



New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

Evergreen Charter School

Renewal Site Visit Dates: December 9 - 10, 2021

Date of Report: May 26, 2022

[Charter School Office](#)

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Table of Contents

SCHOOL DESCRIPTION	3
METHODOLOGY	5
BENCHMARK ANALYSIS	7
SUMMARY OF FINDINGS.....	9
BENCHMARK 1: STUDENT PERFORMANCE.....	11
BENCHMARK 2: TEACHING AND LEARNING.....	12
BENCHMARK 3: CULTURE, CLIMATE, AND FAMILY ENGAGEMENT	18
BENCHMARK 4: FINANCIAL CONDITION	21
BENCHMARK 5: FINANCIAL MANAGEMENT	22
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE	23
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	25
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	28
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION	30
BENCHMARK 10: LEGAL COMPLIANCE	32

ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Evergreen Charter School
Board Chair	Gil Bernardino
District of location	Hempstead Union Free School District
Opening Date	Fall 2009
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: January 13, 2009 - January 12, 2014 • First Renewal: January 13, 2014 - June 30, 2014 • Second Renewal: July 1, 2014 - June 30, 2017 • Third renewal: July 1, 2017 - June 30, 2022
Current Term Authorized Grades / Approved Enrollment	K - Grade 12 / 1100 students
Proposed Renewal Term Authorized Grades / Proposed Approved Enrollment	K - Grade 12 / 1100 students
Facilities²	<ul style="list-style-type: none"> • ES (K-Grade 1): 605 Peninsula Boulevard, Hempstead – Private Space • ES (Grades 2-4): 120 Greenwich Street, Hempstead – Private Space • MS/HS (Grades 5-10): 990 Holzheimer Street, Franklin Square - Private Space
Mission Statement	<i>The mission of Evergreen Charter School is to nurture the intellectual, physical, and social development of children, through a comprehensive program that promotes academic excellence and prepares its students for success in school and in life.</i>
Key Design Elements	<ul style="list-style-type: none"> • Second language instruction in Spanish for all grades; • Integration of ecology throughout the curriculum and culture with the recurring theme of “reduce, reuse, recycle;” • To foster healthy life choices within a child-centered, environmentally friendly school; • Integration of Hispanic culture and respect for diverse cultures through experiential activities and classroom instruction; and • Planning and instruction utilizing the workshop model of instruction.
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	None

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

² As set forth in Benchmark 10, below, the school has acquired additional properties without NYSED knowledge and/or approval. The properties listed in these sections are currently being used to educate students.

Noteworthy: Evergreen Charter School (ECS) opened its doors 13 years ago as a community school in Hempstead, New York. Students in all grades receive daily Spanish language instruction, and heritage and advanced study is available for students fluent in Spanish, who engage in experiential learning based on the Latin and Hispanic culture. In addition, the school's vision includes emphases on environmental education, nutrition education, music, and technology, all provided within a nurturing whole-child and family-focused school culture.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State 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 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at [Laws, Regulations & Memos | New York State Education Department](#). 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 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 9	K - Grade 10
Total Approved Enrollment	450	525	600	725	850

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School³

	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	K - Grade 11	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
Total Proposed Enrollment	975	1100	1100	1100	1100

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

³ This proposed chart was submitted by Evergreen Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day remote renewal site visit was conducted at Evergreen Charter School on December 9 and 10, 2021. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, students, school leadership team, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to students, teachers, and parents. The team conducted eight remote classroom observations in K - Grade 9. The observations were approximately 20 minutes in length and conducted jointly with the Evergreen Charter School instructional leadership team. 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 self-evaluation assessment forms;**
- **2021 CSO 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;**
- **School's 2021 renewal application;**
- **Monitoring reports issued during the charter term (check-in and mid-term);**
- **CSO-issued Notices of Concern and Deficiency and associated Corrective Action Plans; and**
- **Any supplementary evidence or data submitted to NYSED by the school.**

BENCHMARK ANALYSIS

The 2015 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 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

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

For the site visit conducted from December 9 - 10, 2021 at ECS see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Rating⁴**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher). 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.	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls, and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Approaches
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	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.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Meets
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Falls Far Below

⁴ 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

ECS is in its 13th year of operation and currently serves students in K - Grade 10. During its current charter term, the school is rated in the following manner: meeting eight benchmarks, approaching one benchmark, and falling far below one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths:**

For the first two years of the current charter term, ECS NYSTP 3-8 Assessment results show consistently high ELA, math, and science student proficiency rates relative to Hempstead Union Free School District (HUFSD), the district of location (DoL), for “all students” and subgroups, in most cases exceeding the district by percentage points in the double digits. Also, at the elementary and middle school levels, ECS 2018-2019 student proficiency scores significantly exceeded those of four similar schools located throughout the state, as outlined in Attachment 1. Despite COVID-19 pandemic-related challenges, the ECS leadership team and board of trustees convey commitment to maintaining and improving this quality during the next charter term. ECS reports that 83 percent of its students participated in the 2020-2021 NYSTP 3-8 ELA and math assessments, compared to the overall NYS participation rate of 40 percent statewide, which reflects the school’s culture of accountability and commitment to results, even during challenging times. Consistently strong academic outcomes denote generally high-quality teaching and learning, as revealed in classroom observations, survey results, and focus groups, as well as in consistently full or near-full enrollment, high student retention rates, and vocal support from the community of families the school serves.

In addition to outstanding student enrollment and retention rates, ECS has consistently enrolled more economically disadvantaged (ED) students than HUFSD.

ECS offers a unique community school option for families in Hempstead and was initially established in partnership with the community organization, Circulo de Hispanidad, which operates under an independent board of directors to serve Hempstead’s families. Circulo was founded in 1985 and provides families with support services for domestic violence, HIV/AIDS, and housing, as well as a food pantry, youth and educational programming, recreational programming, and legal aid for immigration issues. ECS received an “exceeds” rating for BM 3 on the CSO 2020 ECS Mid-term Site Visit Report, which noted as an area of strength: “In terms of culture, climate, and family engagement, ECS has created a close knit and caring community that goes above and beyond expectations.”

- **Summary of Areas in Need of Improvement:**

Although academic outcomes significantly exceed those of HUFSD, there is opportunity for improvement in terms of instruction, especially in the middle grades. As the school expands to Grade 12, adapting existing curricula to push critical thinking and inquiry to lower and middle grades will be critical. Some renewal site visit classroom observations indicated missed opportunities across grade levels to utilize lessons plans that correlate to the limitations of higher order thinking and complex materials introduced in the classes. Additional capacity and expertise

in middle and high school academics, both at the board level and within the instructional leadership team, is warranted.

As noted in BM 6, the ECS board has not always demonstrated full awareness of its legal obligations to the school and stakeholders, which indicates that further board development and attention is needed in this matter. BM 10 notes multiple areas in which the school has had deficiencies in terms of compliance with law, regulations, and its charter.

ECS was issued a Notice of Concern for failing to enroll a comparable number of ELLs in SY 2019-2020 (minus six percentage points) when compared to the DoL and has had a mixed record regarding SWD and ELL enrollment relative to the district.

As noted regarding BM 6, ECS has had a number of compliance concerns and deficiencies throughout the current charter term, including failing to provide the CSO with accurate and consistent information regarding the number of facilities and parcels it leases, owns, is acquiring, and actively uses; having school policies that require revisions to be in compliance with state laws and regulations; having trustees with conflict of interest concerns that have not been addressed to the CSO's satisfaction; holding and scheduling fewer than twelve monthly board of trustee meetings per year; and failing to follow charter school revision requirements by not seeking CSO approval for charter revisions and implementing them without CSO approval.

Benchmark 1: Student Performance

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

Finding: Meets

Note: State assessments were not administered in the 2019-2020 school year and were administered under the COVID-19 constraints during the 2020-2021 school year. As such, NYSED is limited to what results it can include from those two years in the analysis of this benchmark. In the Spring of 2021 NYSED instituted a Local Assessment Plan. The Local Assessment Plan is designed to help charter schools demonstrate academic progress and growth, the NYSED CSO is implementing a local assessment plan to collect authorizer-approved local/interim assessment data from Board of Regents-authorized schools. 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 school year.

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has been a Meets, due to consistently high student proficiency rates relative to the district of location.

ECS currently serves kindergarten through Grade 10, but the most recent NYSTP 3-8 Assessment data is from school year (SY) 2018-2019, since state assessments were not administered in SY 2019-2020 due to the COVID-19 pandemic, and 2020-2021 data are based on limited student participation in state assessments. ECS received a “meets” rating for BM 1 on the CSO 2020 ECS Mid-term Site Visit Report, and from SYs 2015-2016 to 2018-2019 state assessment data show student proficiency rates at significant double digit percentage points above HUFSD. The 2018-2019 administration of the NYSTP 3-8 Assessments for ELA showed “all student” proficiency at 23 percentage points above the district of location (DoL); students with disabilities (SWD) proficiency at 15 percentage points above the DoL; and English language learner (ELL) proficiency at 20 percentage points above the DoL. Proficiency data from the 2018-2019 NYSTP 3-8 Assessments in mathematics showed performance of “all students” 20 percentage points above the DoL; SWD proficiency in math was seven percentage points above the DoL; and ELL proficiency was 18 percentage points above the DoL.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to the NYSL.b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.e. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a balanced 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.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School/Middle School/High School:

According to the renewal application, ECS employs a workshop approach to classroom instruction that allows students the opportunity to build self-reliance and self-confidence through collaborative work and independent practice. ECS also employs Kagan structures, online and on-demand strategies developed

to promote student engagement that are integrated into all lesson plans. ECS employs a range of diagnostic, formative, and summative assessments that are administered to evaluate student mastery and progress, and assessment results are carefully analyzed and used to inform instruction and review the academic program. Co-teaching is applied at all levels. The following is taken from the ECS renewal application narrative:

- The ELA curriculum is a self-developed program of balanced literacy instruction that allows students to have meaningful and rigorous literacy experiences. ES students have a daily three-period ELA block, and MS and HS students have a daily one to two period ELA block. All grades are exposed to a wide range of genres. The focus of the ECS ELA program of study is to teach students to become thoughtful and strategic readers.
- The school uses Engage NY's A Story of Units for kindergarten through Grade 5 and EngageNY modules for Grades 6-10, and to supplement the core curriculum teachers also utilize a range of online platforms, including Learn Zillion, Zearn, Xtra Math, Edulastic, Reflex Learning, Castle Learning, and IXL. i-Ready is used to assess and monitor academic performance in the areas of number and operations, algebra and algebraic thinking, measurement and data, and geometry.
- ECS's science program emphasizes a "hands-on" and "minds-on" approach to learning and incorporates ecological and environmental studies, a key design element (KDE).
- For social studies, in kindergarten through Grade 5 ECS uses the BOCES Integrated Social-Studies/ELA Curriculum. Grades 6-10 use the TCI curriculum, and there is a strong emphasis on teaching through historical documents and letters, documentary films, and field trips to museums and historical sites.
- Students in all grades receive daily Spanish language instruction, also a KDE, and heritage and advanced study is available for students fluent in Spanish.
- Students in every grade can participate in choir or play an instrument.
- Physical education, art, technology, and social-emotional learning (SEL) are all integrated throughout the curriculum.

Academic Program for SWDs and ELLs:

The following is taken from the ECS renewal application narrative:

SWDs:

- The school's special education coordinator (SEC) provides oversight of the services provided to each student by personnel assigned from the student's home district.
- The SEC works with the district representative to ensure provision of accommodations and services, such as speech and language services, occupational therapy, physical therapy, and counseling services, as mandated by the individualized education plan (IEP).
- Accommodations may include preferential seating, modified assignments, assistive technologies, separate testing locations, and extended testing time.
- Special education (SPED) teachers provide push-in support.

ELLs:

- English as a new language teachers collaborate and co-teach with classroom teachers to support ELLs.
- Translanguaging and sheltered immersion strategies are applied.
- Targeted instruction based on English language proficiency is applied.
- ELLs are offered Saturday sessions for extra support.
- Home language supports are also available.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been a Meets, due to consistently effective instructional practices, careful curricular planning, attention to standards-based and data-driven instruction, and generally strong student supports.

1. Element: **Curriculum:**

- **Indicator a:** According to the renewal application and focus group discussions, ECS utilizes curriculum and materials aligned to the NYS Next Generation Learning Standards (NGLS). Ninety-six percent of those who responded to the 2021 CSO Teacher Survey (49 out of 53 responded; 92 percent response rate) *strongly or somewhat agree* that the school has documented curriculum that is aligned to the NYS learning standards.
- **Indicator b:** The school's renewal application describes unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. During the teacher focus group, teachers asserted that they plan grade-level appropriate lessons, which are stored on the shared drive for teachers to review, borrow, comment on, and revise. Teachers also shared that the instructional leadership team regularly reviews and provides feedback on lesson plans. Accessibility and availability of lesson plans for observation and alignment was inconsistent during the renewal site visit.

In the majority of classrooms observed during the visit, higher order thinking, and content-specific depth of understanding was evident. However, two classroom observations identified missed opportunities to stimulate higher order thinking and introduce complex materials. For example, in a ninth grade ELA class, students were engaged in a lesson on *To Kill a Mockingbird*, a standard novel in the ELA curriculum. During the debrief with school leaders following the classroom observation, it was discovered that there was not any intentional interdisciplinary planning or discussion about the content of the novel as related to other subjects. During the class discussion on the novel, a call and response technique was observed, but at the high school level more Socratic methods are appropriate to probe critical thinking and analysis of the subtextual content. The class discussion instead centered on a middle grade level discourse about class and family. The school reports that students were also given opportunities to participate in the Kagan Structure "Think, Write, Pair, Share" with their assigned partner.

During the focus group, teachers noted that there were learning gaps and readiness skills at the kindergarten level that were "not what they have been in the past due to the COVID-19 pandemic." However, another missed opportunity to introduce deeper conceptual knowledge was observed in a kindergarten science lesson. Instructional delivery, which featured dual-language co-teachers engaging in visual, audio and technology techniques, was superb; and students were engaged. However, the lesson lacked focus on scientific content (i.e.: how snow and rain is formed) and instead focused primarily on content related to how you should dress for a hurricane and blizzard. The school reports that lessons regarding the types of weather and how they are formed were taught prior to the observed lesson and included student construction of individual snowstorm globes to simulate, observe, and record wind speed in weather journals.

- **Indicator c:** Based on focus group discussions with teachers and statements in the renewal application, teaching teams regularly meet for horizontal and vertical planning to review and revise curriculum documents and pacing guides. Math and ELA consultants also collaborate with teachers to ensure alignment to standards and vertical and horizontal consistency.
- **Indicator d:** Based on the renewal application, ECS describes differentiation supports in curriculum programs that allow for scaffolding, differentiated texts, and assignments. To inform curriculum and develop differentiated instructional strategies, teacher teams meet monthly with instructional leaders to review and discuss academic performance. During the focus group discussion, teachers shared the following strategies employed for differentiation.
 - Small group instruction;
 - Reteaching;
 - Using props and visuals, especially for ELLs;
 - At the high school level using rotating groups--teams of four students supporting each other;
 - Pre-teaching vocabulary;
 - SWDs using self-assessment and peer assessment;
 - Students of mixed ability supporting each other; and
 - For K through Grade 1 we are “big on family and parent support”
- **Indicator e:** According to the renewal application, ECS consultants collaborate with teachers to review and revise curriculum across grade levels and content areas. Eighty-six percent of those teachers who responded to the 2021 CSO Teacher Survey *strongly or somewhat agree* that the curriculum is systematically reviewed and revised. During the focus group, teachers shared that revising the ELA curriculum was a year-long process that involved convening a team comprised of classroom teachers, special education teachers, and representatives from each department.

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

- **Indicator a:** Observed instructional practices and focus group discussions with teachers indicate that the ECS instructional staff have a common understanding of high-quality instruction. Eighty-nine percent of teachers who responded to the 2021 CSO Teacher Survey *strongly or somewhat agree* that school staff has a shared understanding of high-quality instruction that supports all learners. During the school leader focus group, the instructional leadership team shared that implementing Kagan Cooperative Learning Structures was a primary goal for the last two years, and all lesson plans should incorporate and delineate Kagan Structures in red. Teachers also indicated there was a focus on cooperative learning opportunities shared across all grade levels and buildings.
- **Indicator b:** Instructional observation during the renewal site visit indicates that ECS teachers deliver instruction in a manner that fosters engagement with all students. Students were primarily engaged by call and response techniques. There were also instances where teachers invited students to call on a peer for support.

Evidence of student engagement was also referenced during focus group discussion about the school's Saturday school. During the student focus group, high school students mentioned they enjoyed having the option to receive extra “free” support during Saturday school. One student remarked, “It has helped me with math, and they were even offering Saturday school during

quarantine.” In their focus group, instructional leaders reported that 20-25 Grade 3 and 4 students attend Saturday school on Zoom for 1.5 hours of ELA and 1.5 hours of math. Saturday school runs from October through June for up to three hours each class. Since the renewal visit, the school reported that 15-25 students at each grade level attended Saturday school in-person or via Zoom, but did not specify the time period for which this applies.

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

- **Indicator a:** According to the renewal application, ECS employs a range of diagnostic and benchmarking assessments across all grade levels. These formative and summative assessments include the NYSITELL and NYSESLAT for ELLs, NYS Regents exams, DIAL-4, i-Ready, IXL, Castle Learning, Fountas and Pinnell, Engage NY, and Edulastic. During the focus group, the instructional leadership team stated that the school also holds mock state exams. The school has reported since the site visit that the annual i-Ready expectation is that 75 percent of tested students will demonstrate adequate growth in ELA/math by reducing the gap that exists between their fall i-Ready ELA/math scaled score and the on-level range scaled score by 50 percent on the final diagnostic/spring assessment.
- **Indicator b:** According to the renewal application and focus group discussions, teachers administer a variety of assessments and routinely analyze data to inform classroom instruction strategies. With the support of instructional leaders and consultants, teachers analyze data frequently to establish targeted plans to tailor, re-teach, reinforce, and differentiate instructional strategies so students master each required standard, and to provide ample opportunities for students to extend and stretch their thinking.
- **Indicator c:** According to the renewal application and focus group discussions, the instructional leadership team analyzes and reports on the academic performance and progress of student cohorts. Data is aggregated and disaggregated based on subgroup population, grade-levels, and content areas as compared to prior year results and compared to HUFSD performance. The data is shared with the ECS board, which allows trustees and school leadership to effectively allocate resources to meet student and professional development (PD) needs of the school. During SY 2020-2021 ECS administered the iReady Diagnostic test in both ELA and math to kindergarten and Grades 1-9 students and submitted the results to the CSO in June. These data showed 709 students across all grades taking the ELA diagnostic resulting in a 49.5% average proficiency rate with a median rate of 46.5%; 711 students across all grades took the math diagnostic resulting in a 49.7% average proficiency rate with a median rate of 51.5%. Kindergarten students had the highest proficiency rates across the board, including all subgroups. Summary data submitted by the school at the time of the visit indicated that one iReady Diagnostic was conducted in October 2020 and a subsequent iReady Diagnostic comparison was conducted in January 2021. The diagnostic test administered at the beginning of the school year showed that “overall students scored below grade level” and the subsequent diagnostic test showed “noticeable improvement.” The data summary noted that “students working remotely completed the diagnostic outside of the school setting.”

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

- **Indicator a:** According to the renewal application and based on classroom observations during the renewal site visit, teachers effectively differentiate instruction to meet the specific

learning styles and needs of every student. Instructional strategies such as co-teaching and the use of flexible, small group instruction are coupled with the differentiated curriculum and academic content. Struggling students are engaged with the use of specific intervention strategies to identify and address students' needs.

During the focus group with special populations staff, it was confirmed that English as a new language (ENL) co-teachers are TESOL certified. Most observations took place in early childhood settings, and it was difficult to comment on content and method appropriateness for older students. The integrated ENL class observed appeared to be well planned with ELLs receiving extra support throughout the lesson. However, at various times, rather than a co-teaching situation, there appeared to be two parallel lessons taking place, which could be confusing and distracting for ELLs and general education members of the class.

- **Indicator b:** The renewal application asserts that the Child/Student Study and instructional support teams are convened to identify and plan support for classroom teachers to address specific challenges. The team will recommend response to intervention (RTI) or small group support if the child continues to struggle. There is also an instructional support team at the elementary level dedicated to reviewing reading data and suggesting interventions for students. This team reviews both Fountas & Pinnell and i-Ready data to make recommendations, including for RTI. During focus group discussions, teachers noted working on the connection between push-in and pull-out support and determining areas of need, especially in terms of vocabulary for ELLs.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

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

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has declined from an Exceeds to a Meets. The school still has consistently high levels of family and community engagement, a nurturing and supportive school culture, and careful attention to student and family social-emotional needs.

1. Element: ***Behavior Management and Safety:***

- **Indicator a:** The renewal application included the approved school discipline policy, which articulates the school's approach to behavior management and discipline. Based on the 216

parent respondents (31 percent) to the 2021 CSO Parent Survey, 94 percent *strongly agree or agree* that the discipline policy is clear.

- **Indicator b:** Based on observations during the school site visit the school appears safe for all school stakeholders. Ninety-nine percent of parent respondents to the 2021 CSO Parent Survey *strongly or somewhat agree* that the school maintains a safe environment.
- **Indicator c:** Of the teachers responding to the 2021 CSO Teacher Survey, 96 percent *strongly or somewhat agree* that the school has systems in place to ensure that the environment is free from harassment and discrimination.
- **Indicator d:** Based on the classroom observations during the renewal site visit, of the eight classrooms observed, 100 percent were conducive to learning. During the focus group discussion staff relayed that the positive behavioral intervention system (PBIS) is employed at ECS. Middle and high school students have the opportunity to earn “Evergreen dollars” that they can spend at the “Evergreen Boutique” as rewards.

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

- **Indicator a:** According to the renewal application and focus group discussions the school communicates with and engages families with the school community in a variety of ways. According to 93 percent of parent respondents to the 2021 CSO Parent Survey, the school seeks feedback from parents through surveys, meetings, or some other way.
- **Indicator b:** Based on focus group discussions, teachers communicate directly with parents to discuss students’ strengths and needs. Teachers stated that when students are struggling one - on-one meetings are held with parents to share how support can be provided at home. Teachers also shared that the virtual “Storytime” hosted by teachers became extremely popular during remote learning, and it was extended even after students returned to school. The activity has helped engage parents with literacy development.
- **Indicator c:** The renewal application asserts that the school conducts surveys and hosts various meetings to assess family and student satisfaction. Additionally, a parent association engages parents in school life and culture through special events, schoolwide assemblies, fundraisers, and a “families in need” program, which provides families with gift cards for groceries and other necessities. The parent association regularly presents to the board of trustees during monthly meetings and collaborates with leaders and staff through School-Family Partnership meetings throughout the year.
- **Indicator d:** Based on focus group discussions with school leadership, board and teachers shared that the school maintains an open-door policy for parents and families. Staff shared that every newly admitted student has a one-on-one meeting with staff and family, in addition to a new student orientation.
- **Indicator e:** According to the 2021 CSO Parent Survey results, 87 percent of responding parents *strongly or somewhat agree* that the school informs parents about how it performs compared to other schools in the district and NYS.

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

- **Indicator a:** During focus group discussions, teachers asserted the use of a variety of curricula, also referenced in the renewal application, to support students' social/emotional development. The Harmony SEL program is used at the primary grades, and ReThink Ed is used in the middle and high school grades. Based on classroom observations during the site visit, the school has developed and implemented systems and programs to support the social-emotional needs of students. During the focus group discussion, students relayed that they felt supported and cared for by teachers and administrators. One student shared that "teachers really care about our education, and also about our mental health needs."
- **Indicator b:** According to the renewal application, school leaders collect and use data to track the socio-emotional needs of students via a platform called SchoolTool. Based on focus group discussions this tool is used to support data tracking and analysis from a variety of sources, including data related to PBIS and the Clip Chart system. Discipline and behavioral referrals are tracked through SchoolTool to help determine whether systems and strategies are effective.
- **Indicator c:** As referenced in the renewal application, ECS engages a school climate team structure to specifically identify and track student needs. A robust "pupil personnel and related services" team (mental health committee) also supports individual social emotional needs. These teams include the psychologist, who supports students across all grades; social workers, who are assigned to each building; and guidance counselors, teachers, administrators, and/or the school nurse, as appropriate.

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, the trajectory for this benchmark has been consistent as a Meets, due to annual composite scores indicating good financial health.

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

Evergreen Charter School 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. Evergreen Charter School's 2020-2021 composite score is 2.55.

**Composite Scores
2016-2017 to 2020-2021**

<i>Year</i>	<i>Composite Score</i>
2016-2017	2.67
2017-2018	2.82
2018-2019	2.82
2019-2020	2.43
2020-2021	2.55

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, as the independent auditor has not identified 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 an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed ECS'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

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

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches based on the need for developed capacity and expertise in K - Grade 12 instruction and school management.

1. Element: ***Board Oversight and Governance:***

- **Indicator a:** According to the renewal application, the board's composition of eight has been stable and is representative of the community being served in Hempstead. Current by-laws indicate the composition of the board should be no less than seven and no more than 15. During the focus group discussion, the board chair indicated there is currently no intention to recruit new members, and as stated in the renewal application there has not been any board turnover during the charter term.
- **Indicator b:** A review of the self-evaluation forms completed by the board do not demonstrate that the board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy. Board members consistently “agreed” with all statements in the evaluation and very rarely rated themselves as needing improvement or work. The renewal application acknowledges that finalizing the facilities construction for the high school is a strategic priority.

- **Indicator c:** According to the renewal application, the board of trustees serves as the oversight body and is committed to ensuring the mission is realized and that the accountability expectations are met. In general, the board provides strong governance support to the leadership team each month, monitors fiscal health, and establishes strategic priorities in alignment with evolving needs. The board establishes the annual budget, invests resources, and provides support for the professional growth and performance of the leadership and staff. The board is cognizant of the differences between governing and managing and ensures the leadership team is properly cultivated while also being held accountable for results.
- **Indicator d:** According to the renewal application and board members during the focus group discussion, the board reviews and updates policies annually. During the COVID-19 pandemic, school leaders engaged with the board in regular policy discussions related to ensuring students and families were well-served during the pandemic. Throughout the year the board holds open meetings with parents and staff to hear concerns.
- **Indicator e:** Annual board self-assessments allow each trustee to assess performance of the board related to oversight responsibilities, compliance with by-laws and other governance policies. On the recent board self-assessment 25 percent of trustees rated fundraising as “adequate,” and 25 percent designated it as an area that “needs work.” Only fifty percent responded that it is “very good,” which suggests that additional work may be needed in this area. In addition to the self-assessment, trustees participate in an annual retreat, according to the renewal application, where the board will discuss assessment results and adjust practices, prioritize PD for trustees, and discuss strategic priorities.
- **Indicator f:** The ECS board has not always demonstrated full awareness of its legal obligations to the school and stakeholders, which indicates that further board development and attention is needed in this area. BM 10 notes a number of areas in which the school has had deficiencies in terms of compliance with law, regulations, and its charter. As previously indicated, best practices related to arms-length conflicts of interests and board term limits should be further explored with the CSO.

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

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

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has improved to a Meets, due to the school’s effective academic leadership team and its healthy professional climate.

1. Element: **School Leadership:**

- **Indicator a:** Eighty-one percent of the respondents to the 2021 CSO Teacher Survey, *strongly or somewhat agree* that the school has an effective school leadership team that communicates a

clearly defined mission and set of goals to staff and the community. During the board focus group, trustees expressed confidence in the leadership lead and improve school performance.

- **Indicator b:** According to the school's renewal application, the recent approval of the revised organizational structure reflects feedback from the CSO and helps to ensure effective leadership as the school expands to serve high school grades. The academic leadership team structure includes the principal and four school directors (lower elementary, upper elementary, middle school, and high school). The instructional leadership team also includes the director of curriculum and instruction (DCI), director of data and attendance (DDA), director of finance and operations, and special education coordinator (SEC). This approach has been successful for ECS as evidenced by years of strong academic, fiscal, and organizational outcomes.
- **Indicator c:** Seventy-eight percent of teachers who responded to the CSO 2021 Teacher Survey, *strongly or somewhat agree* that the school has a clear and well-established communication system and has decision-making processes in place to ensure effective communication across the school. According to the renewal application, the school administrative team and parent association are active participants in board meetings and regularly share feedback through surveys and informal feedback sessions.
- **Indicator d:** Seventy-three percent of teachers who responded to the 2021 CSO Teacher Survey *strongly or somewhat agree* that the school successfully recruits, hires, and retains key personnel who meet the needs of all students and subgroups and makes decisions – when warranted – to remove ineffective staff members. Twelve percent of 2021 CSO Teacher Survey respondents indicate that they *strongly or somewhat disagree* with this statement, whereas 14 percent *neither agree nor disagree*.

2. Element: ***Professional Climate:***

- **Indicator a:** Based on a review of the renewal application and supporting documents, the ECS instructional leadership team has more than 50 years of experience combined. The acting principal and middle school director is a 10-year veteran; the lower elementary director has been an educator for over 30 years and has experience with dual language instruction, special education, academic interventions, and curriculum and instruction. The upper elementary director has been an educator for nearly 20 years, with experience in teaching as well as in administration and business/human resources, and the high school director is also a veteran educator and administrator with experience in curriculum, instruction, and assessment.
- **Indicator b:** According to focus group discussions with teachers and as expressed in the renewal application, collaboration among teachers at ECS is directly supported by scheduling and routines. Team meetings, including data meetings, and grade-level and content-area meetings are held to encourage collaboration throughout the school year. ECS leadership stated that ensuring these meetings are scheduled is a strategy to support the professional learning community and culture across the school.
- **Indicator c:** According to the renewal application, each summer, instructional staff engages in a two-week PD program that kicks off each new school year with an emphasis on planning, learning, collaborating, and team building. School leaders in their focus group indicated that

the summer PD focuses on “who we are, what we do, and why we do it.” All teachers have opportunities to receive “outside” co-teaching PD through, for example, BOCES or through the New York Regional Co-teaching Partnership via Long Island University. In addition, many staff have received BOCES training on ELL best practices and how to properly administer the NYSITELL. Teachers are encouraged to share out or turnkey their PD, and school leaders provide an end-of-year series of surveys to find out what kind of PD teachers want: “Staff and teachers recommend presenters, and we provide another survey that rates the PD.” Also offered is “diversity, equity, and inclusion” training and development, via Adelphi University. Teachers in their focus emphasized that they are continuing with Kagan training in the classroom, have “mentor teachers,” and apply lead teachers at the lower level. Additionally, ECS maintains the services of four expert consultants (one each for ELA and math at both the elementary and middle/high school level) who lead sessions with teachers.

- **Indicator d:** Based on the renewal application and discussions with the instructional leadership team, the Danielson Framework for Teaching is used to support professional growth and development among instructional staff. Annually, the school engages in PD focused on understanding the Danielson domains and evaluation tools. The instructional leadership team conducts formal evaluations and provides written feedback to teachers semi-annually. In addition, leaders conduct at least four informal observations which are followed up with oral and written feedback. Teachers shared during the focus group discussion that lesson plans are reviewed and feedback is provided, and the analysis of student academic data is reviewed to support evaluations of teacher performance on student progress and growth.
- **Indicator e:** Of the teachers responding to the 2021 CSO Teacher Survey, 90 percent *strongly agree or somewhat agree* that the school has mechanisms to solicit teacher feedback and gauge teacher satisfaction, which also reflects a seven-percentage point higher differential than the 2,412 statewide charter school teachers responding to the same question. ECS indicates in its renewal application that teachers frequently provide feedback through multiple avenues on a variety of topics, including PD, technology needs, school-wide activities and programs, and curriculums, and routinely provide feedback on curriculum materials, pacing, and instructional strategies.

3. Element: ***Contractual Relationships:***

- **Indicator a:** NA
- **Indicator b:** NA
- **Indicator c:** According to the renewal application and discussion with the board of trustees, ECS has a contractual relationship with the organization Circulo de Hispanidad, both as a “landlord” and for after-school services, and it is evaluated semi-annually in accordance with state recommendations. However, the CSO has no record of any substantive evaluation findings.

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none">a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.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 a Meets, due to fidelity to the school's mission and KDEs.

1. Element: ***Missions and Key Design Elements:***

- **Indicator a:** Based on the discussions during the focus groups with school stakeholders, including board members, school leadership, teachers, and parents, all stakeholders share a common and consistent understanding of the school's mission and the ECS educational philosophy.
- **Indicator b:** In general, the school implements with fidelity its KDEs. Following is a list of the school's authorized KDE and some evidence of implementation:
 - *Second language instruction in Spanish for all grades:* As noted in the school's renewal application and as indicated in the school's schedule, students in all grades receive daily Spanish language instruction. The school director indicated that students have 45 minutes of Spanish daily in K through Grade 10. Spanish instruction is differentiated in K through Grade 10 based on proficiency level. School leaders also indicate that they are working with NYSED's newly-developed world-language standards and are having conversations with students regarding pursuing the NYS Seal of Biliteracy.
 - *Integration of ecology throughout the curriculum and culture with the recurring theme of "reduce, re-use, recycle."* The school's renewal application describes green school initiatives, and an interdisciplinary approach to introducing themes and content related to environmental education were evident in some classroom observations. The school has an environmental committee, and participants in all focus groups described project-based activities related to ecology and to resource conservation.
 - *To foster healthy life choices within a child-centered, environmentally friendly school.* Although this was not directly observed during the remote visit, the school's renewal application describes in some detail the substance of the school's health and wellness program, and the school has its own kitchen staff who create custom meals. Those in all focus groups affirmed this, as well. School leaders emphasized that they are proud of ECS's nutrition program: "Students are taught to eat healthy and expand their palate." One school leader described how, at student recognition events, the chef might make a special breakfast for the honoree, always a dish connected to the student's home culture.

- *Integration of Hispanic culture and respect for diverse cultures through experiential activities and classroom instruction.* All focus group discussions included descriptions of how Hispanic culture is celebrated and integrated in the school's activities and curriculum, as described in the school's renewal application.
- *Planning and utilizing the workshop model for instruction.* Although this was not directly observed in all classroom observations, mini-lessons; guided practice, such as modeling; and independent practice were included in the given lesson plans and were seen in most classes observed by the CSO team.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Meets

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. ELL enrollment remains below the district of location for most years of the charter term, albeit within the single-digit range.

1. Element: **Target are met**

- **Indicator a:** According to NYSED enrollment data, outlined in Attachment 1, ECS consistently maintains sufficient enrollment demand for the school to meet the enrollment plan outlined in its charter. The school was at 100 percent enrollment for SYs 2017-2018 and 2018-2019 and was at 99 percent and 96 percent enrollment for SYs 2019-2020 and 2020-2021, respectively. Throughout the charter term, ECS has been between one and three percentage points below the district in SWD enrollment and is currently +1 to the DoL. According to the school's renewal application, more than 540 applications for 125 seats were received for the 2021 school lottery. ECS leaders reported during the focus group that more than 125 kindergarten applications were received, and the incoming kindergarten class was 50 percent ELLs. In terms of subgroup enrollment, NYSED data show that throughout the current charter term, ECS has consistently enrolled more ED students than the DoL.

2. Element: **Targets are not met:**

- **Indicator a:** ELL enrollment has been below the DoL for all but one year of the charter term, and in May 2021 ECS was issued a Notice of Concern for failing to enroll a comparable number of ELLs (minus six percentage points in SY 2019-2020) when compared to the DoL. SY 2020-2021 data likewise indicates ELL enrollment at six percentage points below the district.
- **Indicator b:** In its charter renewal application, ECS outlines the following recruitment strategies to attract and retain subgroup populations:
 - Changing messaging as necessary;
 - Investing more resources in student recruitment;
 - Increasing outreach efforts and advertising;
 - Monitoring provision of services for diverse learners;
 - Maintaining relationships with community and faith-based organizations; and
 - Continuing to translate outreach materials and communications.

These strategies were affirmed in focus group discussions with school leaders. The school's renewal application, however, denies evidence of any existing or continuing issues, by stating, "Evergreen has been found to consistently meet obligations in the area of recruitment and enrollment among at-risk student subpopulations."
- **Indicator c:** The ECS renewal application asserts that the director of finance and operations provides data on recruitment efforts, and enrollment outcomes and trends are responded to "in a targeted way."

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

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

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has declined from an Approaches to a Falls Far Below, due to non-compliance or lack of oversight regarding revision requests, facility use, school policy documents, and attention to board requirements, including board conflict of interest and financial disclosure forms.

1. Element: **Legal Compliance:**

- **Indicator a:** ECS has had a number of compliance concerns and deficiencies throughout the current charter term, outlined as follows:
 - ECS has failed to provide the CSO with accurate and consistent information regarding the number of facilities and parcels it leases, owns, is acquiring, and actively uses. In response to a January 2022, and then more recent request for updated information regarding its facilities, ECS reported that it currently owns six properties and leases three properties. The leased properties actively operate as school buildings. One of these leased facilities is located in the Franklin Square School District, and ECS has agreed that it will vacate its temporary occupation of this space at the end of SY 2021-2022 and begin using two leased spaces in Hempstead in July 2022, pending CSO revision approval. Some of the purchased properties are adjacent to existing facilities and are used or will be used for parking, and others are adjacent vacant or unoccupied lots that will be the footprint of a new school building that is currently in the planning and development phase. During discussions with CSO representatives during focus group discussions and in the renewal application, ECS contends that it currently operates in three sites and is in the process of constructing a facility at 27-33 Laurel Avenue, and 39 Laurel Avenue in Hempstead as a permanent structure for the upper grades. One of these facilities (133 Linden Avenue) is presently occupied by residential tenants, and the school reports being engaged in litigation to evict said tenants. All but one of the six facilities acquired by ECS were obtained without the knowledge or approval of the charter school office, and the

school's annual reports fail to accurately reflect the number, location, and planned use of its facilities. As of the date of this report, NYSED is investigating a formal complaint filed by the Hempstead Union Free School District against ECS, alleging violations of the charter and the law related to the school's facility in Franklin Square, NY.

- Multiple school policies require revisions to be in compliance with state laws and regulations.
- In May 2021, ECS was issued a Notice of Deficiency with Request for a Corrective Action Plan for holding and scheduling fewer than twelve board of trustee meetings per year. Based on information submitted with the school's annual reports, fewer than twelve meetings were held for all but two calendar years between SY 2011-2012 and SY 2019-2020. After being apprised of this concern by the CSO, only eleven meetings were reported held in 2018-2019 and 2019-2020.
- Also, in May 2021, the CSO issued ECS a Notice of Concern for:
 - Failing to enroll a comparable number of ELLs (minus six percentage points in SY 2019-2020) when compared to the DoL.
 - Failing to follow charter school revision requirements by not seeking CSO approval for charter revisions and implementing them without CSO approval, particularly as concerns changes to its staffing structure and facility, moves, purchases, and leases.
- **Indicator b:** In May 2021, ECS submitted a CAP for its annual board meeting deficiency but within that CAP denied existence of the issue, despite evidence recorded in the school's annual reports. The CAP was accepted in June 2021 after the CSO requested revisions multiple times, and will be terminated when the school has a record of maintaining monthly board meetings for one school year following issuance of the CAP. The renewal application asserts that deficiencies related to the number of board of trustees' meetings and classification of uncertified teachers have been resolved for the upcoming charter term.
- **Indicator c:** The school has submitted a charter revision to lease a space in Hempstead that will be used to house the grades that are currently in the Franklin Square School District and as a "swing space" during construction of the new school building. This move will bring all grades back into Hempstead while the construction project progresses and is currently under CSO review.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

EVERGREEN CHARTER SCHOOL

BEDS Code

280201860947

2020-2021 Enrollment

699

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:	HEMPSTEAD UNION FREE SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter Schools:	24%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-12
Address:	605 PENINSULA BLVD HEMPSTEAD NY 11550
Website:	https://ecsl.org
RIC:	NASSAU
Regents Region:	LONG ISLAND REGION
Regent:	ROGER TILLES
Active Date:	7/1/2009
Authorizer:	NYS BOR
CEO:	KAREN LEEPER
CEO Phone:	(516) 216-5981
CEO Email:	kleeper@ecsl.org
BOT President:	GIL BERNARDINO
BOT President Phone:	(516) 431-1135
BOT President Email:	gbernardino@cdlh.org
Institution ID:	800000063984

BoR Charter School Office Information

Regional Liaison:	Paula Orlando
Performance Framework:	2015
Current Term:	7/1/17-6/30/22
2017-2018	Check-in
2018-2019	Check-in
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	699	216	31%
Student Survey (Grades 9-12)	43	30	70%
Teacher Survey	-	49	-

*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

EVERGREEN CHARTER SCHOOL

2018-2019

EVERGREEN CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary/Middle School	+/- 7.5	ENRICO FERMI SCHOOL-PERF ARTS	+26	+23	+14	.
		Mean	+26	+23	+14	.
	+/- 10	BUFFALO ELEM SCH OF TECHNOLOGY	+32	+32	+16	.
		SCHOOL 17-ENRICO FERMI	+40	+39	+37	.
		WEST HERTEL ELEMENTARY SCHOOL	+29	+30	+20	.
		Mean	+34	+34	+24	.
Mean		+32	+31	+22	.	

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

EVERGREEN 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%

Evergreen CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	51%	40%	38%	53%	56%	20%	29%	57%
2016-2017	51%	27%	29%	50%	61%	40%	24%	58%
2017-2018	50%	50%	33%	50%	49%	24%	34%	49%
2018-2019	55%	52%	43%	55%	47%	19%	33%	46%

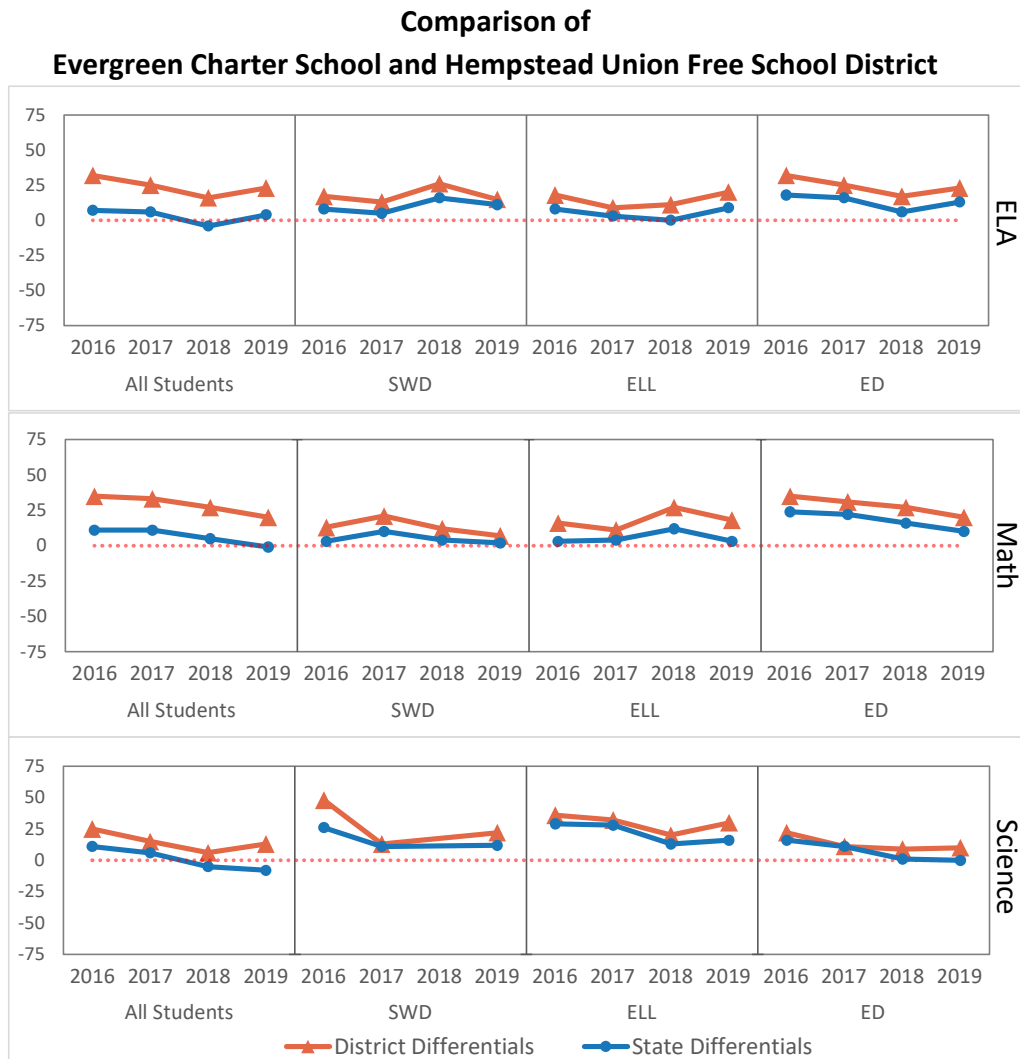
*See NOTES (2), (3), (7), and (8) below.

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



*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				
		Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	46%	14%	+32	39%	+7	54%	19%	+35	43%	+11	100%	75%	+25	89%	+11
	2016-2017	44%	19%	+25	38%	+6	55%	22%	+33	44%	+11	92%	77%	+15	86%	+6
	2017-2018	41%	25%	+16	45%	-4	51%	24%	+27	46%	+5	83%	77%	+6	88%	-5
	2018-2019	49%	26%	+23	45%	+4	46%	26%	+20	47%	-1	69%	56%	+13	77%	-8
SWD	2015-2016	19%	2%	+17	11%	+8	19%	6%	+13	16%	+3	100%	52%	+48	74%	+26
	2016-2017	16%	3%	+13	11%	+5	26%	5%	+21	16%	+10	80%	67%	+13	69%	+11
	2017-2018	32%	6%	+26	16%	+16	22%	10%	+12	18%	+4	-	-	-	-	-
	2018-2019	26%	11%	+15	15%	+11	19%	12%	+7	17%	+2	64%	42%	+22	52%	+12
ELL	2015-2016	24%	6%	+18	16%	+8	27%	11%	+16	24%	+3	100%	64%	+36	71%	+29
	2016-2017	16%	7%	+9	13%	+3	25%	14%	+11	21%	+4	92%	60%	+32	64%	+28
	2017-2018	25%	14%	+11	25%	0	42%	15%	+27	30%	+12	88%	68%	+20	75%	+13
	2018-2019	34%	14%	+20	25%	+9	34%	16%	+18	31%	+3	74%	44%	+30	58%	+16
ED	2015-2016	46%	14%	+32	28%	+18	55%	20%	+35	31%	+24	100%	78%	+22	84%	+16
	2016-2017	44%	19%	+25	28%	+16	54%	23%	+31	32%	+22	91%	80%	+11	80%	+11
	2017-2018	41%	24%	+17	35%	+6	51%	24%	+27	35%	+16	85%	76%	+9	84%	+1
	2018-2019	49%	26%	+23	36%	+13	46%	26%	+20	36%	+10	68%	58%	+10	68%	0

*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				
		Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	60%	19%	+41	42%	+18	56%	24%	+32	44%	+12	-	-	-	-	-
	2016-2017	43%	20%	+23	43%	0	61%	29%	+32	48%	+13	-	-	-	-	-
	2017-2018	34%	29%	+5	51%	-17	64%	33%	+31	54%	+10	-	-	-	-	-
	2018-2019	72%	33%	+39	52%	+20	64%	36%	+28	55%	+9	-	-	-	-	-
Grade 4	2015-2016	49%	14%	+35	41%	+8	69%	18%	+51	45%	+24	100%	75%	+25	89%	+11
	2016-2017	58%	30%	+28	41%	+17	53%	28%	+25	43%	+10	92%	77%	+15	86%	+6
	2017-2018	42%	30%	+12	47%	-5	53%	26%	+27	48%	+5	83%	77%	+6	88%	-5
	2018-2019	50%	31%	+19	48%	+2	52%	31%	+21	50%	+2	92%	73%	+19	86%	+6
Grade 5	2015-2016	29%	8%	+21	33%	-4	38%	14%	+24	40%	-2	-	-	-	-	-
	2016-2017	34%	16%	+18	35%	-1	60%	20%	+40	43%	+17	-	-	-	-	-
	2017-2018	33%	24%	+9	37%	-4	49%	29%	+20	44%	+5	-	-	-	-	-
	2018-2019	21%	25%	-4	38%	-17	47%	28%	+19	46%	+1	-	-	-	-	-
Grade 6	2016-2017	42%	5%	+37	32%	+10	46%	7%	+39	40%	+6	-	-	-	-	-
	2017-2018	42%	21%	+21	49%	-7	49%	11%	+38	44%	+5	-	-	-	-	-
	2018-2019	28%	23%	+5	47%	-19	42%	15%	+27	47%	-5	-	-	-	-	-
Grade 7	2017-2018	54%	16%	+38	40%	+14	40%	14%	+26	41%	-1	-	-	-	-	-
	2018-2019	54%	13%	+41	40%	+14	35%	13%	+22	43%	-8	-	-	-	-	-
Grade 8	2018-2019	66%	26%	+40	48%	+18	34%	0%	+34	33%	+1	46%	31%	+15	66%	-20

*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				
		Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	20%	0%	+20	13%	+7	20%	0%	+20	18%	+2	-	-	-	-	-
Grade 4	2015-2016	40%	5%	+35	11%	+29	40%	8%	+32	16%	+24	100%	52%	+48	74%	+26
	2016-2017	20%	2%	+18	13%	+7	20%	0%	+20	16%	+4	80%	67%	+13	69%	+11
	2017-2018	-	-	-	-	-	20%	10%	+10	20%	0	-	-	-	-	-
	2018-2019	20%	16%	+4	18%	+2	40%	22%	+18	21%	+19	100%	64%	+36	68%	+32
Grade 5	2015-2016	0%	2%	-2	7%	-7	0%	9%	-9	13%	-13	-	-	-	-	-
	2016-2017	20%	3%	+17	9%	+11	40%	7%	+33	15%	+25	-	-	-	-	-
	2017-2018	0%	0%	0	11%	-11	17%	8%	+9	16%	+1	-	-	-	-	-
	2018-2019	20%	9%	+11	11%	+9	20%	9%	+11	17%	+3	-	-	-	-	-
Grade 6	2016-2017	0%	0%	0	7%	-7	0%	4%	-4	11%	-11	-	-	-	-	-
	2018-2019	0%	7%	-7	15%	-15	0%	5%	-5	15%	-15	-	-	-	-	-
Grade 7	2017-2018	50%	2%	+48	12%	+38	17%	2%	+15	12%	+5	-	-	-	-	-
Grade 8	2018-2019	33%	6%	+27	15%	+18	0%	0%	0	10%	-10	33%	13%	+20	32%	+1

*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				
		Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	38%	10%	+28	21%	+17	31%	15%	+16	28%	+3	-	-	-	-	-
	2016-2017	21%	12%	+9	19%	+2	42%	25%	+17	29%	+13	-	-	-	-	-
	2017-2018	32%	18%	+14	33%	-1	58%	24%	+34	40%	+18	-	-	-	-	-
	2018-2019	60%	21%	+39	33%	+27	60%	27%	+33	39%	+21	-	-	-	-	-
Grade 4	2015-2016	17%	7%	+10	17%	0	33%	12%	+21	23%	+10	100%	64%	+36	71%	+29
	2016-2017	27%	12%	+15	15%	+12	17%	15%	+2	20%	-3	92%	60%	+32	64%	+28
	2017-2018	35%	18%	+17	30%	+5	48%	19%	+29	32%	+16	88%	68%	+20	75%	+13
	2018-2019	47%	20%	+27	33%	+14	43%	19%	+24	38%	+5	90%	61%	+29	73%	+17
Grade 5	2015-2016	11%	1%	+10	8%	+3	11%	4%	+7	18%	-7	-	-	-	-	-
	2016-2017	0%	2%	-2	9%	-9	14%	10%	+4	18%	-4	-	-	-	-	-
	2017-2018	6%	16%	-10	20%	-14	31%	20%	+11	28%	+3	-	-	-	-	-
	2018-2019	11%	15%	-4	20%	-9	28%	18%	+10	30%	-2	-	-	-	-	-
Grade 6	2016-2017	0%	1%	-1	6%	-6	0%	1%	-1	15%	-15	-	-	-	-	-
	2017-2018	9%	9%	0	24%	-15	9%	4%	+5	23%	-14	-	-	-	-	-
	2018-2019	0%	8%	-8	22%	-22	14%	5%	+9	26%	-12	-	-	-	-	-
Grade 7	2017-2018	25%	3%	+22	15%	+10	25%	2%	+23	20%	+5	-	-	-	-	-
	2018-2019	38%	3%	+35	14%	+24	0%	4%	-4	21%	-21	-	-	-	-	-
Grade 8	2018-2019	22%	4%	+18	19%	+3	0%	0%	0	21%	-21	22%	10%	+12	30%	-8

*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				
		Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS	Evergreen CS	Hempstead UFSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	56%	20%	+36	31%	+25	56%	25%	+31	33%	+23	-	-	-	-	-
	2016-2017	47%	21%	+26	32%	+15	62%	29%	+33	37%	+25	-	-	-	-	-
	2017-2018	34%	27%	+7	40%	-6	64%	33%	+31	43%	+21	-	-	-	-	-
	2018-2019	72%	34%	+38	42%	+30	64%	36%	+28	44%	+20	-	-	-	-	-
Grade 4	2015-2016	48%	14%	+34	30%	+18	68%	19%	+49	33%	+35	100%	78%	+22	84%	+16
	2016-2017	55%	31%	+24	31%	+24	51%	29%	+22	31%	+20	91%	80%	+11	80%	+11
	2017-2018	43%	30%	+13	37%	+6	54%	26%	+28	37%	+17	85%	76%	+9	84%	+1
	2018-2019	50%	30%	+20	38%	+12	52%	31%	+21	39%	+13	92%	74%	+18	80%	+12
Grade 5	2015-2016	32%	9%	+23	23%	+9	38%	15%	+23	28%	+10	-	-	-	-	-
	2016-2017	33%	18%	+15	25%	+8	60%	22%	+38	31%	+29	-	-	-	-	-
	2017-2018	33%	24%	+9	27%	+6	49%	30%	+19	32%	+17	-	-	-	-	-
	2018-2019	21%	25%	-4	28%	-7	47%	29%	+18	36%	+11	-	-	-	-	-
Grade 6	2016-2017	39%	5%	+34	23%	+16	39%	6%	+33	28%	+11	-	-	-	-	-
	2017-2018	42%	20%	+22	39%	+3	48%	12%	+36	32%	+16	-	-	-	-	-
	2018-2019	28%	24%	+4	37%	-9	42%	15%	+27	36%	+6	-	-	-	-	-
Grade 7	2017-2018	54%	16%	+38	31%	+23	40%	13%	+27	30%	+10	-	-	-	-	-
	2018-2019	54%	14%	+40	30%	+24	35%	13%	+22	32%	+3	-	-	-	-	-
Grade 8	2018-2019	66%	27%	+39	39%	+27	34%	0%	+34	28%	+6	46%	32%	+14	53%	-7

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

EVERGREEN 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	Evergreen CS	NYS	Differential to NYS	Charter Total Tested	Evergreen CS	NYS	Differential to NYS	Charter Total Tested	Evergreen CS	NYS	Differential to NYS	Charter Total Tested	Evergreen CS	NYS	Differential to NYS
Algebra I (Common Core)	2019-2020	9	100%	100%	0	-	-	-	-	-	-	-	-	6	100%	100%	0
Physical Setting/ Earth Science	2018-2019	23	65%	92%	-27	-	-	-	-	-	-	-	-	23	65%	79%	-14
	2019-2020	20	100%	100%	0	-	-	-	-	-	-	-	-	13	100%	100%	0
	2020-2021	26	92%	99%	-7	-	-	-	-	-	-	-	-	17	88%	98%	-10

*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	Evergreen CS	NYS	Differential to NYS	Charter Total Tested	Evergreen CS	NYS	Differential to NYS	Charter Total Tested	Evergreen CS	NYS	Differential to NYS	Charter Total Tested	Evergreen CS	NYS	Differential to NYS
Algebra I (Common Core)	2020-2021	37	62%	97%	-35	-	-	-	-	15	40%	98%	-58	27	56%	97%	-41
Geometry (Common Core)	2020-2021	6	100%	100%	0	-	-	-	-	-	-	-	-	-	-	-	-
Living Environment	2020-2021	21	95%	98%	-3	-	-	-	-	-	-	-	-	13	100%	98%	+2
Physical Setting/ Earth Science	2020-2021	24	88%	98%	-10	-	-	-	-	13	92%	99%	-7	19	89%	98%	-9

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

EVERGREEN CHARTER SCHOOL

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

Not applicable to this charter school

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:

Not applicable to this charter school

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

EVERGREEN CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Evergreen CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	375	376	100%
2017-2018	450	449	100%
2018-2019	525	525	100%
2019-2020	600	592	99%
2020-2021	725	699	96%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District
2016-2017	6%	9%	-3	37%	42%	-5	84%	77%	+7
2017-2018	7%	9%	-2	41%	44%	-3	99%	91%	+8
2018-2019	9%	10%	-1	43%	42%	+1	100%	81%	+19
2019-2020	9%	11%	-2	43%	49%	-6	84%	69%	+15
2020-2021	11%	10%	+1	42%	48%	-6	87%	76%	+11

*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		
	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District	Evergreen CS	Hempstead UFSD	Differential to District
2016-2017	94%	88%	+6	87%	92%	-5	94%	91%	+3	94%	89%	+5
2017-2018	92%	83%	+9	96%	86%	+10	94%	88%	+6	93%	85%	+8
2018-2019	93%	84%	+9	91%	87%	+4	97%	88%	+9	94%	85%	+9
2019-2020	87%	84%	+3	85%	88%	-3	89%	87%	+2	87%	91%	-4
2020-2021	91%	69%	+22	94%	67%	+27	92%	68%	+24	91%	70%	+21

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

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

Not applicable to this charter school

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

EVERGREEN CHARTER SCHOOL

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

2016-17	2017-18	2018-19	2019-20	2020-21
K-6	K-7	K-8	K-8	K-9
K-12	K-12	K-12	K-12	K-12
375	450	525	600	725
1,100	1,100	1,100	1,100	1,100
376	449	525	592	699

ASSETS

Current Assets

Cash and Cash Equivalents
Grants and Contracts Receivable
Prepaid Expenses
Other Current Assets

1,657,089	1,139,911	2,661,914	597,124	2,280,718
249,367	1,322,530	330,757	1,833,457	2,230,611
155,984	175,246	182,684	268,157	336,474
42,418	46,992	51,844	132,236	92,515
2,104,858	2,684,679	3,227,199	2,830,974	4,940,318

Non-Current Assets

Property, Building and Equipment, net
Restricted Cash
Security Deposits
Other Non-Current Assets

912,507	1,022,097	2,098,057	3,285,980	3,964,453
75,000	75,000	75,000	75,000	75,000
-	-	-	-	110,000
-	59,904	-	-	-
987,507	1,157,001	2,173,057	3,360,980	4,149,453
3,092,365	3,841,680	5,400,256	6,191,954	9,089,771

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Payroll Taxes
Due to Related Parties
Refundable Advances
Other Current Liabilities

642,401	697,060	819,240	1,038,905	1,483,612
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	1,102,514
642,401	697,060	819,240	1,038,905	2,586,126

Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities

-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
642,401	697,060	819,240	1,038,905	2,586,126

NET ASSETS

Unrestricted
Restricted

2,449,964	3,144,620	4,581,016	5,153,049	6,503,645
-	-	-	-	-
2,449,964	3,144,620	4,581,016	5,153,049	6,503,645
3,092,365	3,841,680	5,400,256	6,191,954	9,089,771

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income

7,015,291	8,397,657	10,329,292	11,630,043	13,916,199
-	-	-	-	-
-	-	-	-	-
78,477	167,406	403,368	256,514	531,431
32,500	326,882	-	-	364,305
308,643	104,898	496,075	492,418	51,061
7,434,911	8,996,843	11,228,735	12,378,975	14,862,996

EXPENSES

Program Services

Regular Education
Special Education
Other Expenses

5,513,642	5,115,544	5,540,821	6,814,670	7,701,719
324,254	369,674	373,880	406,507	386,820
-	1,371,175	2,470,492	3,058,249	3,936,105
5,837,896	6,856,393	8,385,193	10,279,426	12,024,644

Supporting Services

Management and General
Fundraising

1,205,477	1,445,794	1,407,146	1,527,516	1,487,756
-	-	-	-	-
1,205,477	1,445,794	1,407,146	1,527,516	1,487,756
7,043,373	8,302,187	9,792,339	11,806,942	13,512,400
391,538	694,656	1,436,396	572,033	1,350,596

SUPPORT AND OTHER REVENUE

Interest and Other Income
Contributions and Grants
Fundraising Support
Other Support and Revenue

-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
391,538	694,656	1,436,396	572,033	1,350,596
2,058,426	2,449,964	3,144,620	4,581,016	5,153,049
2,449,964	3,144,620	4,581,016	5,153,049	6,503,645

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue

19,774	20,038	21,388	20,910	21,263
-	-	-	-	-
19,774	20,038	21,388	20,910	21,263

Expenses - Per Pupil

Program Services
Management and General, Fundraising

15,526	15,270	15,972	17,364	17,203
3,206	3,220	2,680	2,580	2,128
18,732	18,490	18,652	19,944	19,331
82.9%	82.6%	85.6%	87.1%	89.0%
17.1%	17.4%	14.4%	12.9%	11.0%
5.6%	8.4%	14.7%	4.8%	10.0%

FINANCIAL COMPOSITE SCORE

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

2.67	2.82	2.82	2.43	2.55
Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 1.2

1,462,457	1,987,619	2,407,959	1,792,069	2,354,192
3.3	3.9	3.9	2.7	1.9
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

Debt to Asset Ratio
BENCHMARK and FINDING:
Ratio should be equal to or less than 1.0

0.2	0.2	0.2	0.2	0.3
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

Days of Cash
BENCHMARK and FINDING:
Ratio should be equal to or greater than 60 days

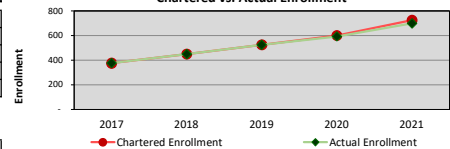
85.9	50.1	99.2	18.5	61.6
Meets Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Meets Standard

TOTAL MARGIN

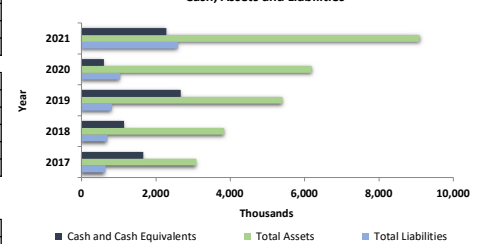
Total Margin Ratio
BENCHMARK and FINDING:
Ratio should be equal to or greater than 0.0

0.1	0.1	0.1	0.0	0.1
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

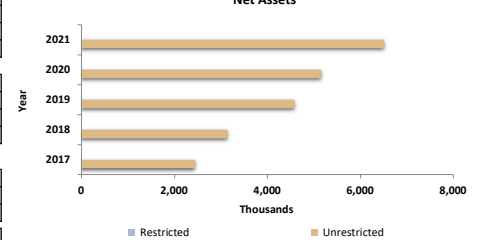
Chartered vs. Actual Enrollment



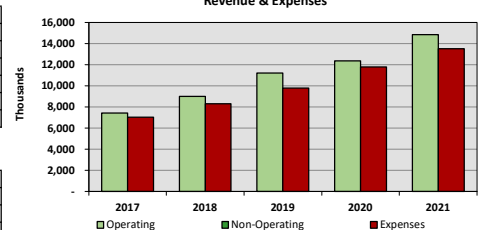
Cash, Assets and Liabilities



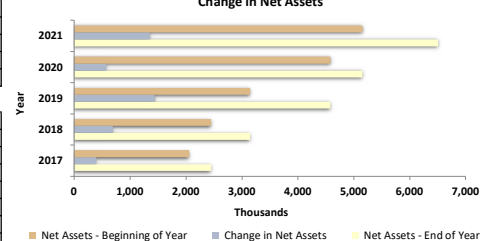
Net Assets



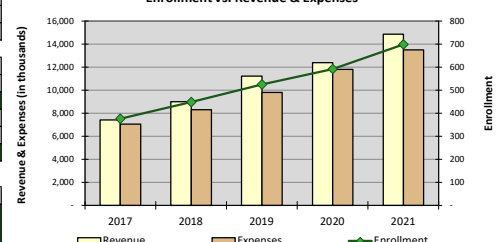
Revenue & Expenses



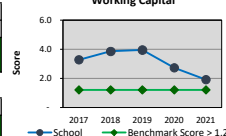
Change in Net Assets



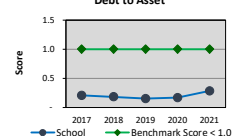
Enrollment vs. Revenue & Expenses



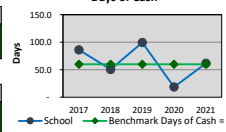
Working Capital



Debt to Asset



Days of Cash



Total Margin

