



New York State Education Department

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

Hebrew Language Academy Charter School 2

Renewal Site Visit Dates: November 9-10, 2021

Date of Report: March 21, 2022

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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	Hebrew Language Academy Charter School 2
Board Chair	Adam Miller
District of location	NYC CSD 21
Opening Date	Fall 2017
Charter Terms	Initial Charter: September 1, 2017 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	K - Grade 5 / 489 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 5 / 489 students
Comprehensive Management Service Provider	National Center for Hebrew Language Charter School Excellence and Development, Inc. d/b/a Hebrew Public
Facilities	1870 Stillwell Ave, Brooklyn - Private Space
Mission Statement	<i>Hebrew Language Academy Charter School 2 (HLA2) will provide its students with the foundation necessary to pursue advanced studies and become ethical and informed global citizens. HLA2 will offer a rigorous K-5 curriculum, which includes intensive instruction in the Modern Hebrew language. Our diverse student body will develop a strong sense of social and civic responsibility through the integration of service learning across the curriculum.</i>
Key Design Elements	<ul style="list-style-type: none"> • Rigorous instruction, including increased time on task, a readers/writers workshop/gradual release of responsibility approach, co-teaching, targeted instructional supports for students at risk, and Modern Hebrew language instruction, through a partial immersion approach. • Socio-economic, racial/ethnic, and linguistic diversity, deeply valued across the HP network of schools. • High-quality professional development (PD) and career pathways, to support the effectiveness and retention of our instructional staff members.

¹ The information in this section was provided by the NYS Education Department Charter School Office.
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	<ul style="list-style-type: none"> • Service learning across the curriculum to reinforce values of cross-cultural communication, empathy, citizenship, community, and social responsibility.
<p>Requested Revisions (Revisions are not approved unless approved by the Board of Regents)</p>	<ul style="list-style-type: none"> • To change the following Key Design Elements from: (1) Gradual release of Responsibility and Balanced Literacy; (2) Hebrew Language Instruction; (3) Service Learning; (4) Instructional Supports for Students at Risk; (5) Time on Task; (6) Partner Organization Support; and (7) Support entity; to the following:(1) OLAM Values; (2) Modern Hebrew Language; (3) Differentiated Instruction; (4) SEL and Supports; (5) Diversity, Equity, and Inclusion; (6) Harlem Studies; (7) Community Partnerships; and (8) Partnership with Hebrew Public. • To amend the charter school’s organizational chart to reflect significant changes.

Noteworthy: The Hebrew Language Academy Charter School 2 (HLA2) is among a small network of schools in New York City (NYC) that centers on the study of the Modern Hebrew language and Israeli culture. All students are engaged in learning Hebrew as a second, and in some cases third language, with a goal that students attain conversational proficiency by the fifth grade.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State (NYS) continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 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 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
Total Approved Enrollment	162	249	333	413	489

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

	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 5	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5
Total Proposed Enrollment	489	489	489	489	489

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:

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 HLA2 on November 9 – 10, 2021. The NYSED CSO team conducted interviews with the board of trustees, school leadership team, special populations team, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents.

The team conducted sixteen remote and five on-site classroom observations in K - Grade 5. The observations were approximately 20-25 minutes in length and conducted jointly with school and network team staff. NYSED utilizes the CSO’s remote Classroom Observation Worksheet as a lens for remote

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

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;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **CSO 2021 Parent, Teacher, and Student Surveys' Results:**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2020-2021 Faculty/Staff Roster;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Report;**
- **School's 2021 renewal application;**
- **2021 Notice of Deficiency and Corrective Action Plan;**
- **2021 CSO Check-in Site Visit Report;**
- **2020 CSO Mid-term Site Visit Report;**
- **Report from NYC DOE Committee on Special Education (CSE) 7; 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 November 9 - 10, 2021 at HLA2 see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Rating³**

2015 Performance Benchmark		Level
Educational Success	<p>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).</p> <p>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.</p>	Approaches
	<p>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.</p>	Meets
	<p>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.</p>	Meets
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	Meets
	<p>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.</p>	Meets
	<p>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.</p>	Approaches
	<p>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.</p>	Approaches
Faithfulness to Charter & Law	<p>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.</p>	Meets
	<p>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.</p>	Approaches
	<p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p>	Approaches

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

Summary of Findings

- HLA2 is in its fourth year of operation and serves students in K - Grade 5. During its current charter term, the school is rated in the following manner: meeting five benchmarks and approaching five benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:**

Among only a small network of schools in NYC that center on the study of the modern Hebrew language and Israeli culture, HLA2 was designed to honor and prepare students for global citizenship. The review of renewal documents and insights gained from the renewal site visit indicate that HLA2 is led by a strong founding leader and instructional team. The team is undergirded by a conscientious board and experienced Charter Management Organization (CMO), Hebrew Public (HP), which operates four schools on the east coast, including two others in the NYC metropolitan area. HLA2 opened its doors in the fall of 2017 and has added a grade level each academic year, and the 2019-2020 school year (SY) would have been the first year for third grade test takers. The waiver of the statewide assessments in the 2019-2020 SY rendered accountability based on state-mandated exams inapplicable. Despite the inability to administer state exams, HLA2 leadership is committed to accelerating student growth and thus has established goals and systems for progress monitoring with internal and interim assessments. Local Assessment Plan data submitted to the CSO showed a 93% participation rate for both ELA and math and 52% and 56% proficiency, respectively, which are promising results.

HLA2's commitment to racial and economic diversity is evident through its lived mission and partnerships with community-based organizations, such as the Coalition for Diverse Schools. The recent adoption of a new set of values and expectations has reinvigorated the school community toward the common vision of ensuring students are consistently engaged in *Outstanding Problem Solving, Lifelong Learning, Aware Communication, and Making a Difference*, which the school refers to as "OLAM values." HLA2 leaders have demonstrated intentionality and capacity to ensure the school continues to grow academically, as well as expand to serve more students, specifically English language learners (ELL) and economically disadvantaged students (ED).

HLA2's 2020 CSO Mid-Term Site Visit Report noted the need for "progress on consistent implementation and clarity with how restorative practices relate to the school's discipline policy." Based on evidence gathered during the renewal visit, including focus group discussions and classroom observations, the school has worked hard on correcting this. Teachers, leaders, and staff provide clear and consistent information on how restorative practices are applied, how they are conveyed to all stakeholders, and how they benefit the school.

Since the beginning of its current charter term, HLA2 has exceeded the district of location in the enrollment of Students with Disabilities (SWD).

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

HLA2's 2020 CSO Mid-term Site Visit Report noted as areas in need of improvement: low overall enrollment, low ELL enrollment, and low retention rates for all students and subgroups. These

concerns persist: aggregate enrollment has steadily declined since 2018, and ELL and ED enrollment is still below the district of location, as is “all student” and subgroup retention, based on SY 2020-2021 data. The school is currently in a facility that has capacity limitations, which the school claims has resulted in a self-imposed enrollment cap, and the CSO has received two informal complaints regarding the temporary facility, indicating the need for recess space, a lunchroom, and more windows. During focus groups, the board of trustees and CMO discussed a multitude of facility issues that have impacted the school’s expansion. Currently, the school is hoping to move to a new location that is expected to be ready by 2023. The board and the CMO have developed contingency plans given the impact of the COVID-19 pandemic.

Participation rates for the 2020-2021 NYSTP 3-8 assessments were just over 50%, and proficiency was mixed at 54% and 39% respectively for ELA and math. In terms of classroom instruction, the school is currently short-staffed, which has prevented it from implementing its ICT model with fidelity, and the Committee on Special Education (CSE) has reported that there are concerns regarding the delivery of specially designed instruction for students with an individualized education plan (IEP).

Other concerns include the need for the board of trustees to consistently conduct self-evaluations and evaluations of the CMO. In addition, during the charter term, the school has been out of compliance with statutory requirements for teacher certification and employee fingerprint clearances. As noted, school leaders report immediate staffing challenges, and although workforce shortages are currently prevalent among NYC schools and in all sectors and industries, this must be addressed.

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: Approaches

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.

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark cannot be assessed. Given the grade levels served and the COVID-19 pandemic, CSO only has one year of 3-8 assessments so no growth statement can be made.

See Attachment 1 for data tables and additional academic information.

In terms of NYSTP 3-8 Assessment results, participation rates for the 2020-2021 assessments were just over 50%, and proficiency was mixed at 54% and 39% respectively for ELA and math. The following is based on internal and interim assessments administered at the local school level, self-reported by the school and network team.

HLA2's BM 1 narrative indicates that the school's NWEA-MAP goals for the charter term are "partially met" and its Fountas & Pinnell (F&P) goals are not met. The NWEA assessment trend over the course of the charter term shows a drop in proficiency, but the only available data for comparison are from SYs 2018-2019 and 2020-2021, for which Grade 1 reading proficiency dropped from 65% to 47% and Grade 1 math proficiency dropped from 85% to 64%. Grade 2 reading proficiency stayed steady at 57%, and Grade 2 math proficiency dropped from 70% to 65%. F&P proficiency dropped from 68% to 26%.

School year 2020-2021 results, however, indicate some progress in terms of meeting goals set. The school's BM 1 narrative indicates progress in math: "In the 2020-2021 school year, we did not reach our goal of at least 55% first graders achieving performance at or above grade level in the reading test, as we performed at 47%. In math we did reach the goal, surpassing the 55% benchmark and achieving 64% at or above grade level. For second grade students we did not meet the metric of 65% achieving at or above grade level in ELA, performing at 57%, and for math we did reach the goal, performing at 65%."

The school's 2021 Self-Evaluation Report and its BM 1 narrative express a view that was reinforced in focus groups: "HLA2 leadership acknowledges that growth is still needed in both ELA and math for all students across grade levels." The self-evaluation also outlines notable strengths and progress and states that, "In third and fourth grade, ELA performance improved on our monthly quizzes from February to June" and "For each year of its current charter term, HLA2 received an accountability designation of Good Standing."

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.

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	a. The school has a documented curriculum that is aligned to the NYSLS. 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. <i>Instruction</i>	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. <i>Assessment and Program Evaluation</i>	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. <i>Supports for Diverse Learners</i>	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:

- Integrated co-teaching (ICT) is applied, with a particular focus on ELA and math periods. In ICT classrooms, a general studies and special education (SPED) teacher team, or two general studies teachers support instruction through all academic periods. “Floaters” are used to support with

core content, so that “classrooms have co-teaching frequently occurring at scheduled times in the day/week,” creating a student to teacher ratio of about 14 to 1.

- HLA2 uses the Gradual Release of Responsibility model to drive instruction, which emphasizes elements of student-driven inquiry.
- Instructional strategies applied include focus lessons, guided instruction, collaborative learning, and independent learning.
- From K – Grade 4, ELA and social studies content are interwoven into one humanities block. In K – Grade 2 this is through Readers’ and Writers’ Workshop and in Grades 3-5 through Expeditionary Learning.
- Wilson Foundations phonics is used to develop phonemic awareness, fluency, phonics knowledge, and basic comprehension skills, and “early grades” have daily phonics instruction.
- A critical feature of the early literacy program is guided reading, and HLA2 uses the Readers’ Workshop model for comprehension instruction in K - Grade-2, applying a combination of scripted/adapted lesson plans and the “newly launched Insight curriculum from the Lavinia Group.”
- Students in Grades 3-4 continue to receive guided reading through in-class targeted instruction or pull-out intervention services. Depending on the students’ needs, intervention services will include remedial phonics content through the Wilson Just Words program or the leveled literacy intervention.
- Remote learning tools piloted in SY 2020-2021 include Zearn Math and Amplify ELA. a “tailored resource for students to use during small group instruction” and “during a rotation in which students are largely doing independent work.”
- The Eureka math program is used in K – Grade 5, including a “number stories” block in which students “make sense of and grapple with complex word problems in an inquiry-based format” and “explain their thinking, approach, and strategy in solving the problem through modeling, algorithms, and strong explanations.”
- In modern Hebrew, HLA uses the Proficiency Approach to language acquisition, and curricular materials are drawn from “all genres of texts that were produced by native speakers for native speakers such as children’s stories, songs, media clips and objects representing the target culture such as authentic games, signs and posters.”
- Hebrew teachers, supported by the Hebrew academic dean, continuously adapt, supplement, and revise this curriculum to suit their specific classroom and student contexts.
- HLA2 students explore life science, physical science, earth science and the human body.

Academic Program for Students with Disabilities and English language learners:

- HLA2 provides instruction to SWDs in the least restrictive environment possible to the extent appropriate and subject to the requirements included in each student’s IEP.
- HLA2 provides SETSS and ICT within each grade, based on the mandated settings and learning needs of its enrolled SWD.
- HLA2’s ENL teachers uses Sheltered English Immersion (SEI) strategies in both a push-in and pull-out model, and ELA instructional materials support ELLs’ English language development that includes a “strong phonics-based approaches with rich content” and are ideal for an SEI approach.

Note: 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 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. Although supports for diverse learners can be strengthened, evidence gathered during the site visit shows that the educational program is sound, student engagement is high, and instruction is data-driven.

1. Element: ***Curriculum:***

- **Indicator a:** School leaders emphasized in their focus group that the curriculum is “vetted” and aligned with NYS Next Generation Learning Standards (NGLS) and programs such as EngageNY’s Eureka Math. In the elementary grades, ELA and social studies content are interwoven into one humanities block. Wilson Foundations, Readers’ and Writers’ Workshop, and Amplify ELA allow students to work on a targeted learning path during their independent reading blocks, when not being pulled for small group. Eureka Math is utilized in the middle school grades. During focus group discussions, the instructional leadership team shared there was a shift during SY 2020-2021 to Houghton Mifflin for science. The team explained that the curriculum is selected centrally by the network program team, and network directors ensure alignment.
- **Indicator b:** As indicated in the school’s renewal application, teachers use both scripted and adapted lesson plans. In accordance with its mission and values, HLA2 leadership is attentive to ensuring its curricula texts, materials, classroom visual aids, and instruction are demonstrative of its commitment to represent diversity in voice, culture, and perspective, supplemented by the monthly cultural celebrations/events that the culture team adds to the calendar.
- **Indicator c:** In the leadership focus group, HP leaders indicated that the scope and sequence is standardized across its network of schools, and network director teams review all curriculum to ensure alignment, with input from the head of school, deans, and teacher committee. This review results in codified revisions. The renewal application references a curriculum audit in the 2021-2022 SY, which was also referenced by HP instructional leaders during the focus groups. Ninety-four percent, or 29 out of the 31 teachers reported in the school-submitted 2020-2021 faculty/staff roster, responded to the CSO 2021 Teacher Survey. Of those responding, 90% strongly agree or somewhat agree that the school’s curriculum is aligned horizontally across the same grade level classrooms, and 89% strongly agree or somewhat agree that the school’s curriculum is aligned vertically between grade levels.
- **Indicator d:** Teachers shared during focus group discussions that professional development has been geared toward training teachers to develop differentiated reading and writing supports during whole class instruction. They also stated that differentiation can be observed through differentiated assignments, extra modeling practice, small-group instruction, or individual support based on student need. During classroom observations, students were assigned to small groups for differentiated instruction, and lesson plans included notes and details for

modifications. The renewal application asserts that during independent practice teachers conference with students individually and in small groups.

- **Indicator e:** The renewal application states that HLA2 school leadership and HP annually review feedback from student data, classroom teachers, students, and families to assess the curriculum's effectiveness. Also referenced was the school's plan to audit the ELA curriculum in the 2021-2022 SY, and during the focus group HP leadership implied that this audit was still pending. According to the renewal application, when new curriculum is selected, teachers receive background and context about why the curriculum is selected, are asked to review it for efficacy, and provide feedback based on their instructional experience.

2. Element: **Instruction:**

- **Indicator a:** Teachers in their focus group said that they define high quality instruction as focusing on "engaging all students" by, for example, using "warm calling" and "turn and talks." HLA2 is supported in this area by its CMO, and school leaders work with HP's chief schools' officer to guide and monitor instruction. According to the renewal application and based on observations during the renewal site visit, HLA2's academic program is rigorous, supportive, and unique. The school's educational philosophy is grounded in a belief that all children can demonstrate substantial academic growth, with a focus on social and emotional growth and on meeting the needs of diverse learners. The HLA2 team is committed to improving student proficiency and have designed targeted reading intervention in Grades 3 and above, as well as targeted small groups for guided reading in K – Grade 4. However, one school leader indicated, "The guided reading 'launch' is not quite where we want it to be," and this is an area of focus for the coming year.

The school's schedule includes at least one ICT class per grade level, and according to teachers and school leaders all ICT classrooms have one general education teacher and one SPED teacher. School leaders discussed in their focus group that the two-teacher model has been "pushed" because of the impact of the COVID-19 pandemic on learning, but also acknowledged that they are currently short staffed and cannot implement ICT in every classroom. During the renewal site visit, evaluators observed strong instructional practices of blended learning and co-teaching. Differentiation strategies were not referenced in some lesson plans provided during the renewal site visit, but instructional staff were observed providing push-in support to individual students in some classrooms.

Eighty-nine percent of teachers who responded to the CSO 2021 Teacher Survey strongly or somewhat agree that the school staff has a shared understanding of high-quality instruction that supports all learners. It is worth noting that 10% either strongly or somewhat disagree with this statement.

- **Indicator b:** In more than 90% of classrooms visited, most students appeared to be engaged, and teachers were fairly adept at keeping students on task. Teachers primarily used call and response techniques as checks for understanding, but it was evident through opening (do now) and closing (exit ticket) activities that assessment for learning and mastery was taking place. Calling on students randomly or "cold-calling" rather than asking for volunteers would allow more reticent

students to participate and allow teachers to ascertain knowledge more thoroughly. Teachers appeared skilled at using technology, including a platform that recorded student responses. However, little or no peer-to-peer communication, reading, or writing tasks were observed. Ninety-three percent of teachers who responded to the CSO 2021 Teacher Survey strongly or somewhat agree that the school's instructional delivery fosters engagement with all students, whereas 7% who responded strongly or somewhat disagree with that statement.

In focus group discussions with teachers and special populations staff, they outlined instructional priorities for the 2021-2022 SY, which include a focus on leveraging higher order thinking and differentiation and ensuring teachers deliver grade-level instruction that is robust and rigorous. Other academic goals mentioned include "filling in gaps for learning loss" and "making sure that the students are doing the heavy lifting." Teachers specifically discussed a current focus on reviewing exit ticket data in "real time" to target missed skills and gaps across the grade and content areas.

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

- **Indicator a:** The HLA2 renewal application asserted that in SY 2021-2022 the school will be growing its internal assessment program. Furthermore, the protocols for analyzing and responding to data have been refined to enable quicker turnaround time at all levels. During focus group discussions with the instructional leadership team and based on documents submitted in the renewal application, it is evident that a core part of the school's instructional identity is being data driven and responsive. Despite being unable to administer statewide exams in the 2019-2020 SY, the instructional leadership team responded by ensuring internal quizzes and interim assessments were used to analyze performance and make sound instructional decisions. Monthly quizzes are implemented all year, as well as frequent Foundations quizzes and daily exit tickets. School leaders shared in the renewal documents that the network team analyzes quiz data and reviews for growth, standards mastery, subgroup performance, and class section performance. This data informs network and school-based leaders' priority areas and informs teachers' instructional plans. The school's spring 2021 Local Assessment Plan data using the NWEA-MAP show positive results for all students. It shows that 93% of all students were tested and of that percentage 52% were proficient in ELA, and 56% were proficient in math.
- **Indicator b:** During focus group discussions, teachers shared how the use of qualitative and quantitative data is used to inform instruction and improve student outcomes. HP implemented quarterly data meetings at the network and school level to ensure school leaders are responsive to data and creating aligned action plans. School leaders work closely with HP's chief schools' officer and her team; and indicated in focus group discussions that the K - Grade 2 academic dean and assistant head of school take the lead on measuring goals and establishing progress. Network leadership provides a Google Data Studio report and gives this to the school to use while working within teams. Leaders meet with teachers each assessment cycle and establish a four-week plan in which data is disaggregated by subject and class, and "we look for gaps and strengths." Teachers in their focus group described how they receive a biweekly Excel spreadsheet outlining areas of growth and development: "During weekly grade team meetings we discuss what we missed, and the network sets the benchmarks." Data and targets are examined both schoolwide and during one-on-one meetings with coaches. One teacher said, "We look at data from a standards-based perspective and use it to differentiate instruction and determine interventions."

- **Indicator c:** The school’s 2021-2022 curriculum audit may be a function of assessing the effectiveness of the academic program; however, based on discussions during the focus groups, leadership stated that teachers were being coached to align learning objectives. Since the visit, school leaders have stressed that they are “constantly using data to consider the state of the academic program and what adjustments need to be made” and that “data from interim assessments were used to determine which standards needed spiral review or additional instruction, and adjustments were made to math lessons as a result.” The school’s 2021 Self-Evaluation Report stated that as a result of low reading scores, the team shifted in the 2021-2022 SY to extended time in guided reading and increased small group instruction for students needing additional support. References to the intentionality and focus on small group instruction was a consistent theme throughout the focus group discussions with teachers and was seen during classroom observations. HLA2 leadership has set rigorous goals. For example, reports shared by school leadership indicate that the goal for the current year’s NYSTP ELA test administration is: 75% of all Grade 4 and 5 students who took the assessment in the previous year (the matched cohort) will maintain or increase their previous year’s proficient score, or trend towards proficiency from their previous non-proficient score.

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

- **Indicator a:** In terms of supports for diverse learners, differentiation strategies described in all teacher and leader focus groups include leveled breakout rooms, K - Grade 2 small group instruction, pausing to re-teach, and increased use of technology. A CSO team member observed during a classroom visit the teacher’s use of a handout designed specifically for ELLs, which included vocabulary words along with a visual representation and definition. Those in the special populations team focus group outlined RtI supports as follows: Tier 1 supports include evidence-based practices, ICT, and strategic grouping; Tier 2 supports include targeted small group instruction; and Tier 3 supports may include five days per week of SETTS. Teachers shared during their focus group that there is time blocked in the schedule (30 min, four times/week) for targeted small groups, prioritizing students’ needs for sustained small group tutoring opportunities. These small group opportunities allow teachers to assess mastery and challenge the most struggling students in real-time. However, according to NYCDOE Committee on Special Education (CSE) 7, “The school requires additional assistance and support in understanding specially designed instruction (SDI) [and] discussions about SDI are often vague and school staff tends to struggle with showing how they provide SDI to students.”

The overall approach to ELL instruction and differentiation was explained, during the special populations focus group discussion as follows: “The New York State Identification Test for English Language Learners (NYSITELL) is administered at the beginning of year to see where students perform. Students are grouped based on performance, and end of year tests are administered to determine where to place them for the next academic year. Teachers have access to the NYSITELL and the New York State English as a Second Language Achievement Test (NYSESLAT) level data and are able to review information when planning vocabulary instruction, but there is still a need to work with academic teams. A special administration of the NYSESLAT may occur when a number of students reach the commanding level.” There is currently not an interim assessment to determine rate of progress. Nor does the school offer any outside of school time resources for language acquisition. In their focus group those in the special populations team emphasized that

many ELLs tested out of ELL status when the special administration of the NYSITELL was held last fall; however, “wrap around supports” (former ELL services) are still provided.

- **Indicator b:** While school administrators were asked by the CSO team to highlight for observation those classes with a high density of ELLs, it was not apparent within the class who those students were, and no extra support was noted. It is not known if teachers were dually certified in TESOL, and some classes had only one teacher. According to 2021 NYSED Charter School Information dashboard reports (Attachment 1), HLA2 enrolls a greater percentage of SWDs than that of the NYC CSD 21: Most recently, in 2020-2021 HLA2 enrolled twenty-eight percent, while the district enrolled twenty-one percent.

In terms of SWDs and students with an IEP, the school’s renewal application states that HLA2 provides instruction “via the least restrictive environment possible to the extent appropriate and subject to the requirements included in each student’s IEP in accordance with all applicable federal and state laws and regulations” (e.g., IDEA). There is a full-time social worker on-site, as well as two social work interns. During the special populations focus group, teachers explained that the SPED coordinator monitors how students are progressing on their IEP goals and whether the goals are correct and evaluates programs to ensure that student needs are met. She indicated that she works closely with teachers on implementing behavior plans and works with the dean of culture who also provides compliance and services oversight. According to HLA2’s 2021 Self-Evaluation Report, all newly-enrolling families of SWD’s meet with the SPED coordinator. During that check in, they review the student’s IEP together, focusing on management needs, yearly goals, and specific supports that the student qualifies for. The SPED coordinator details how these services will be provided to ensure fidelity. However, NYC DOE Committee on Special Education 7 reports that there have been challenges with coordinating schedules with classroom teachers and “the school sometimes improperly directs a special education coordinator who is not familiar with the student to participate in IEP meetings,” and another area of improvement surrounds pre-determination by school staff regarding IEP recommendations: “When referring new students for initial evaluation, the school usually provides no evidence that Rtl was used or attempted to support students.”

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 improved from an Approaches to a Meets. HLA2 has significantly improved and unified its application of restorative practices and has seen improved school culture and climate as a result of the steady implementation of morning meeting and closing circle and the emphasis on strong routines and rituals.

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

- **Indicator a:** During the teacher focus group, there was a consensus among the group that the social and emotional (SEL) deans and staff were needed to support students, as well as teachers, in terms of behavior management. All teachers acknowledged the attentiveness, expertise, and skill of the existing dean, indicating they often engaged him for support, but also stated that he may need additional support, in the form of associates, in terms of implementing responsive classroom. Those in the leadership focus group described how school leaders and deans listen to ensure that responsive classroom language is being used by teachers and staff and look for an “aligned/unified vision of how to redirect students.” During the focus group discussion, the dean of culture emphasized “the power of relationships” and how responsive classroom helps with steady engagement. He also described responsive classroom as a “game changer.” The school culture observed during the site visit reflected that of a caring, rigorous, diverse, and inclusive learning environment.
- **Indicator b:** During focus group discussions, teachers indicated that they are reviewing and considering implementation of the zones of regulation to address social/emotional development and behaviors. During classroom observations, students appeared attentive, engaged, and conscientiously aware of how to redirect themselves, and the on-site visit confirmed a closely monitored and disruption-free hall environment, at least on that day. School leaders take turns working in the hall with a laptop, so that they can monitor the environment and be available quickly while also handling their routine duties.
- **Indicator c:** In the CSO 2021 Teacher Survey, 93% of responding teachers strongly agree or agree that the school environment is free from harassment and discrimination. Those in all focus groups emphasized a zero-tolerance policy regarding bullying and spoke of the many activities that are held during anti bullying month.
- **Indicator d:** Based on classroom observations, class environments are conducive to learning and generally free from disruption. Hebrew language classes featured strong rituals and routines with which students were familiar. All focus groups discussed how building time for reflection into the schedule has made a difference. During focus groups, teachers expressed that morning meeting/advisory and closing circle have helped re-establish rituals and routines to socialize students just returning to the school building after COVID-19 pandemic remote learning and have helped improve the school climate and culture. The dean of culture described how all teachers and staff pay close attention to “culture setting” and the need to have students do the “heavy lifting” around routines and rules.

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

- **Indicator a:** During focus group discussions, teachers shared that the school regularly communicates with and engages families through platforms such as FourSquare and ClassTag, which are offered in different languages and allow for communication directly to teachers. Also, parent information groups are held not only in English, but in Spanish and Russian. Teachers stressed that school-to-home relationships have been strengthened as a result of the COVID-19 pandemic and said that they share personal emails and phone numbers with parents. One school leader said, “we encourage open door communication” and provide lots of points for feedback,

including early feedback emails, weekly community meetings, a welcome program/orientation for SWD families, and town halls, specifically to keep families informed regarding the new facility we are developing. Those in all focus groups reiterated that the school-to-home relationship has been strengthened as a result of the COVID-19 pandemic. During the focus group discussion, the dean of culture emphasized that activities such as weekly community meetings, town halls, and events such as “movie night,” are held to keep families informed and develop positive relationships. In addition, HP has offered subsidized childcare for parents and caregivers who needed coverage during quarantine and periods of remote learning.

- **Indicator b:** During focus group discussions, teachers shared that they often communicate with parents via the aforementioned platforms regarding student strengths and needs. They also indicated their willingness to connect with parents outside of typical parent-teacher conference sessions, and they reach out when there is good news to share regarding student achievement or behavior: “We share personal emails and phone numbers if parents need to contact us.” Those in the special populations team focus group described how they sometimes use NYC DOE translation services for IEP meetings or for any family communication, as well as Parent Square, which has an auto-translate function. Parents meet one on one with the SPED coordinator to discuss student needs and goals, individualized programs, and any requests for support/extra assistance. In addition, school leaders said they ensure that all homeroom teachers have contact points with families.
- **Indicator c:** In addition to the CSO 2021 Teacher and Parent Surveys, HLA2 issued multiple surveys during remote learning to assess the needs of parents and students. Only ninety-five parents or 29% of the parent population responded to the CSO 2021 Parent Survey; however, 94% of parents responding strongly or somewhat agree that the school seeks feedback from parents through surveys, meetings, or some other way.
- **Indicator d:** NYCDOE Committee on Special Education (CSE 7) reported to the CSO that “the school diligently follows up regarding parent concerns and they collaborate with the CSE team regarding contacting parents. However, when parents do not agree with the school’s policies, recommendations, or implementation of services, parents have reported that the school staff does not communicate effectively and can be dismissive.” Of those parents responding to the CSO 2021 Parent Survey, 70% indicated that they strongly agree or somewhat agree that the complaint policy was easy to understand, and 66% of those responding strongly agree or somewhat agree that the complaint policy was easy to find.
- **Indicator e:** Of those parents responding to the CSO 2021 Parent Survey, only 57% indicated that they strongly agree or somewhat agree that the school informs parents about how it performs compared to other schools in the district and NYS. Ninety percent (29) of HLA2 teachers responded to the NYSED CSO 2021 Teacher Survey, and only 83% of responding teachers strongly agree or agree that parents receive regular and timely information on their child's academic progress in their home language.

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

- **Indicator a:** During focus groups with teachers, they repeatedly expressed the need to have more talent and capacity to work with students who have experienced trauma. Teachers expressed concerns that space limitations also inhibited student opportunity to socialize (i.e., recess) and to have personal space. Student movement, such as dance breaks, were observed during classroom observations and have been incorporated by teachers as an SEL strategy for transition time. School leaders stressed that they try to make sure students get lots of fresh air during “nature walks” and indicated that advantages of the new school building include a gym, outdoor play space, and proximity to Bensonhurst Park. Also, they applied for Play Street, a program that will shut down a city street to use during school hours. According to the school’s self-evaluation report and focus group discussions, the school implements a responsive classroom approach, which is based on teaching social and emotional competencies: cooperation, assertiveness, responsibility, empathy, and self-control. The self-evaluation indicates that teachers impart these competencies through teacher modeling, peer collaboration, and facilitated reflection.
- **Indicator b:** Morning meeting and closing circle are used as touchpoints for assessing the social-emotional needs of students. Attendance is also used as an indicator, and sixty-nine percent of teachers responding to the CSO 2021 Teacher Survey strongly agree or agree that attendance is not an issue at the school. During the focus group discussions, teachers indicated that when attendance is submitted in the morning, calls are generally made to families who have not arrived by 9:00 am. Teachers shared that this is an additional touchpoint with families for support.
- **Indicator c:** Focus group discussions and renewal documents relate that, at minimum, school leadership and teachers are anecdotally assessing the effectiveness and impact of programs. According to the CSO 2021 Teacher Survey, 79% strongly or somewhat agree that school leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. No evidence of systematic collection or review of data related to programmatic impact was shared or collected. However, staff indicated during focus group discussions that leadership is responsive to requests for support.

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. This is based on performance on key indicators derived from the school's independently audited financial statements.

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

HLA 2 appears to be in 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. HLA2's 2020-2021 composite score is 3.00.

**Composite Scores
2017-2018 to 2020-2021**

Year	Composite Score
2017-2018	1.26
2018-2019	2.25
2019-2020	2.50
2020-2021	3.00

Benchmark 5: Financial Management

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

Finding: Meets

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

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

1. The school has 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 HLA2'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

<i>Element</i>	<i>Indicators</i>
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. This is due, in part, to the board’s limited K - Grade 12 expertise, which impacts its capacity to effectively monitor and evaluate the CMO.

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

- **Indicator a:** Based on a review of the resumes and bios of the board, membership has the requisite skills and background to serve as a high-functioning board. However, additional trustee experience and expertise is needed in the area of K - Grade 12 school instructional leadership. During the focus group, the board chair shared that trustees have been discussing increasing the board size, considering adding a parent to the board, and looking at business owners and/or those who have experience in communications, marketing, and K - Grade 12 academics. The school’s 2021 Self-evaluation Report indicates that outreach is conducted through its parent/guardian community, school leadership, current board members, and HP, but based on discussion during the board focus group there is currently no active recruitment.
- **Indicator b:** The school’s 2021 Self-Evaluation Report indicates that the board is highly involved in monitoring enrollment and facility planning. Specifically, as related to ongoing facility concerns, during the focus group the board shared its knowledge, concerns, and optimism as related to the facility planning. They said that other goals include focusing on the school’s SEL needs, making

up for learning loss, maintaining a healthy environment, supporting school leaders, and holding the CMO accountable. They are also working on community partnerships, which currently include the Brooklyn Chamber of Commerce, the Jewish Community Center of Bensonhurst for after school services, and the Kings Bay YMCA. The self-evaluation report indicates the board training and development is offered through BoardSource. However, trustees in the focus group did not identify objectives, goals, or areas of focus for future board development.

- **Indicator c:** Tailored governance training would support and strengthen the board’s capacity to provide active oversight of the charter school management and progress toward meeting academic and other school goals. During their focus group, board members expressed that they maintain a good relationship with the CMO and listen to public stakeholders: “We bring stakeholder comments back to the CMO, especially regarding enrollment, the new facility, and the pandemic response.” They stressed that they are “rigorous” in evaluating school leaders: “We look at school data and we drill down on why, for example, siblings are not enrolling.” They believe that, overall, school leadership is doing “extraordinarily well.” One board member indicates that the CMO ensures that the board self-evaluation takes place, which was conducted “within the past two or three months,” along with the CMO evaluation.
- **Indicator d:** According to the renewal application, the board relies on retained legal counsel to update school policies; this is supported by a letter indicating as such in the renewal application. During the focus group, the board discussed regularly conducting policy reviews, such as discussing a staff vaccine mandate before NYC DOE made its decision about vaccination. HLA2 has submitted to the CSO a revision to its by-laws. The CSO has reviewed polices submitted with the school’s renewal application, as well as the CMO contract, and will notify the school regarding revisions needed for it to be in compliance with the law, its charter, and CSO policy.
- **Indicator e:** According to the school’s 2021 Self-Evaluation Report, the board evaluates school performance based on financial health (P&L, cashflow, historical performance), academic performance (state assessments, interim assessments such as MAP), and stakeholder engagement (parent/guardian and staff survey data; and other key student measures such as attendance rates and discipline data).
- **Indicator f:** The renewal application indicates that legal counsel, Cohen & Schneider, reviews and advises the board of its legal obligations. According to the school’s 2021 Self-Evaluation Report, counsel regularly apprises the board of any new legal obligations. Additional board capacity in K - Grade 12 expertise, including education law, will mitigate the over-reliance on external support and balance oversight of the management company, specifically, as related to past cross-pollination of board and CMO interests.

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: Approaches

<i>Element</i>	<i>Indicators</i>
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 declined from a Meets to an Approaches. Issues over the course of the charter term include teacher certification and staffing.

1. Element: **School Leadership:**

- **Indicator a:** During the teacher focus group, teachers expressed confidence in the head of school and instructional leadership team, including network staff, to lead and improve school

performance. This is supported by responses to the CSO 2021 Teacher Survey, which indicated that 93% of teachers responding strongly agree or agree that “the school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.” According to the school’s 2021 Self-Evaluation Report, the annual evaluation of the head of school is conducted by HP in collaboration with the board. The evaluation focuses on three key domains of leader performance: programmatic leadership, operational leadership, and community partnership. In addition to the HP team, school stakeholders are invited to provide input in each of the domains.

- **Indicator b:** Ninety percent (29) of HLA2 teachers responded to the CSO 2021 Teacher Survey, and 86% strongly or somewhat agree that the school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communication. The renewal application includes a revision request for a new organization chart, which HLA2 suggests will provide better teacher support and clarified lines of accountability for instructional outcomes.
- **Indicator c:** Based on the school’s 2021 Self-Evaluation Report and as described during focus group discussions, HLA2 leaders prioritize building and sustaining strong relationships with its stakeholders. The head of school engages in weekly communication with staff and families that share important school updates and initiatives while celebrating staff and student achievements. The themes of consistent and transparent communication were shared during multiple focus group discussions. Parents and staff are offered multiple opportunities, formal and informal, to provide feedback to the school. According to the school’s 2021 Self-Evaluation Report, over the charter term, HLA2 leaders leveraged parent meetings, a new communication platform that offers communications via email and text in the stakeholder’s preferred language, webinars, and virtual town halls to stay more connected with staff, families, and board members.
- **Indicator d:** According the school’s 2021 Self-Evaluation Report, the HP Talent Team is responsible for recruiting and hiring high quality personnel to meet all of the educational and operational needs of the school. During focus group discussions school leaders shared that during the last charter term the school’s hiring process was enhanced to further ensure that the school hires the best certified candidates. Through this enhanced process, the school selects teachers and staff based on strong academic preparation, instructional/operational knowledge and expertise, professional competence, intellectual rigor, appreciation of diversity, and emotional maturity.

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

- **Indicator a:** According to documentation submitted by HLA2 following the renewal site visit, the HLA2 teaching staff is comprised of 32 teachers, of whom 43% have earned advanced degrees. Forty percent of the teaching staff are certified or pending certification, and the HP talent team is working with the NYC Charter School Center on a certification audit and on boosting credentials: “For our current recruitment and hiring we are ensuring that prospective hires hold NYS certification. As an incentive we offer paid time off to take necessary exams and tuition reimbursement, and we are developing formal partnerships with institutions of higher education.” The head of school is entering her fourth year as the HLA2 school leader. Those in the leadership focus group described how they hire and retain a diverse staff, a large percentage of whom are from immigrant families and speak languages other than English--these include Asians, Eastern Europeans, and Afro-Caribbeans. They stress they are actively working on hiring

staff who mirror the diversity of the student body and on hiring male teachers, as these are underrepresented in elementary schools.

- **Indicator b:** During the focus group discussion, teachers shared that grade teams meet weekly to develop lesson plans and review academic data and that they collaborate with grade teams from other network schools, which all share a similar program. ICT teams have dedicated planning time.
- **Indicator c:** The school’s 2021 Self-Evaluation Report indicates that for the past two years, HLA2, in partnership with HP, hosts two-week summer professional development for the leadership team and teachers. In addition to the summer sessions, all staff meets weekly for a combination of targeted professional development, general updates, and community building led by school and HP network leaders. The school’s renewal application reports that the professional development is focused on assessing student growth, adjusting instruction, and building relationships and routines with students, as well as the many small requirements of school staff. In addition, each week the CMO convenes school leaders across its network to discuss best practices for coaching teachers, implementing data driven instruction, and applying assessment components. When asked by the CSO if they have a professional development “wish list,” those in both the teacher and special populations focus groups said they would like to see more training on trauma-informed practices and zones of regulation, as they are seeing more significant behavior issues since the start of the COVID-19 pandemic. In the past, they have worked with the Child Mind Institute.
- **Indicator d:** Eighty-nine percent of the HLA2 teachers who responded to the CSO 2021 Teacher Survey strongly agree or agree that the school staff has a shared understanding of high-quality instruction that supports all learners. According to the renewal application, the HP network adopted a version of the Danielson Framework for teacher observation and evaluation and introduced it to HLA2 teachers in the summer of 2019. Similarly, two versions of the New Leaders Framework were introduced for instructional and non-instructional leadership. During the focus group discussion, teachers described receiving feedback outside of the formal evaluation/observation cycles and noted that network staff may “pop-in announced or unannounced.” According to the renewal application, a mid-year rating includes overall performance level and areas of strength and growth. There is no formal second, end of year evaluation unless requested by the staff or supervisor.
- **Indicator e:** HLA2 reports in its renewal application that soliciting feedback and understanding teacher satisfaction is a critical component of the school’s professional culture. However, of the 29 teachers who responded to the CSO 2021 Teacher Survey, only 86% strongly agree or agree that the school has clear and well-established communication and decision-making processes to ensure effective communication across the school. When asked during their focus group if they had school improvements they would like to see, teachers listed: more staff, a larger space, more supplies and materials for sciences, two teachers plus an aide in each class, staff/faculty parking, and more coaches/deans for SEL. As noted elsewhere in this report, in 2022-2023 HLA2 will be moving to a new location that will allow for more classroom and meeting space. In addition, the HP team is in the process of hiring a culture leadership coach to ensure that school leaders and teachers are receiving additional development in social emotional best practices and responsive classroom.

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

- **Indicator a:** According to the board of trustees focus group, the HLA2 board of trustees and the school leadership have an established working relationship with the management company. The board chair, however, clarified during the focus group that the school's founding and existence are outside of the relationship with the CMO.
- **Indicator b:** There are no changes or requested revisions that impact the CMO; however, the renewal application does include an updated, proposed service agreement for the anticipated next charter term. During the board focus group, the board chair indicated the most recent evaluation was conducted a few months prior to when the renewal application was submitted. The document asserts that feedback and assessment to the CMO is "multidirectional" and occurs via surveys to the school leadership team, in 1:1 meetings with the board chair and CMO chief executive officer (CEO), via matrixed reporting and board committee meetings, and via the annual assessment and annual performance framework report.
- **Indicator c:** During the board focus group, trustees referenced community partnerships with the Brooklyn Chamber of Commerce, the Jewish Community Center of Bensonhurst for after school services, and the Kings Bay YMCA; however, none were referenced as contracted service providers. There is no evidence that the school monitors the efficacy of its partner relationships and related services.

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>	<p>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets, due to general fidelity to its mission and KDE.

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

- **Indicator a:** The focus group interviews with school stakeholders indicate that across the school community there is a consistent understanding of the school’s mission, vision, and key design elements. The commitment to advancing the Hebrew language, culture and community ethos was evident among the school leadership team and teachers during the focus group discussions.
- **Indicator b:** The renewal application asserts that HLA2 school leadership and board have been thoughtful and intentional in adhering to the charter and implementing the KDE. KDE that the CSO team observed being implemented in classrooms during the visit include: “Rigorous instruction, a readers/writers workshop/gradual release of responsibility approach, and modern Hebrew language instruction, through a partial immersion approach.” The implementation of the “co-teaching model” is currently limited by staff shortages and “targeted instructional supports for students at risk” and “increased time on task” were not observed in all classes, although they were described by teachers and leaders in their focus groups. “Service learning across the curriculum to reinforce values of cross-cultural communication, empathy, citizenship, community and social responsibility” was not directly observed, but it has been hampered by COVID-19 pandemic restrictions, and “socio-economic, racial/ethnic, and linguistic diversity” is evident in the school culture, but staff diversity is an ongoing goal. “High-quality professional development (PD) and career pathways to support the effectiveness and retention of our instructional staff members” was not directly observed but was described by teachers and leaders in their focus groups. Per the revision requests, the school is seeking to shift the KDEs to better align with its values and mission, which will further its goals to accelerate student growth and attainment.

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: Approaches

<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 an Approaches, based on the school’s inability to meet enrollment targets during the charter term.

1. Element: **Targets are met:** N/A
2. Element: **Targets are not met:**
 - **Indicator a:** According to the 2022 NYSED Charter School Information Dashboard (Attachment 1), HLA2 enrollment has not yet met the targeted or contracted enrollment capacity and is below the 85% threshold that serves as a minimum to indicate that a school is working towards maintaining sufficient enrollment demand to “meet or come close to meeting” the enrollment plan outlined in its charter. School year 2020-2021 enrollment is 80% of the contracted cap (330/413), which is two percentage points lower than SY 2019-2020 and fourteen percentage points lower than 2018-2019, the second year of the current charter term.

During focus group interviews and as indicated in follow-up reports provided to the CSO, CMO leaders stated that they developed a self-imposed enrollment cap of “300 students” due to facility limitations of 345. They indicated this cap was necessary to satisfy social distancing guidelines during the pandemic. The renewal application and focus group discussions stress that the 2023 move into a newly built space may enable the school to meet its enrollment targets.

Over the term of the charter, HLA2 has not been in compliance with all subgroup population enrollment targets. The 2022 NYSED Charter School Information Dashboard (Attachment 1) shows that in each year of its current charter term the school has exceeded the district of location in SWD enrollment, by seven percentage points in SY 2020-2021. However, while the school's ELL population has increased from 16% to 24% from 2017-2018 to 2019-2020, ELL enrollment has been lower than that of the district of location each year. Due to a reporting error, for the 2020-2021 SY the enrollment of current and former ELLs was 2%, 35 percentage points below the district of location. The school has self-reported to the NYSED CSO that it enrolled 75 current ELLs or 25% of its enrollment, in the 2020-2021 SY. The 2022 NYSED Charter School Information Dashboard (Attachment 1) also shows that the percentage of ED students served has declined by three percentage points, from 74% to 71% from 2017-2018 to 2020-2021, which is six percentage points behind NYC CSD 21. Per NYSED's preliminary school level 2021-2022 data, 96 percent of current HLA2 students (288 of 300) are ED.

Attachment 1 also shows that retention of all students has increased from 2018-2019 to 2020-2021 (74% to 81%) but in SY 2020-2021 was five percentage points below the district of location. Lower retention in comparison to the district of location has been evident across the subgroup populations, as well.

- **Indicator b:** According to data supplied by the CMO, as of November 2021 HLA2 has a waitlist of 144 students in K - Grade 4. HLA2 has also applied to become an approved prekindergarten site, which it intends to launch in fall 2022 (if renewal is approved). Since the site visit, HLA2 has been approved to offer pre-kindergarten starting in SY 2022-2023. Administrators opined that providing a PreK option would ensure a robust kindergarten class.
- **Indicator c:** According to the school's enrollment and retention policy and the 2018 charter revision approval, HLA2 will backfill seats from grades 1 and above. An additional revision approval allowed for a weighted (2.0) lottery position for each applicant who identifies as an ELL within the lottery preferences in order to increase the ELL enrollment at HLA2. The enrollment policy also states that the student recruitment and application process incorporate multiple languages, including Hebrew, Russian, Urdu, Mandarin, Cantonese, and Spanish, to address the dominant language needs of the community. These strategies suggest the school is implementing a systematic process for evaluating recruitment and outreach strategies for all students.

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: Approaches

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

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. The school has a record of noncompliance with staff fingerprint clearance and teacher certification requirements, as well as overall enrollment below the 85% minimum threshold.

1. Element: ***Legal Compliance:***

- **Indicator a:** During the course of the charter term, HLA2 has had a mixed record regarding legal compliance.

In the 2018-2019 SY, HLA2 was found to be in violation of fingerprinting and clearance requirements for staff, a serious safety violation, after a student was assaulted by a staff person. A check of the school’s staff clearance records in the 2020-2021 SY revealed multiple instances of noncompliance with staff clearance requirements. In May 2021, the CSO issued HLA2 a Notice of Deficiency with Request for a CAP for not having adequate procedures for the fingerprinting of all prospective employees in accordance with Education Law and Commissioner’s Regulations, and for having twenty staff persons employed during the 2019-2020 SY who had a start date that preceded their NYSED OSPRA fingerprint clearance date.

In terms of teacher certification, in May 2021 the CSO issued HLA2 a Notice of Concern based on data submitted with the school’s 2020 Annual Report, showing 16 uncertified teachers, two of whom did not fit into the statutory certification exemption categories. According to the SY 2020-2021 faculty/staff roster submitted to the CSO and cross-referenced with NYSED TEACH records, there was some improvement: HLA2 reported 31 teachers, of whom 12 (39%) were uncertified, including four not falling within the statutory certification exemption categories. HLA2 must work to ensure that all of its uncertified teachers are in the appropriate statutory exemption categories and maintain a good record regarding statutory limits on uncertified teachers. The CMO has

reported that the school has been working closely with the NYC Charter School Center on a certification audit, and HLA2 and its sister schools have launched initiatives to increase the number of certified teachers hired.

In terms of enrollment, and as noted in BM 9, HLA2 has not yet met its targeted or contracted enrollment and is below the 85% threshold that serves as a minimum to indicate that a school is working towards maintaining sufficient enrollment demand to “meet or come close to meeting” the enrollment plan outlined in its charter. The 2020-2021 ELL enrollment for this charter school is under-represented due to a reporting error.

HLA2 has submitted to the CSO a revision to its by-laws. The CSO has reviewed policies submitted with the school’s renewal application, as well as its CMO contract, and will notify the school regarding revisions needed for it to be in compliance with the law, its charter, and CSO policy.

HLA2 was audited by the NYCDOE due to immunization improprieties and was determined to be 97% in compliance. HLA2 has reported to the CSO that it has conducted outreach to all families affected, and is now following NYS Department of Health guidelines.

- **Indicator b:** HLA2 has retained legal counsel, and its CMO supports and addresses legal compliance concerns. HLA2 has generally undertaken appropriate corrective action to maintain compliance with legal requirements. As a follow-up to the renewal site visit, HLA2 leadership provided a detailed report outlining 100% compliance with 13 CAP approved strategies it had taken as of October 2021 to achieve compliance with state teacher certification requirements.

Regarding the CSO-issued 2021 Notice of Deficiency for fingerprint clearance violations, the school submitted a CAP soon after and provided evidence that fingerprint clearance procedures and new staff onboarding policies had been revised. It also provided records to show that it had been in compliance for over a year, at which point the CAP was terminated. Regarding concerns related to teacher certification, school and CMO leaders reported in their focus groups that HLA2 has partnered with the NYC Charter School Center to conduct an audit of staff credentials and recommend steps toward obtaining certification. Additionally, the CMO talent team is prioritizing recruitment of certified teachers through various outreach and marketing efforts, including offering signing and referral bonuses as incentives.

- **Indicator c:** During the charter term HLA2 has received approvals for revisions related to enrollment and facilities. In its renewal application, HLA2 is seeking three revisions to the charter. The revision requests submitted with the renewal application are as follows: (1) a shift of the KDE to incorporate the OLAM values adopted by the school community; (2) an updated organizational chart, which reflects greater accountability and teacher support to improve academic outcomes; and (3) an updated school calendar that incorporates additional opportunities for professional development. The revision requests include the board meeting minutes dated July 20, 2021, evidencing approval by the school’s board of trustees.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2

BEDS Code

332100861123

2020-2021 Enrollment

330

ESEA Accountability Designation (2019-2020):

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

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT #21
Total Public School Enrollment of Resident Students attending Charter Schools:	6%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	Elementary
Address:	1870 STILLWELL AVE BROOKLYN NY 11223
Website:	N/A
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BROOKLYN
Regent:	KATHLEEN M. CASHIN
Active Date:	7/1/2017
Authorizer:	NYS BOR
CEO:	ASHLEY FURAN
CEO Phone:	(917) 699-1004
CEO Email:	afuran@hla2.org
BOT President:	ADAM MILLER
BOT President Phone:	(212) 906-3442
BOT President Email:	amiller@klmlp.com
Institution ID:	800000089045

BoR Charter School Office Information

Regional Liaison:	Paula Orlando
Performance Framework:	2015
Current Term:	9/1/17-6/30/22
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	330	95	29%
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	-	29	-

*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

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2

*2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency :
Not applicable to this charter school*

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:

Not applicable to this charter school

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2

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

Not applicable to this charter school

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

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Hebrew Language Academy CS 2	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	162	141	87%
2018-2019	249	233	94%
2019-2020	333	274	82%
2020-2021	413	330	80%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District
2017-2018	30%	19%	+11	16%	34%	-18	74%	79%	-5
2018-2019	30%	21%	+9	27%	35%	-8	79%	76%	+3
2019-2020	30%	21%	+9	24%	37%	-13	63%	77%	-14
2020-2021	28%	21%	+7	2%	37%	-35	71%	77%	-6

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

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District
2018-2019	74%	88%	-14	62%	87%	-25	91%	88%	+3	77%	88%	-11
2019-2020	66%	89%	-23	68%	91%	-23	71%	89%	-18	66%	89%	-23
2020-2021	81%	86%	-5	79%	80%	-1	85%	88%	-3	83%	90%	-7

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

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

Not applicable to this charter school

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).*

