to the district of location. In Brooklyn Lab's renewal application, leaders stated that "Brooklyn Lab makes every effort to encourage participation in NYS assessments and share NYS assessment participation rates in public forums." This information is not readily available on the school's website.

4. Element: ***Social-Emotional and Mental Health Supports***:
    - **Indicator a:** The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students. During onsite focus group interviews with leadership and teachers, participants described the school's "Success Coaching" program as Brooklyn Lab's primary model for one-on-one social-emotional learning (SEL) development. Students participate in daily and weekly check-ins with their coaches, who are typically teachers or fellows, for 30 minutes. The Brooklyn Lab calendar includes a daily advisory period for students at all grades levels where school values and SEL curriculum are explicitly taught. Interviewed special populations staff shared that Brooklyn Lab previously used the Second Step curriculum but moved towards an internally developed scope and sequence rather than published materials to "amplify the strengths of their culture team in an organic way."
    - **Indicator b:** School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. As described in the indicator above, each Brooklyn Lab student has a success coach who collects and uses a combination of qualitative and quantitative data to determine appropriate SEL supports and serves as a liaison between the teaching staff, the student, and his/her family. During onsite focus-group interviews with the school leadership team and board members, participants articulated that data illustrating significant increases in

students' SEL and mental health needs informed the hiring of its first chief culture officer and the expansion of the size of the culture team.

- **Indicator c:** School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. Brooklyn Lab's renewal application and self-evaluation documents explain how the school measures the success of its SEL programming through tracking students' collective progress towards the XQ Learner Goals, formally assessing students to generate individual Student Well-Being Index scores at least twice per year and administering the student Panorama survey annually. During the pandemic, the Student Well-Being Index measured how students were dealing with stress, and results demonstrated that success coaching had the most impact. This data supported the decision to maintain and even expand the success coaching program in the following school year.
- **Indicator d:** The school provides staff with PD opportunities to support the social-emotional and mental health of students in a culturally-responsive manner. Brooklyn Lab's self-evaluation document describes how the leadership team undergirds the school's SEL programming by providing PD on optimal adult mindsets and trauma-informed instructional and SEL strategies through Brooklyn Lab's partnerships with the Forum for Youth Investment, Turnaround for Children, and All of Us organizations.
- **Indicator e:** The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. Brooklyn Lab's renewal application explained how the school's McKinney-Vento coordinator collaborates with teachers and operations staff to ensure that McKinney-Vento eligible students "receive appropriate support to ensure their access, attendance, and retention in school." This also includes assistance for both potential and enrolled families such as connecting them to community resources.

Benchmark 4: Financial Condition

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

Finding: Meets

Over this charter term, Brooklyn Lab's trajectory for this benchmark has been consistent as a Meets. The school remains strong and appears to be in very good financial condition However, the school should monitor student enrollment and the impact of not meeting enrollment projections on the school's future financial condition.

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (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. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

Brooklyn Lab 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 financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Brooklyn Lab's 2020-2021 composite score is 3.00.

Brooklyn Lab Charter School's Composite Scores
2016-2017 to 2020-2021

Year	*Composite Score*
2016-2017	2.85
2017-2018	3.00
2018-2019	2.94
2019-2020	3.00
2020-2021	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

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school's external, independent auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

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

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. 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.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. 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.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Brooklyn Lab's 2020-2021 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

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

Element	*Indicators*
1. Board Oversight and Governance	a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers. b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves. c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes. d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter. e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation. f. The board engages in ongoing professional development. g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter. h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has declined from a Meets on its mid-term site visit report to an Approaches during this renewal site visit. The Brooklyn Lab Board of Trustees continues to partner with governance experts who have helped it implement high quality practices such as annual planning and an aligned evaluation protocol to hold the school's executive director accountable. However, based on the information provided, the board has not always ensured that school management complies with all the legal and administrative requirements of its charter agreement.

1. Element: ***Board Oversight and Governance:***
    - **Indicator a:** The board utilizes an annual written performance-based evaluation process for evaluating school leadership, but based on information provided only inconsistently assesses its own effectiveness in a formalized manner. Until this year, the board completed an annual evaluation of the Brooklyn Lab's executive director; during the onsite focus group interview with trustees, participants described a shift to a quarterly review so that any issues could be addressed more promptly. The board reports it has completed two quarterly performance evaluations for the executive, in June and September 2021, thus far. Interviewed trustees spoke only generally about the executive director's goals and directives, including financial and organizational sustainability, staff retention, and academic achievement. Since the school opened in 2014, the board has only done one comprehensive board self-evaluation. Trustees do not use a written performance-based process to annually evaluate themselves.
    - **Indicator b:** The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves. CSO records illustrate that board membership has remained stable since Brooklyn Lab first opened and that its seven trustees possess a range of legal, financial, business, marketing, technology, and education-related experience. During the onsite focus-group interview with the board, participants stated that they saw a need to supplement the academic committee, so while they did not recruit additional trustees with K-12 experience, they currently retain two external education consultants to serve as strategic advisors to provide support to the academic committee and allow for "granular oversight of academic data." These strategic advisors help to determine which information school leadership provides to the board to streamline their analysis and decision making. Interviewed trustees also shared they would like to add more legal and financial expertise to the board as well as more ethnic, socio-economic, and gender diversity. The latter has consistently been a priority for the board; the school's renewal application notes that 3/7 of Brooklyn Lab's current board members identify as female and 3/7 identify as people of color.
    - **Indicator c:** Except as otherwise noted in this benchmark, the board demonstrates active oversight of the charter school's management, comprehensive service provider(s), fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes and a robust committee structure. Current standing committees include executive, finance/audit, academic, board development/nominating, and future ready. Brooklyn Lab's renewal application outlines many ways in which the board exercises its oversight. For example, collectively, these committees approve the school's annual budget and attempt to ensure that it operates in a fiscally sound manner, adheres to its mission and key design elements, uses a variety of performance data to inform strategic decision making, upholds legal requirements of its charter, and supports the school via advocacy and community outreach as appropriate. Board meeting minutes reviewed in preparation for the onsite renewal visit confirmed the aforementioned topics are regular agenda items for discussion.
    - **Indicator d:** The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter. While the board has invested additional time and resources into goal setting and sustainability planning over this past year as described below in indicator f, participants in the onsite focus-group interview confirmed that as of the date of the 2021 renewal site visit, the Brooklyn Lab board had not yet completed a comprehensive strategic planning process for the 2020-2021 SY, in order to identify clear growth trajectories for the school.

- **Indicator e:** The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation. Brooklyn Lab's renewal application describes a process by which committees lead monthly policy review sessions and present updates to the full board, often with the support of a relevant external expert or consultant. During onsite focus-group interviews with the school leadership team, participants shared examples of instances where students, parents, and other community stakeholders were given opportunities to weigh-in on proposed policies, such as the school's reopening plan and changes to its student and family handbooks.
- **Indicator f:** The board engages in ongoing professional development. Brooklyn Lab's renewal application discusses the school's ongoing contractual relationship with Education Board Partners (EBP), a "national nonprofit dedicated to strengthening nonprofit boards with decades of experience" to serve the board in a "thought partnership" and coaching capacity. During the onsite focus-group interview with members of the board, participants shared that EBP's direction has impacted their evaluation system for the ED, their board calendar and plan, and draft performance goals in pursuit of "state of the art self-governance." After the renewal site visit, the board supplied additional documentation to the CSO, including EBP's assessment results and the annual plan dashboard they created for Brooklyn Lab schools.
- **Indicator g:** Based on the information provided and data collected, the board demonstrates mixed awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter. As described above in indicators d and f, the Brooklyn Lab board continues to secure external legal expertise to advise it on legal obligations, such as avoiding or mitigating the potential conflict of interest posed by Brooklyn Lab's ongoing relationship with InnovateEDU. However, as set forth in Benchmark 10, below, the board has failed to submit required financial disclosure documents for four trustees. In addition, the board's oversight has not always ensured that school management complies with all the legal and administrative requirements of its charter agreement.
- **Indicator h:** The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards. Board meeting minutes, the board's annual plan dashboard, and participant responses during the onsite focus group interview with members of the board generally demonstrated a familiarity with the CSO's performance expectations. For example, interviewed trustees expressed that the new evaluation protocol for the executive director integrates goal setting in each of the ten performance framework areas.

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.

Finding: Meets

Element	*Indicators*
1. School Leadership	a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. Professional Climate	a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups. c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. d. The school has established procedures for effective collaboration among teachers. e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
3. Contractual Relationships (if applicable)	a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.

Element	*Indicators*
	b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. In terms of growth, school leadership and the board of trustees have deployed additional funds to increase teacher compensation, strengthen school culture for staff, and decrease the rate of teacher attrition.

1. Element: ***School Leadership:***
   - **Indicator a:** The school has an expansive school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. During onsite focus-group interviews with leaders and teachers, a majority of participants articulated that in addition to the Brooklyn Lab mission and key design elements, the school is prioritizing goals around school culture, health and wellbeing, and continuity of learning in the wake of the COVID-19 pandemic.
   - **Indicator b:** The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. To ensure that all staff have an opportunity to voice feedback, school leaders reported "week at a glance" newsletters, ongoing, informal communication via email, social sharing through the Slack platform, and administering surveys via CultureAmp to capture feedback on staff culture. During the onsite focus-group interview with teachers, participants confirmed regular use of these communication strategies.
   - **Indicator c:** The school successfully recruits, hires, and retains key personnel. Brooklyn Lab's renewal application details the school's LAB Corps Urban Education Fellowship as its primary human capital pipeline to fill teaching positions, as well as posting openings online and disseminating news of vacancies through their professional networks. To remain competitive for talent in the New York City market, the school increased compensation for staff who stay with the school for more than three years. The school also offers a Teacher Residency program through which staff earn a master's degree at the Relay Graduate School of Education or New York University, funded by Brooklyn Lab. The school's self-evaluation describes a teacher evaluation system aligned to TNTP's Core Teaching Rubric. Interviewed leaders shared that the struggling teachers receive additional coaching to improve; if they fail to improve, they may not be offered a position for the following year.
   - **Indicator d:** School leadership is familiar with NYSED 2019 Charter School Performance Framework standards and has a plan to ensure that the school meets these standards. Throughout onsite focus-group interviews with school leadership and board members, participants regularly referenced the performance framework standards and provided examples of how they have been integrated into school planning documents and policies, such as Brooklyn Lab's CAP responses and the executive director's annual goals.

2. Element: ***Professional Climate:***
   - **Indicator a:** Brooklyn Lab's self-evaluation describes a defined organizational structure and operating norms that delineate clear roles and responsibilities for staff and leadership at the network and campus levels, as well as board members.

- **Indicator b:** The school's renewal application states that Brooklyn Lab ensures its staff has the requisite skills, expertise, and PD necessary to meet all students' needs, including students in subgroups, through regular PD offerings supported by a range of external experts such as the Lavinia Group, TNTP, the College Board, and ElevatED Learning Services. All teachers attend summer pre-service sessions in August, are supported over the course of the school year by an assigned instructional coach and can utilize stipends to pursue external PD opportunities.
- **Indicator c:** The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. During onsite focus group interviews with the school's leaders and board members, participants highlighted that Brooklyn Lab's instructional leadership team possesses over ". . . 100 years of combined experience as public-school educators." However, CSO records demonstrate that the school's operational staffing structure may be insufficient to keep the school in compliance with the requirements of its charter agreement. Over the course of the charter term, the school has compiled a record of inconsistent compliance with meeting critical reporting deadlines.
- **Indicator d:** The school has established procedures for effective collaboration among teachers. The school's daily and weekly instructional schedules include dedicated blocks for co-planning; interviewed teachers shared that the instructional coaches and consultants regularly attend in order to provide targeted support. School staff also utilize online platforms to seamlessly share student achievement data in order to collaborate digitally.
- **Indicator e:** The school's renewal application details systems to monitor and maintain Brooklyn Lab's organizational and instructional quality. The school consistently uses an array of TNTP's rubrics to drive quality instruction and assess teachers' needs, maintains annual comprehensive formal evaluation processes, and regularly provides informal "glows and grows" feedback throughout the year. During the onsite focus group interview with members of the teaching staff, participants affirmed the systematic implementation of these three monitoring methods.
- **Indicator f:** The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction. Although Brooklyn Lab did not secure participation in the CSO's anonymous online survey to provide candid feedback prior to the renewal visit, the school did share multiple sets of survey results from its internally disseminated surveys, demonstrating regular efforts to collect feedback on a variety of topics, such as school reopening plans.

3. Element: ***Contractual Relationships***:
   - **Indicator a:** CSO records demonstrate that changes in the school's contract with its service provider, InnovateEDU, comply with required charter amendment procedures.
   - **Indicator b:** The school monitors the efficacy of InnovateEDU and has established an effective working relationship. Over the past year, the board engaged an external consultant to review the services provided to the school and evaluate its fee structure.

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: Approaches

Element	*Indicators*
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including in public-facing materials. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches.

1. Element: ***Mission and Key Design Elements:***
   - **Indicator a**: Aside from senior leaders, many Brooklyn Lab stakeholders interviewed as part of the renewal site visit shared a common and consistent understanding of the school's mission and could paraphrase the school's key design elements (KDEs) outlined in its charter.
     Indicator b: The school is currently implementing a version of its KDEs that have yet to be officially approved by the CSO. In order to correct this, Brooklyn Lab has submitted a material revision to its KDE as part of its renewal application. During the renewal site visit, the CSO team observed some evidence of implementation of seven of the ten KDEs in Brooklyn Lab's approved charter. The school's KDEs of "rigorous, college-preparatory curriculum," "extended personalized learning time," and "entrepreneurial learning" are present through Brooklyn Lab's diverse course offerings, including internships and early college credit classes, which also help realize the "building productive, engaged, and active citizens" KDE. This KDE was also observed in a social studies class that offered an advanced analysis of Hamilton's Federalist Papers, particularly as related to current politics. Directly observed during the visit in classroom observations were the "high dosage tutoring" and "blended instruction" described in the "extended personal learning time" KDE. The CSO team observed low student to teacher ratio in almost all classes, and individual student support and attention were evident. The part of that KDE that outlines extended "school day, week, and year" appears not to be currently implemented, based on the school-supplied calendar and schedule; the school currently has fewer than 195 days of instruction each year. In most classes the CSO team observed "effective instruction" in terms of instructional practices, but these have not yet resulted in performance outcomes on par with the district of location. In the school's renewal application and in focus groups, teachers and leaders described that implementation of the "no excuses school culture" KDE is no longer in practice, since before submitting to the CSO its KDE revision, Brooklyn Lab had been implementing a "high expectations" school culture, a fundamentally different pedagogical approach.

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. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

Element	*Indicators*
1. *Targets are met*	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. *Targets are not met*	a. The school is making regular and significant annual progress toward meeting the targets. 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. 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.

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. It improved in part and declined in part. For example, the school has made consistent progress towards meeting its subgroup enrollment and retention targets; but in SY 2020-2021 fell below the CSO's overall enrollment threshold of 85 percent. The school reports that a flood that occurred in February of 2019 had a negative impact on its student enrollment. In addition, "All Students" retention has been below that of NYC CSD 13 and NYC CSD 17 for the duration of the charter term thus far: twenty percentage points below NYC CSD 13 in SY 2019-2020 and twenty-two percentage points below NYC CSD 13 in SY 2020-2021. Subgroup retention rates have also been lower than those of NYC CSD 13 and NYC CSD 17.

1. Element: ***Targets are met:*** SWD enrollment relative to NYC CSD 13, the district of location, and NYC CSD 17, a major sending district, has been strong throughout the charter term. In SY 2020-2021, BLCS' SWD enrollment was thirteen percentage points higher than that of NYC CSD 13 and six percentage points higher than that of NYC CSD 17. Also, enrollment of ED students exceeded that of NYC CSD 13 during the first two years of the charter term, by two percentage points each school year..

2. Element: ***Targets are not met:***
    - **Indicator a:** Brooklyn Lab is making progress towards meeting its subgroup targets but has experienced a relative decline in overall enrollment over this charter term. For the 2020-2021 SY, reported enrollment was 514, which is 72 percent of the maximum approved 710 students, falling well-below the CSO's 85 percent threshold. At the time of the renewal site visit, school leaders self-reported a current enrollment of 481 students across both in-person and remote settings. This represents less than 63 percent of the school's maximum authorized enrollment of 770 for the 2020-2021 SY. Despite this figure, neither the school's renewal application nor its self-evaluation documentation identifies general under-enrollment as a critical issue, instead focusing exclusively on subgroup enrollment. During the first two years of the charter term, ELL enrollment was below that of NYC CSD 13, including SY 2020-2021 for which ELL enrollment was at 2 percent, or four percentage points below the district. However, the 2020-2021 ELL enrollment for this charter school is under-represented due to a reporting error. Since the beginning of its charter term, and in both the 2019-2020 SY and 2020-2021 SY, the school's retention rate for all students has been 65%. This translates into a -20 and -22 percentage-point differential with the district of location, respectively. A 2020-2021 breakdown of subgroup retention rates for SWDs, ELLs, and EDs shows a -6, -17, and -24 percentage-point differential with the district of location, respectively.
    - **Indicator b:** Brooklyn Lab has implemented recruitment strategies and program services to attract and retain SWDs, ELLs, and students who are eligible for free and reduced priced lunch. The school's renewal application outlines Brooklyn Lab's "extensive good faith efforts to attract, recruit, and retain such students." Ongoing strategies include, but are not limited to, community-organizing techniques such as canvassing and seeking relationships with local businesses and faith-based institutions to establish a greater presence within surrounding CSDs as well as nurture feeder patterns from area elementary and middle schools that serve similar target demographics.
    - **Indicator 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. During onsite focus-group interviews with school leaders, participants explained how members of the family and community engagement team analyze recruitment metrics such as leads generated and contacted, and the percentage of those leads that convert into applicants and students enrolled. During the remote focus group interview with board members, trustees articulated enrollment as an ongoing area of concern and focus, with data and strategies reviewed at monthly meetings.

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

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations 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; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has declined from an Approaches on its mid-term site visit report to a Falls Far Below during this renewal site visit. This decline was due to non-compliance regarding reporting and the timely submission of documents and data required by the state and federal government; violations of Open Meeting Law; failure to submit charter revision requests and implementing charter revisions without NYSED approval; and violating state education law by educating students in the same grade at separate school buildings.

1. Element: ***Legal Compliance:***
   - **Indicator a:** The school has compiled an inconsistent record of compliance with applicable State and federal laws and regulations and the provisions of its charter; specifically, the timely and complete submission of various reports and data across NYSED.
     - CSO records demonstrate that over the course of this charter term, Brooklyn Lab leadership has regularly submitted late the required financial oversight materials.

- In May 2019, Genuine Foods contacted the CSO regarding Brooklyn Lab's late payment. In response, the school reported to the CSO that it followed-up with the vendor ". . . under guidance from counsel and with direction from [the NYSED] Child Nutrition [Office]." The school also reported that it paid Genuine Foods in full, settled the contract dispute, and then switched to a different vendor. The NYSED Child Nutrition Office required Brooklyn Lab to prepare a Corrective Action Plan based on deficiencies identified by that office.
- In April 2019, NYSED's Office of ESSA-Funded Programs contacted Brooklyn Lab five times in an attempt to have the school submit the required 2018-2019 Title I Supplement Not Supplant Survey.
- In December 2019, Brooklyn Lab submitted incorrect information to the NYCDOE regarding facilities enrollment and where students were being educated.
- Submitted by Brooklyn Lab in its 2019-2020 Annual Report was an FDNY premises inspection conducted in August 2020 at the 77 Sands Street location, which indicated issuance of a summons and cure letter for violations. In terms of Certificates of Occupancy for its locations, Brooklyn Lab reports: "The school has secured and submitted compliant Certificates of Occupancy for all classroom facilities. The Department of Buildings has determined that each BLCS property is safe and appropriate to occupy as a school. However, there are outstanding issues in other portions of the building requiring final approval. The Temporary Certificates of Occupancy issued indicate that the property is safe for occupancy. The Board agrees that the school must obtain a final Certificate of Occupancy." Brooklyn Lab provided the CSO with a January 2022 update regarding fire inspection certificates and certificates of occupancy for its facilities and outlined its efforts to ensure that all documents at that time were in order. The school never submitted a material revision request to the CSO for approval to educate students in the same grade at more than one site, and this would not have been granted as this is a violation of Education Law §2853(1)(b-1). The school was formally notified of this violation in 2017. The school reports that it currently operates in compliance with the education law.
- The school's 2020-2021 Annual Report failed to include complete financial disclosure forms for four trustees. The board has failed to remove trustees who have not submitted complete disclosure forms as required by the Charter.
- The school has also failed to post an appropriate District-Wide School Safety Plan, FOIL Policy, and FOIL Subject Matter List on its website as required.
- The school altered its KDE and organization chart without submitting a revision to the CSO.

- **Indicator b:** The school has sometimes undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED CSO but has inconsistently implemented necessary safeguards to maintain compliance with all legal requirements. The school was under-enrolled in SY 2020-2021 and only recently and upon request provided the CSO with an updated fingerprint and clearance policy for school staff. According to NYSED data, in SY 2020-2021 two Brooklyn Lab teachers had a start date that preceded their fingerprint clearance date. Brooklyn Lab is still under a CAP for academic underperformance and enrollment deficiencies, and the CSO is currently reviewing the CAP, including actions taken and progress made, and will determine if the CAP is to remain open or be discontinued. The school reports that a flood that occurred in February of 2019 had a negative impact on student enrollment.
- **Indicator c:** Based on a review of the school's 2019-2020 and 2020-2021 Annual Reports, Brooklyn Lab reported that multiple teachers did not fall into the statutory exemption categories charters

are allowed for uncertified teachers (fifteen in 2019-2020 and nine in 2020-2021 under "Category D: uncategorized, uncertified teachers"). In the school's renewal application, leaders described working with the teacher certification team at the NYC Charter School Center to ensure that fingerprint clearance and monitoring for current teacher certification are managed effectively, securing relevant waivers, and supporting uncertified staff in pursuing transitional certification paths. In addition, Brooklyn Lab's Fellowship and Teacher Residency programs provide fully-funded degrees and cover state certification costs for all enrolled participants.

- **Indicator d:** The school has inconsistently sought Board of Regents and/or the NYSED CSO approval for material and non-material revisions. Per CSO records, Brooklyn Lab has not always sought Board of Regents and/or CSO approval prior to implementing significant revisions, such as reducing its overall enrollment, changing its KDE, or adjusting its organizational chart.
- **Indicator e:** Based on NYSED data, Brooklyn Lab was at 90% of its contracted enrollment in 2018-2019 (687 reported enrolled of 765 contracted) and in 2019-2020 was at near full enrollment with 606 reported enrolled of 607 contracted. SY 2020-2021 showed a decline in overall enrollment at 72% of contracted (514 reported of 710 contracted). The school reports that a flood that occurred in February of 2019 had a negative impact on student enrollment.
- **Indicator f:** The school appears to seek guidance from its legal counsel when updating documents and handling issues that arise. The school's renewal application explains that "Brooklyn Lab regularly solicits advice and counsel from legal professionals on our Board, external retained counsel, and other legal experts" to facilitate efficient and equitable solutions when necessary.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2020-2021 Enrollment
BROOKLYN LABORATORY CHARTER SCHOOL	331300861063	514

ESEA Accountability Designation (2019-2020):	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.

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT #13
Total Public School Enrollment of Resident Students attending Charter Schools:	23%
Additional School District: (if applicable)*	NEW YORK CITY GEOGRAPHIC DISTRICT #17
Total Public School Enrollment of Resident Students attending Charter Schools:	25%
Grades Served:	Middle-High School
Address:	240 JAY ST BROOKLYN NY 11201
Website:	N/A
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BROOKLYN
Regent:	KATHLEEN M. CASHIN
Active Date:	7/1/2014
Authorizer:	NYS BOR
CEO:	ERIC TUCKER
CEO Phone:	(347) 429-8439
CEO Email:	eric@brooklynlaboratoryschool.org
BOT President:	MARTHA REVENAUGH
BOT President Phone:	N/A
BOT President Email:	board@brooklynlaboratoryschool.org
Institution ID:	800000082484

BoR Charter School Office Information

Regional Liaison:	Paula Orlando
Performance Framework:	2019
Current Term:	7/1/19-6/30/22
2017-2018	Check-in
2018-2019	Renewal
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Renewal

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	515	53	10%
Student Survey (Grades 9-12)	368	106	29%
Teacher Survey	-	0	-

***An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.**

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

BROOKLYN LABORATORY CHARTER SCHOOL

2018-2019

BROOKLYN LABORATORY CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Middle/High School	+/- 10	DR SUSAN S MCKINNEY SEC SCH-ARTS	+9	+18	.	.
		LEADERSHIP ACADEMY FOR YOUNG MEN	+27	+25	.	.
		TEACHERS PREPARATORY HIGH SCHOOL	+11	.	.	.
		Mean	+16	+22	.	.
		Mean	+16	+22	.	.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

BROOKLYN LABORATORY CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency **:**

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Brooklyn Laboratory CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	61%	37%	-	53%	52%	34%	-	43%
2016-2017	43%	27%	44%	38%	32%	18%	11%	26%
2017-2018	43%	33%	23%	42%	37%	26%	31%	35%
2018-2019	43%	30%	18%	42%	39%	15%	17%	38%

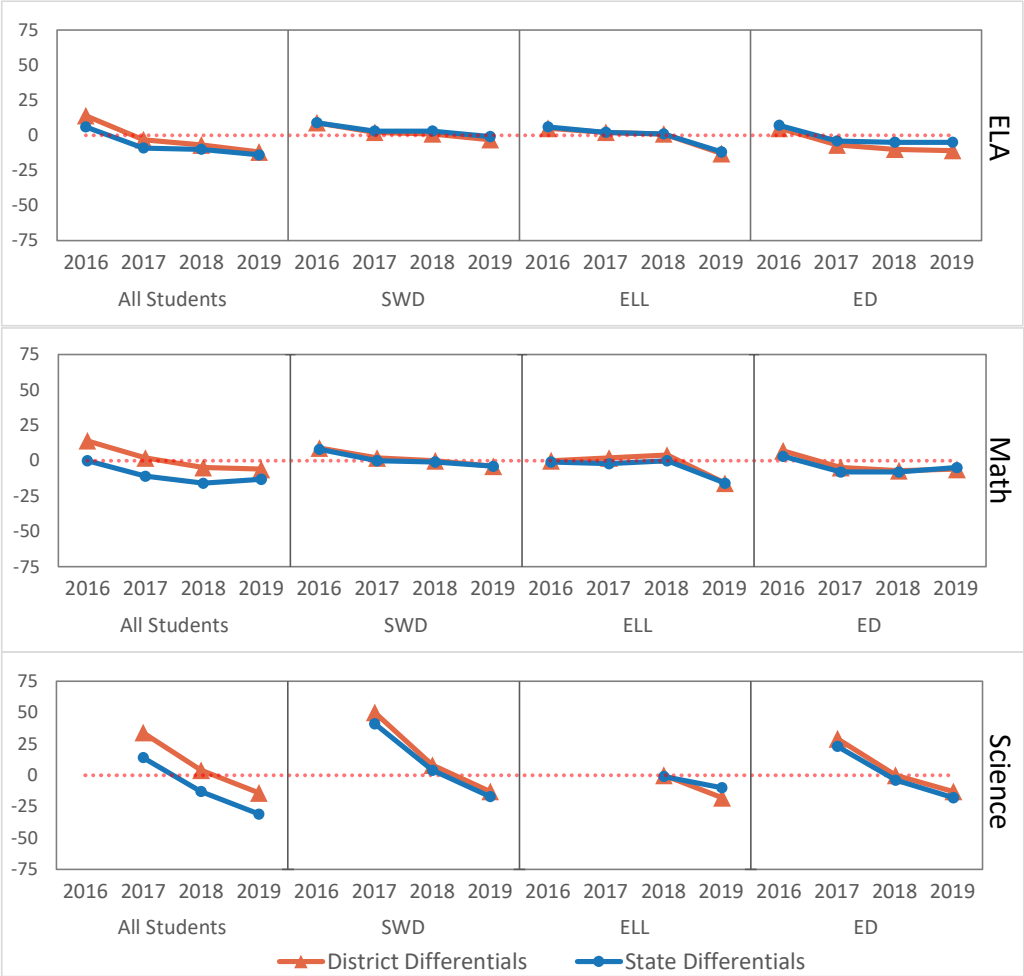
**See NOTES (2), (3), (7), and (8) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of
Brooklyn Laboratory Charter School and New York City CSD 17

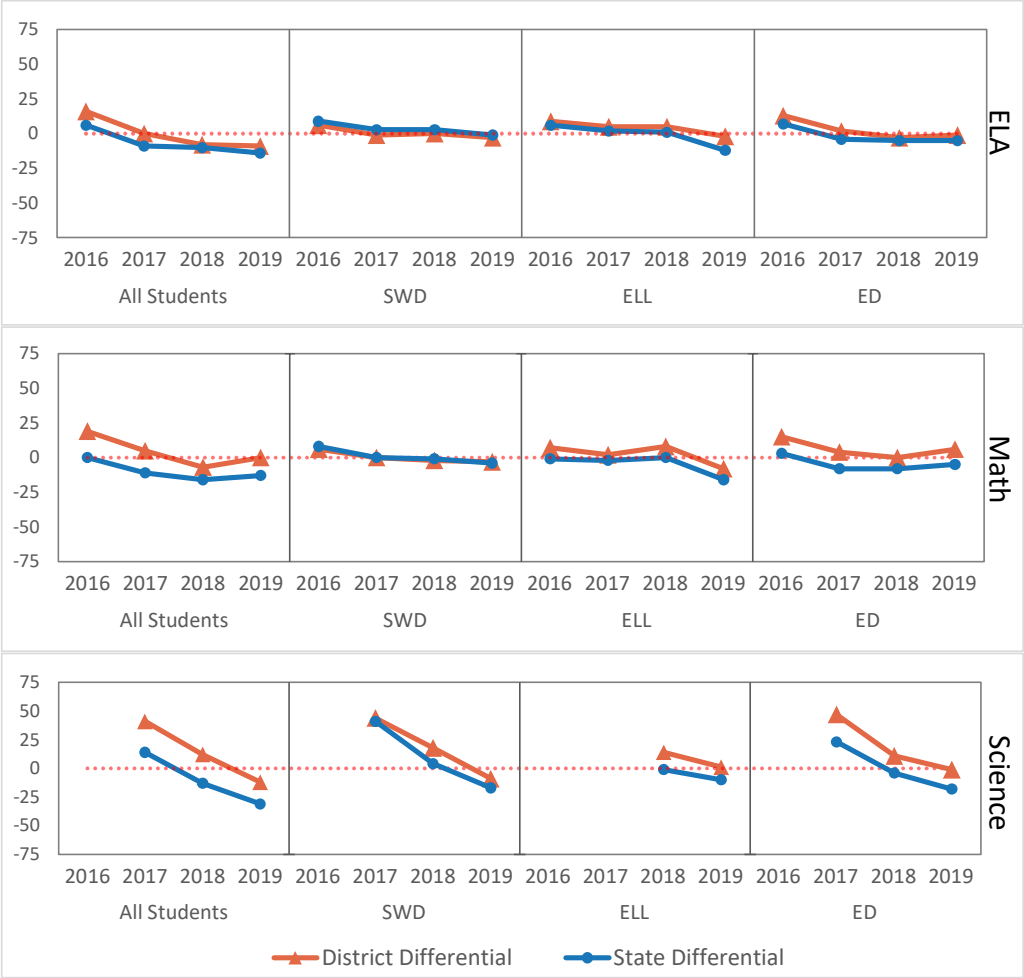


**See NOTES (1), (2), (3), and (6) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of
Brooklyn Laboratory Charter School and New York City CSD 13



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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

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

		ELA					Math					Science				
		Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS
All Students	2015-2016	41%	27%	+14	35%	+6	38%	24%	+14	38%	0	-	-	-	-	-
	2016-2017	31%	34%	-3	40%	-9	23%	21%	+2	34%	-11	82%	48%	+34	68%	+14
	2017-2018	33%	40%	-7	43%	-10	25%	30%	-5	41%	-16	56%	52%	+4	69%	-13
	2018-2019	31%	43%	-12	45%	-14	29%	35%	-6	42%	-13	35%	49%	-14	66%	-31
SWD	2015-2016	16%	7%	+9	7%	+9	17%	8%	+9	9%	+8	-	-	-	-	-
	2016-2017	13%	11%	+2	10%	+3	9%	7%	+2	9%	0	75%	25%	+50	34%	+41
	2017-2018	17%	16%	+1	14%	+3	12%	12%	0	13%	-1	39%	31%	+8	35%	+4
	2018-2019	12%	15%	-3	13%	-1	9%	13%	-4	13%	-4	15%	28%	-13	32%	-17
ELL	2015-2016	14%	9%	+5	8%	+6	14%	14%	0	15%	-1	-	-	-	-	-
	2016-2017	10%	8%	+2	8%	+2	10%	8%	+2	12%	-2	-	-	-	-	-
	2017-2018	21%	20%	+1	20%	+1	21%	17%	+4	21%	0	33%	33%	0	34%	-1
	2018-2019	7%	20%	-13	19%	-12	7%	23%	-16	23%	-16	20%	38%	-18	30%	-10
ED	2015-2016	32%	27%	+5	25%	+7	30%	23%	+7	27%	+3	-	-	-	-	-
	2016-2017	26%	33%	-7	30%	-4	16%	21%	-5	24%	-8	78%	49%	+29	55%	+23
	2017-2018	29%	39%	-10	34%	-5	22%	29%	-7	30%	-8	52%	52%	0	56%	-4
	2018-2019	30%	41%	-11	35%	-5	28%	34%	-6	33%	-5	35%	48%	-13	53%	-18

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

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

		ELA					Math					Science				
		Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
All Students	2015-2016	41%	25%	+16	35%	+6	38%	19%	+19	38%	0	-	-	-	-	-
	2016-2017	31%	31%	0	40%	-9	23%	18%	+5	34%	-11	82%	41%	+41	68%	+14
	2017-2018	33%	41%	-8	43%	-10	25%	32%	-7	41%	-16	56%	44%	+12	69%	-13
	2018-2019	31%	40%	-9	45%	-14	29%	29%	0	42%	-13	35%	47%	-12	66%	-31
SWD	2015-2016	16%	10%	+6	7%	+9	17%	11%	+6	9%	+8	-	-	-	-	-
	2016-2017	13%	14%	-1	10%	+3	9%	9%	0	9%	0	75%	31%	+44	34%	+41
	2017-2018	17%	17%	0	14%	+3	12%	14%	-2	13%	-1	39%	21%	+18	35%	+4
	2018-2019	12%	15%	-3	13%	-1	9%	12%	-3	13%	-4	15%	24%	-9	32%	-17
ELL	2015-2016	14%	5%	+9	8%	+6	14%	7%	+7	15%	-1	-	-	-	-	-
	2016-2017	10%	5%	+5	8%	+2	10%	8%	+2	12%	-2	-	-	-	-	-
	2017-2018	21%	16%	+5	20%	+1	21%	13%	+8	21%	0	33%	19%	+14	34%	-1
	2018-2019	7%	9%	-2	19%	-12	7%	15%	-8	23%	-16	20%	19%	+1	30%	-10
ED	2015-2016	32%	19%	+13	25%	+7	30%	15%	+15	27%	+3	-	-	-	-	-
	2016-2017	26%	24%	+2	30%	-4	16%	12%	+4	24%	-8	78%	31%	+47	55%	+23
	2017-2018	29%	32%	-3	34%	-5	22%	22%	0	30%	-8	52%	41%	+11	56%	-4
	2018-2019	30%	31%	-1	35%	-5	28%	22%	+6	33%	-5	35%	36%	-1	53%	-18

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	37%	30%	+7	34%	+3	36%	29%	+7	40%	-4	-	-	-	-	-
	2016-2017	15%	24%	-9	32%	-17	22%	29%	-7	40%	-18	-	-	-	-	-
	2017-2018	39%	45%	-6	49%	-10	32%	34%	-2	44%	-12	-	-	-	-	-
	2018-2019	22%	44%	-22	47%	-25	17%	39%	-22	47%	-30	-	-	-	-	-
Grade 7	2015-2016	44%	25%	+19	35%	+9	41%	19%	+22	36%	+5	-	-	-	-	-
	2016-2017	32%	35%	-3	42%	-10	24%	18%	+6	38%	-14	-	-	-	-	-
	2017-2018	22%	38%	-16	40%	-18	19%	25%	-6	41%	-22	-	-	-	-	-
	2018-2019	29%	37%	-8	40%	-11	31%	33%	-2	43%	-12	-	-	-	-	-
Grade 8	2016-2017	55%	42%	+13	45%	+10	24%	17%	+7	22%	+2	82%	48%	+34	68%	+14
	2017-2018	42%	47%	-5	48%	-6	26%	29%	-3	30%	-4	56%	52%	+4	69%	-13
	2018-2019	36%	47%	-11	48%	-12	31%	33%	-2	33%	-2	35%	49%	-14	66%	-31

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	37%	24%	+13	34%	+3	36%	23%	+13	40%	-4	-	-	-	-	-
	2016-2017	15%	27%	-12	32%	-17	22%	26%	-4	40%	-18	-	-	-	-	-
	2017-2018	39%	39%	0	49%	-10	32%	27%	+5	44%	-12	-	-	-	-	-
	2018-2019	22%	38%	-16	47%	-25	17%	29%	-12	47%	-30	-	-	-	-	-
Grade 7	2015-2016	44%	27%	+17	35%	+9	41%	16%	+25	36%	+5	-	-	-	-	-
	2016-2017	32%	32%	0	42%	-10	24%	17%	+7	38%	-14	-	-	-	-	-
	2017-2018	22%	41%	-19	40%	-18	19%	32%	-13	41%	-22	-	-	-	-	-
	2018-2019	29%	39%	-10	40%	-11	31%	31%	0	43%	-12	-	-	-	-	-
Grade 8	2016-2017	55%	34%	+21	45%	+10	24%	6%	+18	22%	+2	82%	41%	+41	68%	+14
	2017-2018	42%	39%	+3	48%	-6	26%	15%	+11	30%	-4	56%	44%	+12	69%	-13
	2018-2019	36%	43%	-7	48%	-12	31%	25%	+6	33%	-2	35%	47%	-12	66%	-31

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	30%	7%	+23	7%	+23	23%	12%	+11	11%	+12	-	-	-	-	-
	2016-2017	7%	7%	0	7%	0	5%	8%	-3	11%	-6	-	-	-	-	-
	2017-2018	19%	19%	0	16%	+3	11%	12%	-1	14%	-3	-	-	-	-	-
	2018-2019	11%	15%	-4	15%	-4	4%	15%	-11	15%	-11	-	-	-	-	-
Grade 7	2015-2016	3%	7%	-4	7%	-4	11%	5%	+6	8%	+3	-	-	-	-	-
	2016-2017	13%	12%	+1	11%	+2	19%	7%	+12	9%	+10	-	-	-	-	-
	2017-2018	10%	16%	-6	12%	-2	9%	10%	-1	12%	-3	-	-	-	-	-
	2018-2019	9%	11%	-2	10%	-1	11%	14%	-3	12%	-1	-	-	-	-	-
Grade 8	2016-2017	24%	13%	+11	13%	+11	7%	4%	+3	5%	+2	75%	25%	+50	34%	+41
	2017-2018	25%	16%	+9	16%	+9	18%	8%	+10	9%	+9	39%	31%	+8	35%	+4
	2018-2019	16%	18%	-2	15%	+1	11%	11%	0	10%	+1	15%	28%	-13	32%	-17

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	30%	8%	+22	7%	+23	23%	14%	+9	11%	+12	-	-	-	-	-
	2016-2017	7%	10%	-3	7%	0	5%	14%	-9	11%	-6	-	-	-	-	-
	2017-2018	19%	16%	+3	16%	+3	11%	11%	0	14%	-3	-	-	-	-	-
	2018-2019	11%	19%	-8	15%	-4	4%	15%	-11	15%	-11	-	-	-	-	-
Grade 7	2015-2016	3%	12%	-9	7%	-4	11%	7%	+4	8%	+3	-	-	-	-	-
	2016-2017	13%	15%	-2	11%	+2	19%	8%	+11	9%	+10	-	-	-	-	-
	2017-2018	10%	17%	-7	12%	-2	9%	13%	-4	12%	-3	-	-	-	-	-
	2018-2019	9%	13%	-4	10%	-1	11%	12%	-1	12%	-1	-	-	-	-	-
Grade 8	2016-2017	24%	18%	+6	13%	+11	7%	3%	+4	5%	+2	75%	31%	+44	34%	+41
	2017-2018	25%	18%	+7	16%	+9	18%	8%	+10	9%	+9	39%	21%	+18	35%	+4
	2018-2019	16%	13%	+3	15%	+1	11%	8%	+3	10%	+1	15%	24%	-9	32%	-17

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS
Grade 6	2016-2017	0%	8%	**-8**	6%	**-6**	17%	11%	**+6**	15%	**+2**	-	-	-	-	-
Grade 7	2017-2018	20%	17%	**+3**	15%	**+5**	20%	15%	**+5**	20%	**0**	-	-	-	-	-
	2018-2019	0%	12%	**-12**	14%	**-14**	0%	25%	**-25**	21%	**-21**	-	-	-	-	-
Grade 8	2017-2018	33%	24%	**+9**	20%	**+13**	33%	17%	**+16**	18%	**+15**	33%	33%	**0**	34%	**-1**
	2018-2019	17%	26%	**-9**	19%	**-2**	17%	24%	**-7**	21%	**-4**	20%	38%	**-18**	30%	**-10**

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 6	2016-2017	0%	8%	**-8**	6%	**-6**	17%	16%	**+1**	15%	**+2**	-	-	-	-	-
Grade 7	2017-2018	20%	12%	**+8**	15%	**+5**	20%	16%	**+4**	20%	**0**	-	-	-	-	-
	2018-2019	0%	5%	**-5**	14%	**-14**	0%	13%	**-13**	21%	**-21**	-	-	-	-	-
Grade 8	2017-2018	33%	24%	**+9**	20%	**+13**	33%	8%	**+25**	18%	**+15**	33%	19%	**+14**	34%	**-1**
	2018-2019	17%	13%	**+4**	19%	**-2**	17%	14%	**+3**	21%	**-4**	20%	19%	**+1**	30%	**-10**

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	34%	29%	+5	25%	+9	34%	28%	+6	28%	+6	-	-	-	-	-
	2016-2017	13%	24%	-11	23%	-10	15%	29%	-14	28%	-13	-	-	-	-	-
	2017-2018	36%	43%	-7	39%	-3	28%	34%	-6	32%	-4	-	-	-	-	-
	2018-2019	23%	42%	-19	37%	-14	17%	37%	-20	36%	-19	-	-	-	-	-
Grade 7	2015-2016	31%	24%	+7	25%	+6	25%	20%	+5	25%	0	-	-	-	-	-
	2016-2017	30%	33%	-3	31%	-1	19%	17%	+2	26%	-7	-	-	-	-	-
	2017-2018	19%	37%	-18	31%	-12	17%	25%	-8	30%	-13	-	-	-	-	-
	2018-2019	27%	35%	-8	30%	-3	31%	31%	0	32%	-1	-	-	-	-	-
Grade 8	2016-2017	43%	40%	+3	37%	+6	13%	17%	-4	18%	-5	78%	49%	+29	55%	+23
	2017-2018	38%	46%	-8	39%	-1	25%	29%	-4	25%	0	52%	52%	0	56%	-4
	2018-2019	36%	46%	-10	39%	-3	31%	32%	-1	28%	+3	35%	48%	-13	53%	-18

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	34%	19%	+15	25%	+9	34%	19%	+15	28%	+6	-	-	-	-	-
	2016-2017	13%	16%	-3	23%	-10	15%	17%	-2	28%	-13	-	-	-	-	-
	2017-2018	36%	32%	+4	39%	-3	28%	20%	+8	32%	-4	-	-	-	-	-
	2018-2019	23%	28%	-5	37%	-14	17%	21%	-4	36%	-19	-	-	-	-	-
Grade 7	2015-2016	31%	18%	+13	25%	+6	25%	9%	+16	25%	0	-	-	-	-	-
	2016-2017	30%	28%	+2	31%	-1	19%	14%	+5	26%	-7	-	-	-	-	-
	2017-2018	19%	32%	-13	31%	-12	17%	22%	-5	30%	-13	-	-	-	-	-
	2018-2019	27%	29%	-2	30%	-3	31%	22%	+9	32%	-1	-	-	-	-	-
Grade 8	2016-2017	43%	28%	+15	37%	+6	13%	5%	+8	18%	-5	78%	31%	+47	55%	+23
	2017-2018	38%	36%	+2	39%	-1	25%	14%	+11	25%	0	52%	41%	+11	56%	-4
	2018-2019	36%	35%	+1	39%	-3	31%	22%	+9	28%	+3	35%	36%	-1	53%	-18

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

BROOKLYN LABORATORY CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: Pre-High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Tested	Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Tested	Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Tested	Brooklyn Laboratory CS	NYS	Differential to NYS
Algebra I (Common Core)	2016-2017	47	87%	94%	-7	-	-	-	-	-	-	-	-	22	77%	88%	-11
	2017-2018	16	81%	90%	-9	-	-	-	-	-	-	-	-	7	100%	81%	+19
	2018-2019	30	87%	89%	-2	-	-	-	-	-	-	-	-	30	87%	80%	+7
	2019-2020	61	100%	100%	0	7	100%	100%	0	-	-	-	-	40	100%	100%	0
	2020-2021	6	33%	97%	-64	-	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2019-2020	60	100%	99%	+1	13	100%	97%	+3	-	-	-	-	40	100%	99%	+1
Living Environment	2016-2017	96	82%	100%	-5	16	75%	56%	+19	-	-	-	-	54	78%	79%	-1
	2017-2018	108	56%	100%	-30	33	39%	53%	-14	6	33%	55%	-22	66	52%	77%	-25
	2018-2019	141	35%	100%	-50	40	15%	52%	-37	5	20%	51%	-31	139	35%	76%	-41
	2019-2020	79	100%	100%	0	19	100%	100%	0	-	-	-	-	56	100%	100%	0
	2020-2021	5	40%	99%	-59	-	-	-	-	-	-	-	-	-	-	-	-
US History and Government	2016-2017	50	20%	76%	-56	5	20%	36%	-16	-	-	-	-	28	7%	71%	-64
	2019-2020	54	100%	100%	0	-	-	-	-	-	-	-	-	37	100%	100%	0

**See NOTES (1), (2), (4), and (7) below.*

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Tested	Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Tested	Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Tested	Brooklyn Laboratory CS	NYS	Differential to NYS
Algebra I (Common Core)	2019-2020	196	86%	93%	**-7**	49	80%	90%	**-10**	13	85%	90%	**-5**	134	84%	92%	**-8**
	2020-2021	17	18%	97%	**-79**	5	0%	96%	**-96**	-	-	-	-	14	14%	97%	**-83**
Algebra II (Common Core)	2019-2020	57	100%	99%	**+1**	7	100%	98%	**+2**	-	-	-	-	33	100%	99%	**+1**
English Language Arts (Common Core)	2019-2020	145	100%	96%	**+4**	32	100%	91%	**+9**	8	100%	89%	**+11**	98	100%	94%	**+6**
	2020-2021	30	57%	99%	**-42**	8	50%	98%	**-48**	-	-	-	-	26	58%	99%	**-41**
Geometry (Common Core)	2019-2020	116	100%	98%	**+2**	22	100%	97%	**+3**	-	-	-	-	73	100%	97%	**+3**
Global History	2019-2020	167	100%	98%	**+2**	34	100%	95%	**+5**	9	100%	95%	**+5**	113	100%	97%	**+3**
Global History Transition	2019-2020	71	14%	84%	**-70**	16	25%	76%	**-51**	-	-	-	-	43	12%	80%	**-68**
Living Environment	2019-2020	20	95%	96%	**-1**	10	100%	93%	**+7**	-	-	-	-	15	100%	95%	**+5**
	2020-2021	13	54%	98%	**-44**	-	-	-	-	-	-	-	-	11	45%	98%	**-53**
Physical Setting/ Chemistry	2019-2020	100	100%	98%	**+2**	18	100%	98%	**+2**	-	-	-	-	59	100%	98%	**+2**
Physical Setting/ Physics	2019-2020	85	100%	100%	**0**	19	100%	100%	**0**	-	-	-	-	52	100%	100%	**0**
US History and Government	2019-2020	75	100%	97%	**+3**	14	100%	93%	**+7**	-	-	-	-	42	100%	95%	**+5**

**See NOTES (1), (2), (4), and (7) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

BROOKLYN LABORATORY CHARTER SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Cohort	Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Cohort	Brooklyn Laboratory CS	NYS	Differential to NYS	Charter Total Cohort	Brooklyn Laboratory CS	NYS	Differential to NYS
ELA	2016 Cohort	6	17%	88%	**-71**	-	-	-	-	-	-	-	-	-	-	-	-
	2017 Cohort	89	63%	89%	**-26**	19	53%	69%	**-16**	-	-	-	-	58	57%	86%	**-29**
Global History	2016 Cohort	6	67%	84%	**-17**	-	-	-	-	-	-	-	-	-	-	-	-
	2017 Cohort	89	91%	87%	**+4**	19	95%	66%	**+29**	-	-	-	-	58	90%	84%	**+6**
Math	2016 Cohort	6	33%	88%	**-55**	-	-	-	-	-	-	-	-	-	-	-	-
	2017 Cohort	89	89%	90%	**-1**	19	79%	69%	**+10**	-	-	-	-	58	86%	88%	**-2**
Science	2016 Cohort	6	33%	87%	**-54**	-	-	-	-	-	-	-	-	-	-	-	-
	2017 Cohort	89	92%	90%	**+2**	19	95%	70%	**+25**	-	-	-	-	58	91%	87%	**+4**
US History	2016 Cohort	6	33%	84%	**-51**	-	-	-	-	-	-	-	-	-	-	-	-
	2017 Cohort	89	75%	85%	**-10**	19	63%	66%	**-3**	-	-	-	-	58	67%	81%	**-14**

**See NOTES (1), (2), (4), and (7) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.a.iii. and 3.a.vi. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Brooklyn Laboratory CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Brooklyn Laboratory CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Brooklyn Laboratory CS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Brooklyn Laboratory CS	NYS Graduation Rate	Differential to NYS
2016 Cohort	4 Year	6	0%	85%	**-85**	-	-	-	-	-	-	-	-	-	-	-	-
	5 Year	5	40%	88%	**-48**	-	-	-	-	-	-	-	-	-	-	-	-
2017 Cohort	4 Year	89	85%	86%	**-1**	19	89%	65%	**+24**	-	-	-	-	58	81%	81%	**0**

**See NOTES (1), (2), (4), and (9) below.*

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Third Year On-Track to Graduate – Target = 75%

Brooklyn Laboratory CS	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2016	7	1	14%	-	-	-	-	-	-	6	1	17%
2017	96	81	84%	21	17	81%	5	4	80%	63	51	81%
2018	100	73	73%	24	13	54%	-	-	-	71	54	76%

**See NOTES (1), (2), (4), (7), and (10) below.*

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

BROOKLYN LABORATORY CHARTER SCHOOL

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Brooklyn Laboratory CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	479	448	94%
2017-2018	700	637	91%
2018-2019	765	687	90%
2019-2020	607	606	100%
2020-2021	710	514	72%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners*, and Economically Disadvantaged

	SWD			ELL			ED		
	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	Brooklyn Laboratory CS	NYC CSD 17	Differential to District
2016-2017	29%	20%	+9	2%	10%	-8	65%	78%	-13
2017-2018	31%	22%	+9	3%	14%	-11	70%	84%	-14
2018-2019	32%	20%	+12	3%	13%	-10	98%	81%	+17
2019-2020	31%	19%	+12	4%	13%	-9	72%	81%	-9
2020-2021	27%	21%	+6	2%	12%	-10	73%	83%	-10

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

***The 2020-2021 ELL enrollment for this charter school is under-represented due to a reporting error.**

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	Brooklyn Laboratory CS	NYC CSD 13	Differential to District
2016-2017	29%	27%	+2	2%	7%	-5	65%	72%	-7
2017-2018	31%	20%	+11	3%	8%	-5	70%	73%	-3
2018-2019	32%	16%	+16	3%	7%	-4	98%	71%	+27
2019-2020	31%	14%	+17	4%	6%	-2	72%	70%	+2
2020-2021	27%	14%	+13	2%	6%	-4	73%	71%	+2

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	Brooklyn Laboratory CS	NYC CSD 17	Differential to District	Brooklyn Laboratory CS	NYC CSD 17	Differential to District
2016-2017	83%	88%	-5	84%	85%	-1	83%	87%	-4	81%	88%	-7
2017-2018	71%	68%	+3	72%	64%	+8	90%	68%	+22	72%	68%	+4
2018-2019	71%	75%	-4	72%	72%	0	88%	72%	+16	72%	74%	-2
2019-2020	65%	77%	-12	68%	74%	-6	65%	75%	-10	65%	77%	-12
2020-2021	65%	79%	-14	66%	76%	-10	67%	75%	-8	63%	79%	-16

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

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	Brooklyn Laboratory CS	NYC CSD 13	Differential to District	Brooklyn Laboratory CS	NYC CSD 13	Differential to District
2016-2017	83%	84%	-1	84%	80%	+4	83%	85%	-2	81%	85%	-4
2017-2018	71%	67%	+4	72%	70%	+2	90%	62%	+28	72%	70%	+2
2018-2019	71%	82%	-11	72%	75%	-3	88%	77%	+11	72%	81%	-9
2019-2020	65%	85%	-20	68%	75%	-7	65%	81%	-16	65%	84%	-19
2020-2021	65%	87%	-22	66%	72%	-6	67%	84%	-17	63%	87%	-24

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.c.i. and 1.c.ii. High School Persistence:

Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	4 Year Persistent	Original Cohort	Persistent	Percent Persistent
2017 Cohort	4-Year	97	56	58%	28	15	54%	-	-	-	64	37	58%

**See NOTES (2), (3), and (10) below.*

2022 NYSED Charter School Information Dashboard

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 English language learners 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).

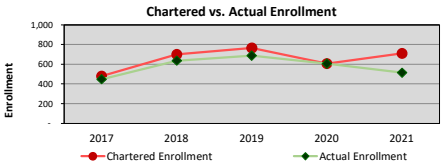
Charter School Fiscal Accountability Summary

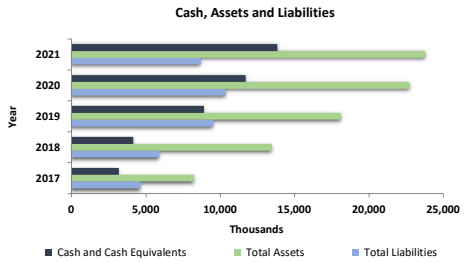
BROOKLYN LABORATORY CHARTER SCHOOL

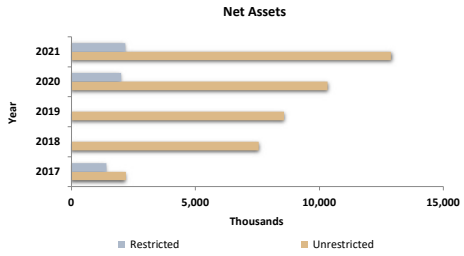
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

	2016-17	2017-18	2018-19	2019-20	2020-21
Grades Served	6-8	6-9	6-10	6-11	6-12
Maximum Chartered Grades Served	6-12	6-12	6-12	6-12	6-12
Chartered Enrollment	479	700	765	607	710
Maximum Chartered Enrollment	770	770	770	770	770
Actual Enrollment	448	637	687	606	514
ASSETS					
Current Assets					
Cash and Cash Equivalents	3,178,702	4,149,965	8,901,056	11,703,212	13,843,860
Grants and Contracts Receivable	346,534	1,722,774	399,045	1,109,257	541,121
Prepaid Expenses	189,913	518,188	361,776	356,352	135,493
Other Current Assets	78,635	1,213,252	979,420	513,969	1,573,763
Total Current Assets	3,793,784	7,604,179	10,641,297	13,682,790	16,094,237
Non-Current Assets					
Property, Building and Equipment, net	3,057,639	4,750,519	4,696,126	6,351,135	5,539,951
Restricted Cash	75,040	75,082	100,175	200,283	200,362
Security Deposits	386,831	400,494	400,494	600,494	600,494
Other Non-Current Assets	937,848	632,932	2,264,031	1,865,208	1,315,524
Total Non - Current Assets	4,457,358	5,859,027	7,460,826	9,017,120	7,656,331
Total Assets	8,251,142	13,463,206	18,102,123	22,699,910	23,750,568
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	256,701	1,034,665	422,071	803,330	470,132
Accrued Payroll and Payroll Taxes	211,516	287,393	492,269	430,503	432,561
Due to Related Parties	96,102	285,997	726,329	111,098	158,520
Refundable Advances	-	347,035	6,635	20,381	-
Other Current Liabilities	421,252	446,478	2,056,748	1,361,915	2,957,408
Total Current Liabilities	985,571	2,401,568	3,704,052	2,727,227	4,018,621
Long-Term Liabilities					
Deferred Rent	709,394	992,120	2,149,262	2,630,200	722,798
Other Long-Term Liabilities	2,954,925	2,516,405	3,681,514	5,024,757	3,951,154
Total Long-Term Liabilities	3,664,319	3,508,525	5,830,776	7,654,957	4,673,952
Total Liabilities	4,649,890	5,910,093	9,534,828	10,382,184	8,692,573
NET ASSETS					
Unrestricted	2,201,252	7,553,113	8,567,295	10,317,726	12,887,624
Restricted	1,400,000	-	-	2,000,000	2,170,371
Total Net Assets	3,601,252	7,553,113	8,567,295	12,317,726	15,057,995
Total Liabilities and Net Assets	8,251,142	13,463,206	18,102,123	22,699,910	23,750,568

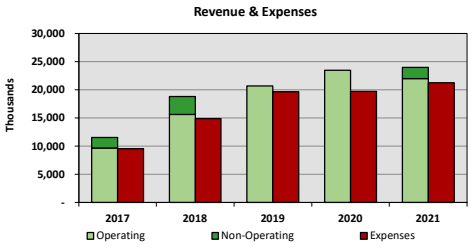


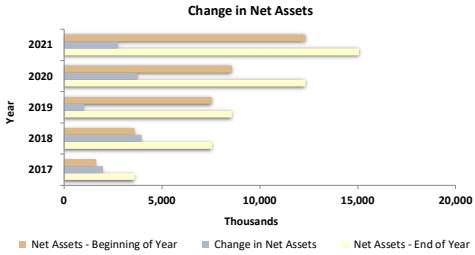




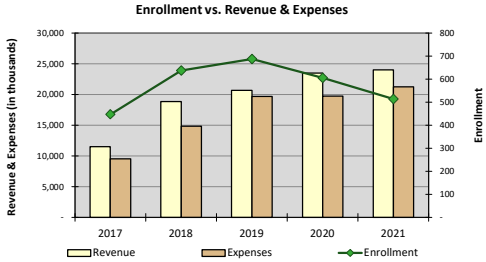
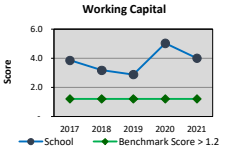
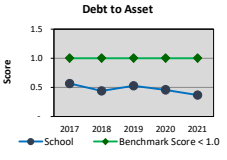
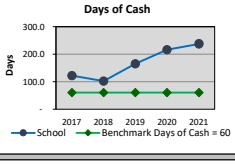
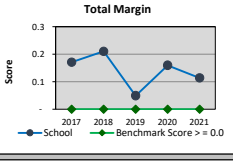
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	6,175,635	9,032,671	10,949,825	12,442,333	15,743,206
State and Local Per Pupil Revenue - SPED	1,792,567	2,893,198	3,390,343	3,420,127	-
State and Local Per Pupil Facilities Revenue	1,158,333	2,991,394	2,991,123	3,879,238	3,699,345
Federal Grants	489,095	674,964	559,910	1,334,758	1,016,399
State and City Grants	40,700	58,624	65,987	46,376	23,442
Other Operating Income	-	-	2,733,044	2,365,423	1,496,300
Total Operating Revenue	9,656,330	15,650,851	20,690,232	23,488,255	21,978,692
EXPENSES					
Program Services					
Regular Education	5,599,846	9,030,498	12,108,128	12,522,363	13,712,077
Special Education	2,331,300	4,164,379	5,155,558	4,908,716	4,811,910
Other Expenses	-	-	-	-	-
Total Program Services	7,931,146	13,194,877	17,263,686	17,431,079	18,523,987
Supporting Services					
Management and General	1,602,435	1,681,925	2,412,364	2,306,745	2,734,945
Fundraising	-	-	-	-	-
Total Support Services	1,602,435	1,681,925	2,412,364	2,306,745	2,734,945
Total Expenses	9,533,581	14,876,802	19,676,050	19,737,824	21,258,932
Surplus/Deficit from Operations	122,749	774,049	1,014,182	3,750,431	719,760
SUPPORT AND OTHER REVENUE					
Interest and Other Income	26,643	123,699	-	-	19,538
Contributions and Grants	1,492,018	2,935,098	-	-	2,000,971
Fundraising Support	-	-	-	-	-
Other Support and Revenue	330,331	119,015	-	-	-
Total Support and Other Revenue	1,848,992	3,177,812	-	-	2,020,509
Change in Net Assets	1,971,741	3,951,861	1,014,182	3,750,431	2,740,269
Net Assets - Beginning of Year	1,629,511	3,601,252	7,553,113	8,567,295	12,317,726
Net Assets - End of Year	3,601,252	7,553,113	8,567,295	12,317,726	15,057,995





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	21,554	24,570	30,117	38,759	42,760
Support and Other Revenue	4,127	4,989	-	-	3,931
Total Revenue	25,682	29,558	30,117	38,759	46,691
Expenses - Per Pupil					
Program Services	17,703	20,714	25,129	28,764	36,039
Mangement and General, Fundraising	3,577	2,640	3,511	3,807	5,321
Total Expenses	21,280	23,354	28,641	32,571	41,360
% of Program Services	83.2%	88.7%	87.7%	88.3%	87.1%
% of Management and Other	16.8%	11.3%	12.3%	11.7%	12.9%
% of Revenue Exceeding Expenses	20.7%	26.6%	5.2%	19.0%	12.9%
FINANCIAL COMPOSITE SCORE					
Composite Score	2.85	3.00	2.94	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	Strong
WORKING CAPITAL					
Net Working Capital	2,808,213	5,202,611	6,937,245	10,955,563	12,075,616
Working Capital (Current) Ratio	3.8	3.2	2.9	5.0	4.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.6	0.4	0.5	0.5	0.4
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	121.7	101.8	165.1	216.4	237.7
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	0.2	0.2	0.0	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	Meets Standard