



New York State Education Department

***Remote Renewal Site Visit Report for BoR-Authorized Charter Schools under the
2015 Charter School Performance Framework
2020-2021***

Harriet Tubman Charter School

Remote Renewal Site Visit Dates: November 9-10, 2020

Date of Report: February 10, 2021

[Charter School Office](#)

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Harriet Tubman Charter School
Board Chair	Jerima DeWese-Bowens
District of location	NYC CSD 9
Opening Date	Fall 2001
Charter Terms	<ul style="list-style-type: none"> • Initial Term: January 13, 2000 – January 12, 2005 • First Renewal Term: January 13, 2005 – January 12, 2007 • Second Renewal Term: January 13, 2007 – June 30, 2007 • Third Renewal Term: July 1, 2007 – June 30, 2009 • Fourth Renewal Term: July 1, 2009 – June 30, 2011 • Fifth Renewal Term: July 1, 2011 – June 30, 2016 • Sixth Renewal Term: July 1, 2016 – June 30, 2021
Current Term Authorized Grades/ Approved Enrollment	K - Grade 8/ 675 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 8/ 675 students
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • 3565 Third Avenue, Bronx – Private Space • 1176 Franklin Avenue, Bronx – Private Space
Mission Statement	<p><i>The Harriet Tubman Charter School is committed to helping each child develop to his or her full potential. We recognize that all human beings are endowed with unique talents and gifts, and we believe that the process of schooling should lead each student to the realization, development and expression of his or her potential. We are a performance-based charter school created to serve the children of the Southeast Bronx while exploring the heritage of many cultures represented in our neighborhood. We are an extended family of students, teachers, parents and community members who promote the educational achievements of our children through a relentless focus on high academic standards for all. HTCS is designed to help students develop the skills to become leaders who read, think, write and communicate at high levels. Our mission is to prepare our children for success throughout their college years and beyond.</i></p>

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

Key Design Elements	<ul style="list-style-type: none"> • Research-based curriculum • Proven instructional methodologies • Array of assessment tools • School management plan focused on improvement of learning environment • Essential core values that guide all interactions (wisdom, courage, compassion, hope, respect, responsibility and integrity) • Ongoing professional development • Management strategies that align to school’s mission and vision to the budget, resources, curriculum and professional development • Processes for meaningful parental engagement • Shared leadership among faculty, administrators and the BOT • Support systems that align with the school’s mission and vision
Requested Revisions	None

Noteworthy:

The Harriet Tubman Charter School (HTCS) academic program was implemented effectively over the charter term and produced academic outcomes that exceed those of New York City Community School District 9 (NYC CSD 9) as well as overall New York State (NYS) performance in both English language arts (ELA) and mathematics. These outcomes were attained for all students and those in each of the three student subpopulations (students with disabilities [SWDs], English language learners [ELLs], and economically disadvantaged [ED] students) over all three years of the charter term in which state testing data was available. Additionally, all HTCS students who took the Algebra 1 Regents exam in 2017, 2018, and 2019 achieved passing scores of 65% or higher. This exceeds NYS average performance in Algebra 1. Additionally, HTCS has used interdisciplinary instruction and partnerships with Claremont Neighborhood Center and Bronx Community College to integrate a STEAM (science, technology, engineering, the arts, and mathematics) approach into its education program.

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.

COVID-19 PANDEMIC NOTE: As of the publication of this report, New York State is in the midst of responding to the COVID-19 pandemic. NYSED understands that these are not normal times and state assessments for grades 3-8 as well as high school students were canceled for the 2019-2020 school year (see the applicable memos at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/law.html>). 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, Benchmark 1 allows for the use of longitudinal data and NYSED has been continuing to monitor and evaluate schools through the lens of the Performance Framework during the current crisis as Board of Regents-authorized charter schools have been implementing robust continuity of learning plans and adhering to NYSED's [Remote Monitoring and Oversight Plan](#). Therefore, NYSED will continue to use the Performance Framework and Board of Regents renewal policies to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2016 to 2017	Year 2 2017 to 2018	Year 3 2018 to 2019	Year 4 2019 to 2020	Year 5 2020 to 2021
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Approved Enrollment	675	675	675	675	675

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

	Year 1 2021 to 2022	Year 2 2022 to 2023	Year 3 2023 to 2024	Year 4 2024 to 2025	Year 5 2025 to 2026
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	675	675	675	675	675

METHODOLOGY

A two day remote renewal site visit was conducted at HTCS on November 9-10, 2020. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, special populations team, and parents. In cooperation with school leadership, the CSO administered an anonymous online COVID-19 survey to parents.

The team conducted ten remote classroom observations in K through Grade 8. The observations were approximately 15 minutes in length and conducted jointly with the Elementary Academy (EA) and Junior Academy (JA) directors. NYSED utilizes the CSO’s remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

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

- **Current 2020-2021 organizational chart;**
- **A 2020-2021 master school schedule;**
- **Board materials (roster and minutes) and a narrative describing the board’s self-evaluation process;**

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

- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **NYCDOE School Quality Reports showing survey results;**
- **Spring 2020 CSO COVID-19 Parent Survey Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: Academic and Enrollment Data;**
- **NYSED Attachment 2: Fiscal Dashboard Data;**
- **Narrative describing the school’s progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School’s Self-Evaluation Tool;**
- **Prior CSO monitoring reports (2018 check-in memo, midterm site visit report, 2020 check-in memo);**
- **Spring 2020 Continuity of Learning Plan;**
- **School’s 2020 renewal application;**
- **School’s 2018/2019 Corrective Action Plans;**
- **Comment from Committee on Special Education, and**
- **May 2016 Renewal Decisions Authorized by the Board of Regents.**

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, 2020 at HTCS, 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	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).	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Falls Far Below
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Falls Far Below

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

Summary of Findings

- HTCS is in year 20 of operation and serves students in K - Grade 8. During its current charter term, the school is rated in the following manner: meeting seven benchmarks, approaching one benchmark, and falling far below two benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Strengths:**

Student outcomes have consistently exceeded those of NYC CSD 9 and NYS, for all students and all subgroup populations, in each year of the charter term. HTCS has demonstrated consistent success in the implementation of its academic program, which is enriched with an interdisciplinary science, technology, engineering, arts, technology, and mathematics (STEAM) focus. The school was able to effectively adapt its well-established and rigorous instructional program to remote instruction during the COVID-19 pandemic. Student well-being is a key focus at HTCS, and the school has established a safe environment that meets students' academic and social-emotional needs. Attendance and behavior issues are addressed promptly with students and families. There is a high rate of parent satisfaction with the school's educational program. The school is in stable financial condition and operates in a fiscally sound manner. The board actively monitors HTCS's academic program and student proficiency levels and has recently proposed changes to the school's academic goals. HTCS has an established organizational structure that allows for the delivery of a high-quality academic program. The school's leadership team has created a collaborative culture that seeks continuous improvement in instructional and support services for students. Finally, the school is implementing its chartered mission and key design elements.

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

The HTCS Board of Trustees (BoT) has demonstrated pervasive issues with facility planning and has not made timely progress toward achievement of goals in this area, as evidenced by ongoing CSO communications with the BoT and the architect who has been working with the school throughout this process. It has not established a collaborative and efficient planning process with its school leadership. The relationship between the role of the board and that of school leadership does not promote cooperative, innovative problem-solving at the school. Areas of school operation affected by this failure over the current charter term are facility, health and safety, authorizer requirements (reporting and revision), and compliance with NYSED expectations regarding the recruitment of students in special population groups. HTCS has not met nor made meaningful progress toward meeting its enrollment targets for special student population groups. It should be noted, however, that the retention of all students as well as those in the ELL and ED populations exceeds that of the district. The school has not complied with all applicable reporting requirements and provisions of its charter. It has not achieved a viable long-term strategic plan for its school facility, nor has it successfully implemented corrective action requested by CSO to correct deficiencies in student recruitment and facility health and safety. Several key school policies are unclear, incomplete, or out of date.

Benchmark 1: Student Performance

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

Finding: Meets

Summative Evidence for Benchmark 1:

See Attachment 1 for data tables and additional academic information.

Note: State assessments were not administered in the 2019-2020 school year. As such, NYSED is not able to include results from that academic year in the analysis of this benchmark.

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

Academic Program for Elementary and Middle School:

- HTCS is divided into an Elementary Academy (EA) which spans kindergarten through Grade 4, and a Junior Academy (JA), spanning Grades 5 through 8. There are three classes per grade. The

academies are housed in separate buildings. The school is seeking to house both academies in a single facility when viable to do so.

- The academic program is led by a principal, two academy directors, and a coach/staff developer who supports teachers in both academies. The program is supported by specialized staff to serve the needs of SWDs and ELLs, as well as students with other learning or social-emotional needs.
- Instruction is implemented in a weekly schedule that moves from direct instruction to guided practice to small group or partner work to independent work. Student learning outcomes are assessed on Fridays to inform instruction for the upcoming week.
- A common approach to the planning and delivery of lessons can be seen within and across grade levels. Clear learning objectives, implementation of the gradual release model, and a focus on questioning and feedback were evident in all classrooms observed during the renewal site visit, as well as in prior site visits during the charter term.
- According to the school's renewal application, self-evaluation, and information provided in leadership focus groups, HTCS has assured alignment with NYS Learning Standards (NYSLS) and has been focused on integrating Next Generation Learning Standards (NGLS) into the curriculum.
- HTCS employs a variety of assessments to monitor and document student progress, including monthly standardized assessment of literacy and mathematics skills, periodic curricular assessments, and diagnostic assessment as needed to determine specific learning needs. The school's strong academic outcomes in the NYS testing program over the charter term document alignment between school-based assessments and State learning expectations.
- As the COVID-19 pandemic forced schools to initially transition to fully remote instruction, HTCS school leaders and teachers are implementing student-centered interactive instruction and differentiated instructional strategies within the digital platform. HTCS is monitoring the effectiveness of remote instruction through its established structures for ongoing review of quantitative and qualitative data to evaluate the effectiveness of instruction and any modifications that should be made.
- Elementary Academy curriculum:
 - *Core Knowledge Language Arts for K-3*
 - *Reading Fundamentals*
 - *Understanding by Design*
 - *Envision Math*
 - *A Closer Look* (science)
 - *McGraw Hill Social Studies*
 - *Engage NY*
- Junior Academy curriculum:
 - *Ready New York: Next Generation Learning Standards for ELA and mathematics*
 - *Springboard*
 - *Houghton Mifflin Dimensions Science, Social Studies*
 - *Engage NY*

Academic Program for Students with Disabilities (SWD) and English language learners (ELLs):

- SWDs are served in integrated co-teaching (ICT) classrooms with in-class differentiated support and targeted intervention delivered outside of the classroom by the special education coordinator and special services teachers. According to the school and to comments prepared by the NYCDOE Committee on Special Education (CSE), the relationship is positive and effective in planning for the needs of students with disabilities.
- ELLs are supported with differentiated curricular materials, and English as New Language (ENL) teachers pushing into the classroom to provide targeted small group or individual support. Small group or individual targeted instruction is also provided outside of the classroom.

Summative Evidence for Benchmark 2:

1. Element: *Curriculum*:

- **Indicator a:** HTCS uses a set of commercially published, research-based curricular programs that are aligned with NYSLS. According to the renewal application and focus groups, teachers have been working for several years, with the support of outside consultant expertise, to integrate NGLS in the curriculum. In the focus group, leadership stated that all classes, including specials, had a digital component to the curriculum that the school had already been implementing prior to the pandemic. These programs include *Achieve3000*, *Study Island*, *Renaissance Learning*, *Reading Eggs*, *Envisions Math*, *Ready NY*, and *Zearn*.
- **Indicator b:** All classrooms observed during the site visit showed evidence of lesson plans aligned with the school's instructional model. According to the renewal application, HTCS uses a consistent format, based on the Charlotte Danielson *Framework for Teaching and Learning*, for lesson planning. Lesson plans include identification of standards taught, a 'Do Now' to activate and assess background knowledge, a mini-lesson with a stated objective, specific learning activities ('we do' and 'you do'), the required learning materials, and modifications for students who need them. Teachers in the EA plan lessons by subject and then share them with other members of the grade-level team. In the JA, teachers engage in instructional planning by discipline. The lessons are submitted on Thursdays to the respective academy directors, who provide feedback. For ICT classes, lesson plans are co-created by the general education and SPED teachers.
- **Indicator c:** According to the school's renewal application, and affirmed in the leadership focus group, HTCS uses professional development (PD) to develop a common understanding of grade-level standards. Outside consultants from the PD firm Higher Learning assist the school in review of curricula for horizontal and vertical alignment. Leadership described how the consultants, many of whom have been working with the school over the course of this charter term, provide lesson demonstrations for teachers and data analysis. Even during remote instruction, consultants are "in school" once a week and offer individual PD as needed.
- **Indicator d:** Lesson plans include accommodations for students with special learning needs, and the SPED coordinator, ENL teachers, academy directors, and teachers collaborate during common planning time to refine differentiation of instruction. Classroom observations demonstrated differentiation in student work and group activities. Examples of common differentiation

practices that were observed include breakout rooms, small group instruction, teacher modeling, videos and other visuals, music, movements, and graphic organizers.

- **Indicator e:** According to the renewal application and leadership focus group, HTCS periodically reviews its curricula against state and school-level assessment data and makes adjustments accordingly. The school also reviews the effectiveness of the instructional practices used to teach content. This model of self-evaluation occurs in daily planning meetings among teachers, and most recently, has supported teachers as the school adapts the HTCS program to full remote instruction.

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

- **Indicator a:** Throughout the charter term, classroom observations by NYSED have provided evidence of consistency in high quality instructional practices across classrooms and grade levels. As described in the HTCS renewal application, the school uses the gradual release of responsibility model of instruction, in which students are supported in skill acquisition by teacher modeling, to collaborative responsibility between teacher and student, to independent practice, to mastery. The school's renewal application and the leadership team describe the use of techniques to generate rigorous discussion, including questioning, think-alouds, explicit vocabulary instruction, RACE (read, analyze, cite, explain), and close reading. These instructional practices are reflected in lesson plans and were evident in all classroom observations conducted over the two-day renewal site visit. Teachers used strategic questioning of students, through random selection (often using the stick model), to stimulate higher order thinking, and were observed providing real-time feedback to student work through verbal and chat comments in Google classroom. In the focus group, leadership explained that teachers are expected to provide meaningful feedback that goes "beyond good job." Teachers display student work that represents varying levels of proficiency and utilize feedback generated from them as a guide for students. During classroom observations, teachers were observed using checks for understanding to assess student learning, reteaching a concept or skill to small groups in breakout rooms and during the intervention times, asking students to restate definitions or "I can" statements in their own words, and rephrasing questions and giving students multiple opportunities to develop a correct response. Students across classes and grade levels were well-aware of classroom expectations and engaged with learning activities.

Prior to the 2020 shift to remote learning, these instructional strategies were observed in practice by CSO site visitors. Teachers were observed using gradual release of responsibility, questioning, checks for understanding, and explicit vocabulary instruction. The school has continued robust instruction remotely using the same methods that were employed in-person in classrooms. Many of the programs, interventions, and assessments used at HTCS are digital or have a digital component, and teachers continue to refine instruction in Google classroom in daily PD and planning meetings. During the focus group, members of the leadership team reported that they had looked at what other schools were doing and reflected on what HTCS was offering. They said that they "were in a good place but needed to be in a better place." During the summer school program, the school looked at the instructional practices they were using to determine what worked best. The school is considering the distribution of classroom books and materials, ordered prior to the start of the current school year, to students for home use to further support remote instruction.

- **Indicator b:** As discussed above, HTCS uses classroom instructional practices to stimulate and sustain student engagement. Prior to the 2020 pandemic shutdown, the school partnered with Claremont Neighborhood Center and Bronx Community College to offer after-school, Saturday, and summer courses and activities in science, technology, engineering, arts, and math (STEAM). The school also used project-based learning (MakerSpace), and in-school competitions (Travelling Trophy) to foster engagement. According to the pre-renewal site visit school self-evaluation, HTCS has focused professional development on project-based activities and student-centered learning. During the focus group, the leadership team stated that teachers in both academies have been developing interdisciplinary thematic projects in academic classes and specials. This collaboration among teachers occurs on an ongoing basis and requires more innovative thinking now that students are learning remotely and may not have the necessary materials for a given assignment or project at home. Leadership explained that “teachers use the lens of creativity while reaching for rigor.”

In all classrooms observed during the renewal site visit, students were engaged and participating in class activities. Teachers were using chat interactions to give feedback on student work. They also utilized Google Jamboard which serves as a collaborative interactive whiteboard and Padlet which allows for interactive note sharing. Leadership pointed out that students were more comfortable participating in class when given the choice of raising their hands or using the chat.

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

- **Indicator a:** Over the charter term, HTCS has used a system of formative, diagnostic, and summative assessments that has proven to be aligned to its instructional program and the state testing program. In the focus group, leadership reported that although the school is still awaiting the delivery of Chromebooks, progress monitoring assessments such as *Star360*, *Study Island*, and *Achieve3000* can be completed by students on a variety of currently available devices. Teachers build their own assessments through Google forms and Google slides, which allow for student access no matter what type of device they are using. In addition, specials teachers have taught students how to upload files (e.g. pictures for art class) so that the teachers can assess performance-based tasks.
- **Indicator b:** HTCS uses assessment data to track individual and aggregate student progress and adjust groupings in order to target instruction effectively for all students. Leadership explained that, during remote instruction, weekly formative assessments continue to be routinely administered on Fridays, and the data is used by teachers to inform and plan the following week’s instruction. Intervention specialists use data to adjust ongoing classroom, targeted, and individual instruction for SWDs, ELLs, and struggling students.
- **Indicator c:** Based on evidence collected during CSO site visits in 2018, 2019, 2020, and during this renewal site visit, as well as in surveys, classroom observations, and academic outcomes over the charter term, the use of data to evaluate and modify the effectiveness of the instructional program is well established at HTCS. The renewal application describes the use of data as infused throughout the school, from grade level and subject area teacher teams (including intervention specialists and the instructional coach), to leadership, the Board Education Committee, and ultimately to the full board. According to the school’s renewal application, board minutes, and the board focus group, the Board Education Committee meets monthly with school leaders and teachers to review instructional trends and discuss potential modifications. The committee reviews *STAR360* data and classroom exams, along with reports from academy directors. During

the board focus group, the chair described the committee's mission during remote instruction as maintaining academic rigor, staying informed of student and family expectations, monitoring teacher performance, and understanding the needs of all school stakeholders.

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

- **Indicator a:** Throughout the charter term, HTCS has institutionalized a range of supports to meet the learning needs of all students. The Family and Student Support Team (FASST) meets biweekly with teachers to discuss and develop interventions for students who are struggling with academic, behavioral, or social-emotional issues. FASST includes the special education coordinator, ENL teachers, social worker, school counselor, and academy directors.

As noted in CSO reports over the charter term, the school offers an extended day program for students who are “on the bubble” (those who are not high-performing but do not have an IEP). This program provides additional support to strengthen literacy and mathematics skills. A summer school program was offered this year via remote instruction to support students at risk of failing. According to the school leadership team and board minutes, the program focused on strengthening skills and content standards taught last year. Student progress was assessed weekly by teachers and teacher assistants, as well as the school counselor and SPED and ELL instructors. The school evaluated the overall effectiveness of the summer school program through pre-post assessment and student participation; over 80 students participated across all grade levels. Also, during the school year, teachers have set office hours to provide homework help for students. During remote learning, the 90-minute block has been reduced to 45-minute periods. Students who need extra support in ELA or math are supported during an intervention period where they receive assistance based on their specific needs, which may or may not be related to the current content being covered in the ELA or math class. In the focus group, parents indicated that the intervention period is “very helpful” for students who are struggling academically.

For SWDs, the school provides ICT classes, push-in support services by special education teachers and teaching assistants, and specialized small group intervention. Two out of the three classes at each grade level have a teacher assistant. In the focus group, special populations staff reported that the school has built a positive and effective relationship with the NYCDOE Committee on Special Education (CSE), and that the school is appreciative of the support they offer. The CSE notes that, “The school implements the IEPs created in partnership with the CSE and provides meaningful educational benefit to its students” (2020 comment on HTCS renewal). ELLs are served by two ENL teachers who collaborate with classroom teachers, push-in to classrooms, and provide individualized instruction. Special populations staff indicated that ENL teachers create their own lessons based on what students are learning in class. While working with students during pushout services, ENL teachers encourage students to express themselves, to enhance their confidence and social skills. SPED and ENL instructors, along with the SPED coordinator and instructional coach, review teachers’ lesson plans prior to instruction and add in the appropriate supports. The SPED coordinator also supports teachers and students by observing classes in K-Grade 8. Special populations staff noted that the Google Classroom platform has been useful for communicating with parents and for providing immediate feedback to students.

- **Indicator b:** FASST and the Board Education Committee monitor the progress of all students, with a specific focus on SWDs, ELLs, and at-risk students. HTCS has established a culture of collaboration and communication through regular biweekly meetings with specialized staff, school leaders, and teachers, and monthly meetings with the board education committee. Based

on the retention rates of students with special learning needs, as well as the school's academic outcomes over the charter term, HTCS systems to monitor the progress of students and facilitate communication between interventionists and teachers are well-established and effective.

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>
<p>1. <i>Behavior Management and Safety</i></p>	<p>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.</p>
<p>2. <i>Family Engagement and Communication</i></p>	<p>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.</p>
<p>3. <i>Social-Emotional Supports</i></p>	<p>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.</p>

Summative Evidence for Benchmark 3:

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

- **Indicator a:** The HTCS renewal application describes the school’s general approach to behavior management: “The EA uses a color-coded system that gives daily and weekly reminders regarding their behavior. The JA uses individual behavior cards, which students carry to track their

behavior.” In addition to encouraging student self-monitoring, the school uses recognitions and rewards to reinforce positive behaviors. The number of suspensions and infractions is reported to the board monthly by the HTCS Board Grievance Committee. The description of behavioral management at HTCS is consistent with information shared with CSO at prior site visits. The school has a written discipline policy, including the student code of conduct, which is dated 2016 and posted on the website and was submitted with the renewal application. However, a recent CSO review of the HTCS discipline policy identified multiple inconsistencies and lack of clarity in the policy. (See Benchmarks 6 and 10). NYCDOE School Quality surveys found that 90% of teachers and 64% of students say that discipline is applied to students fairly in their school.

- **Indicator b:** HTCS maintains a safe environment, as noted in previous CSO site visits and parent survey data collected over the charter term. According to the NYCDOE School Quality surveys, 95% of students say they feel safe in their classes, and 87% of students agree that they feel safe in the hallways, bathrooms, locker rooms, and cafeteria. One hundred percent of teachers agree that students are safe in classrooms, and in hallways, bathrooms, locker rooms, and cafeteria. Ninety seven percent of families say that their children are safe at the school. During the focus group, parents spoke positively of the school’s security guards. NYCDOE School Quality surveys show that 98% of families say that School Safety Agents promote a safe and respectful environment at their school.
- **Indicator c:** According to the CSO anonymous surveys administered prior to HTCS’s 2018-2019 mid-term site visit, 93% of teachers agree that the school is generally free of bullying, discrimination, and harassment of students. According to the NYCDOE School Quality surveys from the same year, only 50% of the students agreed that students rarely or never harass, bully, or intimidate other students at their school, increasing to 74% and 80%, respectively, when indicating specifically that students do not harass others based on gender, gender identity, gender expression, or sexual orientation and that students do not intimidate each other because of race, religion, ethnicity, national origin, or citizenship/immigration status. However, only 55% of students say that students rarely or never harass, bully, or intimidate each other because of other differences, like disability or weight. As part of the renewal application, the school submitted its Dignity for All Students Act (DASA) policy, though a CSO legal review of the policy notes several areas that need clarification/correction.
- **Indicator d:** In classroom observations conducted during the remote renewal site visit (virtually) as well as during the mid-term and check-in site visits from previous years in the current charter term, classrooms were orderly and free from disruption, and students were accustomed to classroom expectations and routines. According to the 2018-2019 CSO surveys, 96% of parents agree that the classroom environment supports learning and is generally free from disruptions. Ninety-three percent of teachers agree that HTCS has uniform expectations for all teachers’ classroom management. During remote classroom visits, the CSO team observed teachers continually providing positive feedback to students, either verbally or via chat, as a reminder to all about class expectations. Teacher assistants also help monitor student participation via the chat function. As reported in the leadership focus group, two out of the three classes in each grade have teacher assistants.

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

- **Indicator a:** Over the charter term, HTCS communication and engagement with families has been positive, according to parent surveys administered as part of NYCDOE School Quality review and the CSO, as well as CSO focus groups with parents for both the mid-term and renewal site visits. Parents have said in focus groups that they appreciate the family feel in the school. They also spoke highly of the responsiveness of the principal and the leadership team to their questions/concerns. In the CSO survey conducted in 2019, 100% of parents agreed that the school provides opportunities for parent participation at the school. HTCS conducts town hall meetings as a mechanism for communication with parents, and since August 2020, these have been held virtually, once or twice a month, to share information and hear family concerns. In the focus group, leadership indicated that the topics of these meetings have included remote instruction, Chromebooks, lunch pick-up, and class expectations (such as uniforms). During the focus group, parents said they find the town halls useful but noted that there still is miscommunication throughout the broader school community. The school has a parent association that meets monthly, but, because of the COVID-19 pandemic, has not been active recently.

At the renewal visit focus group, parents described some school communications that they found insufficient. They stated that they were not informed when the principal was on extended medical leave (January – June 2020), nor given information about the school management plan during the principal’s absence. Although a parent representative regularly attends board meetings, the parent focus group said they would like to hear directly from the board about plans for school facilities, including safety and other issues in the JA building, when in-person instruction resumes. Parents stated that they have not received a family handbook and could not remember when they last saw one. According to the leadership team and board minutes, the family handbook is under review by the board and its contracted attorney (See Benchmark 6). The most recent family handbook is from 2015, school leaders say.

The parent coordinator, who is bilingual in English/Spanish, is well-known and well-liked in the parent community and viewed as an effective liaison. As stated in the special populations focus group, the parent coordinator communicates with parents via texts, emails, and phone calls and helps parents with technology access and technical questions. The parent coordinator also translates communication with parents (including during town hall meetings) into Spanish as needed. Teachers are also responsive to the needs of parents and guardians who are not yet fluent in English. In one of the classrooms observed during the visit, a teacher at the EA was translating instructions and questions, seamlessly going between English and Spanish, so that Spanish-speaking family members who may be helping young students engage in remote learning could understand.

- **Indicator b:** Over the charter term, parents consistently report that teachers at HTCS communicate with families about students’ learning needs. In NYCDOE School Quality surveys administered over the first three years of the charter term, 95% of families agreed that staff regularly communicate with families about how they can help students learn. Ninety-five percent of teachers agreed with the same statement. During the renewal site visit focus group, parents described communication with teachers as excellent. They stated that teachers invite students who are struggling academically to participate in intervention sessions; however, any student who would like to participate can attend. They also indicated that teachers are always responsive whenever a parent or student reaches out with a question about a lesson or an assignment. In the focus group, leadership explained that teachers have office hours built into the schedule

where they're available to talk to parents via email or phone. According to the NYCDOE CSE, "The school appears to meaningfully engage with parents and parents tend to be active participants in IEP meetings. The school also effectively partners with the CSE to contact parents when necessary" (2020 comment on HTCS renewal).

- **Indicator c:** The HTCS renewal application cites NYCDOE School Quality surveys, the CSO parent survey, school-administered surveys, forums, and parent association meetings as source information when making schoolwide decisions. In the 2019 CSO parent survey, 100% of respondents agree that that the school seeks feedback from parents through surveys, meetings, or some other forum. In the focus group, leadership explained that they surveyed parents and staff regarding which remote instructional modalities they prefer during the pandemic; originally the school was planning to offer blended learning but switched to fully remote. Both leadership and the board stated that the school will assess the situation every two-and-a-half months. Since May 2019, a parent representative (and potential non-voting member) has attended board meetings with the intent of serving as an additional conduit of information and feedback.
- **Indicator d:** As stated in the leadership and board focus groups, the process for addressing family concerns at HTCS begins at the school level and allows for staff closest to the issue to discuss and resolve the concern. If this is not possible, the concern is brought to the principal, and if not satisfactorily addressed, to the board. However, the complaint process is not effectively documented in written school policy. In the 2019 CSO teacher survey, 67% of teachers agree that the complaint policy for students and families is clear, 48% agree that it is fair, and 37% agree that the policy is easy to find. HTCS submitted a Complaint and Grievance Process policy with the renewal application, which is not identical to a similar segment in the school's 2016 discipline policy. The policy or description of the school's complaint process is not available to stakeholders, either on the school's website or in a family handbook. During the focus group, parents indicated that teachers and leadership respond immediately to any issues and complaints that parents express.
- **Indicator e:** The principal and board education committee meet monthly to review school-level data. Information is presented at board meetings in principal and education committee reports, but the data is not provided in a dashboard available to the school community outside of board meetings, nor posted with board minutes or published on the school's website. In the mid-term site visit focus group, parents reported that school performance data is shared with the school's parent association. In CSO surveys, 93% of teachers agree that administrators regularly communicate with families and the community on issues related to academics. Seventy-six percent of parents agree that the school informs parents about how it performs compared to other schools in the district and in NYS.

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

- **Indicator a:** HTCS has systems to support its students' social emotional needs through FASST, a multi-professional team which monitors student well-being, and takes steps to follow up and assist students and families as needed. According to the renewal site visit special populations focus group, FASST meets with teachers in both academies every two weeks. The school counselor and social worker explained that they work with students individually or in groups, based on teacher recommendations or IEP mandates. The social worker is presently providing social-emotional lessons to HTCS students through Zoom. In addition to meeting with students, the social worker also provide support, as needed, to staff members.

- **Indicator b:** Data about the social emotional needs of students is tracked by FASST. Data is collected from classroom teachers, school leaders, and their own interactions with students. The special populations focus group reported that teachers fill out a referral form, which has been adapted for remote learning. FASST meets regularly to assess students' progress and continuing needs.
- **Indicator c:** FASST, school leaders, and the board education committee collect information to identify and resolve any school-wide trends that affect student well-being and academic progress. School leadership explained that attendance and suspension data are reviewed at board meetings. During this charter term, the school has identified a drop in academic performance and behavior after students transition from the EA to the JA and has been working with the JA director and principal to moderate this trend.

Benchmark 4: Financial Condition

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

Finding: Meets

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

Harriet Tubman Charter School appears to be in very good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Harriet Tubman Charter School’s 2019-2020 composite score is 2.60.

**Composite Scores
2015-2016 to 2019-2020**

<i>Year</i>	<i>Composite Score</i>
2015-2016	.90
2016-2017	2.00
2017-2018	1.68
2018-2019	2.21
2019-2020	2.60

Benchmark 5: Financial Management

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

Finding: Meets

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

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

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Harriet Tubman Charter School's 2019-2020 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: Falls Far Below

<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:

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

- **Indicator a:** The HTCS Board of Trustees began the current charter term with 10 members. Three seats were vacated over the term. The current board is composed of seven members, six of whom have served on the board for at least eight years and one founding member who has served on the board for over 20 years. According to the HTCS by-laws, standing committees are finance, grievance, education, personnel, and governance. A prior trustee who was serving as treasurer resigned in November 2018. Since then, despite official notice from the CSO in both the 2019 mid-term report and the 2020 check-in memo, the board has failed to appoint a new treasurer to fill this position; this has placed the board out of compliance with its by-laws for two years. While the school does have financial management positions and collaborations, the treasurer plays a key role in the governance of the school’s finances. According to the school’s 2020 pre-check-in visit self-evaluation, the board had identified a suitable candidate for the position of treasurer, but “the candidate decided to decline the position preferring instead to be [their] business manager.” The school’s pre-renewal site visit self-evaluation indicates that finding someone to serve as the treasurer is the board’s “top priority.” It states, “We will continue our due diligence in filling Board positions, especially Treasurer, as soon as possible.”

According to board minutes, the board has been seeking members with expertise in fundraising, law, and human resources (April 2019, September 2019). The October 2019 board minutes note that three potential candidates were identified and invited to the next board meeting. There is no

further mention of this in November 2019 or subsequent board minutes. However, in September 2020, a potential new board member with expertise in law, was re-introduced, and attended the renewal site visit board focus group meeting on November 10, 2020. The board subsequently submitted documentation to the CSO requesting authorizer approval to add the new member, and CSO approval was granted on January 26, 2021.

Following the 2019 mid-term site visit (in May 2019) the HTCS board voted to appoint a non-voting parent representative to the board. The board was subsequently informed by the CSO (and as noted in the 2020 check-in memo) that it either had to submit an application to the CSO for approval of the parent representative to be a voting board member or revise its by-laws to include the addition of a non-voting parent representative. Following a reiteration of the requirements by the CSO during the board focus group and in a follow-up email, the board submitted its revised by-laws to the CSO for approval, which included the addition of a non-voting parent representative.

- **Indicator b:** The HTCS Board of Trustees has not developed a viable, comprehensive strategic plan during this charter term to address or come to a resolution regarding the long-term facility and financial needs of the school. The most recent Strategic Plan for the Board (provided prior to the CSO mid-term site visit), articulated goals for the first two years of the current charter term, 2016-2018. The goals in that prior plan were to: improve the academic program and teacher quality, secure facilities for the school for the duration of the current charter term, secure increased operational funding, recruit additional trustees, and build the board's fundraising capacity. The board continues to effectively monitor the school's academic program and teacher quality and, in December 2020, submitted a request to revise the school's academic charter goals. In addition, as of December 2020, the board officially sought to add a new trustee (who has since been approved by the CSO) and a parent representative (by-laws revisions are pending CSO approval). The goals related to facilities and fundraising, however, remain unfulfilled. According to board minutes, strategic planning was an agenda item for the board retreats scheduled in November 2019 and February 2020 (rescheduled for March 2020, likely interrupted by 2020 pandemic). There is no evidence, though, that progress was made. In its written response to the CSO's request for factual corrections to this draft renewal site visit report, the school stated that the goals for its next requested charter term (2021-2026) that were "created on 8/14/2020" by the board chair and submitted with the renewal application were draft goals that were to be discussed during the February 2021 BoT retreat. The goals that the board had planned on reviewing and establishing include: Sustainability Plans and Solvency Needs (fundraising, marketing, and family and community partnerships); Governance and Legacy (board member recruitment and encouraging staff to engage in PD and to attain advanced degrees and certifications); Facilities (identifying and acquiring land or space to build a new facility for HTCS, designing, building, and opening "an innovative, high-tech academic facility to house HTCS," and ensuring compliance for the current leased facilities); Academics (innovative curriculum, implementation of STEAM curriculum across all grade levels, and continuing to ensure academic rigor); and Fiscal Planning (stabilizing the budget, increasing student enrollment, "actively fundraising," and considering the hiring of "a fundraising/grant writing consultant."

Over this charter term, the board has not been able to meet the school's facility safety needs. In December 2018, NYSED CSO issued HTCS a Notice of Deficiency for its previous failure to secure and submit a fire inspection certificate and a certificate of occupancy for its Franklin Avenue site in a timely manner. Subsequently the school did comply by securing fire inspection certificates

and a conditional Letter of No Objection (LNO) right before the 2018-2019 school year; the board had not proceeded proactively, but rather after prompting by the CSO in regard to the JA building not being fit for school use until the issues were addressed. At the time of this report, the school has yet to meet all the conditional terms set forth in the LNO that was issued in August 2018. As evidenced in board minutes, the board has failed to set priorities to resolve the issues related to the JA non-functioning fire alarm system:

- September 2018: The board has four bids to update and design the fire alarm system.
- January 2019: School submitted a CAP. Working with a company to design fire alarm system; company will submit recommendations of installation companies.
- September 2020: Discussion of LNO, expenses, budget, and future facility plan. No action taken.

During the renewal site visit focus group, the board explained that they are now looking into whether the existing fire alarm system can be updated and registered, instead of replaced. The quotes they initially requested were for design and installation of a new system; now they are seeking quotes to assess, upgrade, and register the existing system. The leadership group said that two recent bids were secured; they were forwarded to the board in September/October.

In the renewal site visit focus group, the board stated that they now have a long-term lease on the EA site and an agreement to expand the existing facility to accommodate the JA. They said they want to break ground in 2021 and described plans for a multi-media and STEAM center named after the school's founders. The board described financial challenges due to rent and costs for the JA site, combined with lowered enrollment due to the COVID-19 pandemic. But even prior to the pandemic, the HTCS Board had not demonstrated the capacity to evaluate and secure the funding necessary for a large-scale facility project. According to board minutes, information about the facility process has been intermittent and unclear.

- January 2017: Facilities Committee formed; board retreat scheduled to review draft strategic plan
- February 2017: School seeking bond funding
- April 2017: School stated target date for construction is January 2018
- November: 2017: Plan for construction of new facility abandoned
- September 2018: School still seeking site for facility
- April 2019: Board parent representative asked about facility plans; told initial plan abandoned and new plan is underway; no details shared
- March 2020: Writing RFP for architectural design
- June 2020: Board is negotiating long term lease at EA site, planning to build there. Lease (expired 12/31/2019) under review by lawyer
- September 2020: Lease still being negotiated.

HTCS was issued a Notice of Deficiency in February 2019 for its low enrollment of students in the three subgroup populations when compared to CSD 9. This had been an issue at the school coming into this charter term: following the school's 2015-2016 renewal report, which rated the school as Falls Far Below for Benchmark 9, HTCS was asked to submit an action plan to increase subgroup population enrollment and recruitment. Despite the development of corrective action plans in 2016 and 2019, the school has failed to implement an effective recruitment plan to significantly increase the enrollment of SWD or ELL students. While the ELL population has marginally

increased over the current charter term, the SWD population has slightly decreased over the same time (see Benchmark 9 and Attachment 1 below).

- **Indicator c:** During the focus group, board members discussed their ongoing evaluation of the school’s programming during remote learning; they stated that they receive ongoing data related to student assessments and teacher evaluations, which they then analyze to determine needs, such as more student supports and teacher PD. Throughout the charter term, the board has demonstrated active oversight of the school’s education program through the work of its standing Education Committee, which meets and reports to the full board monthly. Given the proven effectiveness of this committee’s approach, the board did not discuss how it could equally achieve such a level of cooperation in dealing with other pressing concerns, such as those discussed in Benchmark 7.1.b. As evidenced in board minutes indicated and in focus group discussions, the board has struggled to provide clear communication to the school community and to act in a timely manner regarding the issues discussed in this report, such as the provision of updated family handbooks and the status of necessary facility updates. It has not achieved all of its goals for fundraising that provide the needed resources to secure safe and compliant facilities and to support the school’s technology and equipment (furniture) needs. In the focus group, parents expressed the need for more modern technology and facilities, stating that they believe their children “deserve a lot more.” The parents reported that they had been “waiting for Smart Boards for years.” It should be noted that the August 2020 board minutes indicate award made to the school of a NYC Council grant of \$100,000. The renewal application also highlights this grant, stating that the school had “been awarded the FY21 Discretionary Funding (RESO-A) award from the New York Council Subcommittee on Capital in the amount of \$100,000 to purchase advanced Promethean smartboard technology to enhance instruction.” Finally, the CSO has requested that the board detail its spending for certain expenses listed in the annual budgets. In the 2020 check-in memo, the CSO noted that the HTCS budgets submitted with the 2017-2018 and 2018-2019 annual reports allotted \$15,700 for board expenses. The memo states, “The CSO recommends that the school itemize these expenses in the assumptions column of the budget template and explain the expected use of this money.” In the budget for the 2020-2021 school year submitted with the 2019-2020 annual report (which allots \$10,700 for board expenses), the school provided the following breakdown: \$5,700 for board meeting expenses and \$5,000 for board development. A further breakdown of these broad categories would be helpful in the future. In addition, during the renewal site visit focus group, the board had agreed to provide a breakdown of assumptions for consulting services. As of the date of this report, no breakdown has been received by the CSO, as indicted by its records
- **Indicator d:** According to the renewal application, policies are reviewed and updated when the board is notified by school personnel or other stakeholders of an issue. The board has no set routine timeline or process for the review of key school policies. The board refers policies for review and update to its contracted attorney; members of the school community, which include school leadership, staff, and families, do not appear to be involved in the review and update of the policies. Based on board minutes, focus group comments, and CSO review of policies, this process has proven neither timely nor effective. According to CSO revision requirements, the HTCS enrollment policy and enrollment application should have been submitted for review and approval when the policy was first modified to weight SWD and ELL applications, at the outset of the charter term. This was noted in the mid-term site visit report, but the board has not yet taken or delegated action. The policy is unclear and missing many key components. During the focus group, board members stated that they review the family handbook, employee handbook, and

fiscal policies and procedures handbook every two years. However, the family handbook has not been available to parents for several years and is not on the website. In the renewal site visit focus group, several parents noted that they have never seen the school's family handbook.

The discipline policy, which is included in the family handbook, is dated 2016 and does not appear to have been reviewed or updated by the board prior to the submission of the renewal application. There are numerous problems with organization, clarity, inconsistency, and language in the current policy. According to board minutes, revision of the family handbook has been in progress since December 2017, when minutes note that the handbook would be updated with input from the school's attorney. Subsequently, there are numerous references to the project in board minutes:

- September 2018: Minutes state that school-contacted attorney is reviewing employee handbook, family handbook, and fiscal policies and procedures
- October 2018: Minutes state that family handbook is needed for Title I desk audit
- November 2018: Board discussed need for evidence of parental consultation in family handbook for Title I desk audit
- May 2019: Minutes note that all handbooks will be done by July 1
- September 2019: Minutes note that employee handbook changes from September 2018 not done; attorney is working on handbook updates
- December 2019: Board Chair notes that Code of Conduct in family handbook needs review

Following the renewal site visit and the CSO's continued review of documents submitted in the renewal application, as per the Renewal SV Protocol, the CSO informed the school of revisions needed to make some of its policies that were submitted with its renewal application legally compliant. The school has since been working with the CSO to update these policies as required.

- **Indicator e:** The HTCS renewal application includes a board self-evaluation tool. However, there is no evidence in board minutes that the tool is used by the board to identify areas of growth, set performance goals, and monitor progress in meeting those goals. Following the school's 2018-2019 midterm site visit, the CSO requested a copy of the board's principal evaluation rubric. This rubric, which the renewal application states was created by the board without help from outside consultants, is based on the 10 benchmarks included in the NYSED 2015 Charter School Performance Framework. The board also submitted a summary of its 2018-2019 evaluation of the principal to the CSO upon request. It is unclear from this summary, however, how the board utilized the rubric in the process and if the actual evaluation provided to the principal shares details and evidence that are aligned with this evaluation tool. During the focus group, board members stated that they did not complete an evaluation of the principal for the 2019-2020 school year due to his extended medical leave.
- **Indicator f:** Over the charter term, the board has not demonstrated full awareness of its legal obligations. Examples include the failure to implement CSO requested corrective actions, failure to fulfill safety terms outlined in the LNO for the Franklin Avenue site, and failure to meet CSO oversight requirements related to statutory reporting and revision, or promptly respond to requests to complete/correct reporting deficiencies. In its self-evaluation, the board acknowledges these concerns and pledges improvement. CSO staff note that timely communication and document submission was an ongoing issue throughout the charter term and

cannot be attributed to the COVID-19 pandemic. These issues indicate a lack of awareness by the board of its statutory obligations.

Benchmark 7: Organizational Capacity

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

Finding: Meets

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

Summative Evidence for Benchmark 7:

1. Element: *School Leadership*:

- **Indicator a:** HTCS operates under an effective school leadership team consisting of the principal, academy directors, director of operations, and staff developer/instructional coach. HTCS leadership team members are all veteran school employees. All have been in their current positions prior the beginning of this charter term, and some, including the principal, for over ten years. Under this team, over time, the strength of the instructional program at HTCS has improved

significantly. Based on focus group conversations at the renewal site visit, and on information collected in surveys and school visits over the charter term, the leadership team shares a common vision of the school's instructional approach, values, and priorities. The school's mission, values, and instructional vision have been disseminated to teachers and instructional professionals at HTCS. During the renewal site visit, the principal and others described the school's shared culture of continuous improvement in teaching and learning. NYCDOE School Quality Survey data gathered from teachers, parents, and students in the first three years of the charter term supports the statement that HTCS has an effective school leadership team. Ninety five percent of teachers responding to the NYCDOE School Quality survey agree that "The principal communicates a clear vision for this school."

- **Indicator b:** Roles and responsibilities for school leaders and staff at HTCS are well-defined in the charter renewal application and set forth in a straightforward organizational chart. Based on focus group conversations at the mid-term and renewal site visits, the principal's role includes implementation of the school's academic vision, maintaining a climate that is conducive to teaching and learning, cultivating leadership among staff, engaging families and parents with the school, and creating a professional learning community at HTCS. The academy directors focus on implementation of the program in their relative grade spans, and the staff developer/instructional coach provides more specific instructional support to teachers across all grades.

The respective roles of board oversight and school leader management, while acknowledged as separate roles in school documents and in focus groups, are less differentiated in practice. According to board minutes, issues related to school operations are brought to the board by the principal, academy directors, and director of operations. However, board action to resolve these issues is often neither timely nor transparent. Some examples are the development of an action plan for special population student recruitment, teacher hiring, and resolution of facility equipment and safety needs. Board minutes show that the board hears management needs and concerns, but often tables action to approve proposals, suggestions, and requests. Specific examples include approval of draft MOUs with community organizations, updates to the school website, resolution of outstanding JA facility safety issues, and approval of school policies and handbooks.

The board education committee meets with school leaders monthly. The meetings are led by the education committee chair, who sets the agenda. At board meetings, the committee and the principal provide separate reports. It is not clear what rationale is used to differentiate the content of the reports, or whether reports are provided in writing, as they are included with published board minutes. The site visit team could not understand how the role of the board's education committee interfaces with the principal's role at the school.

- **Indicator c:** HTCS has functional systems for communication within the school-based community of school leaders, teachers, and families. According to the 2019 CSO teacher survey, school leadership is effective in communicating decisions to staff, students, and families, and in providing resources to support teachers in doing their jobs well. Parents in the renewal site visit focus group stated their satisfaction with communication with teachers, school leaders, special populations professionals, as well as security and operations staff. In the NYCDOE School Quality Survey, 98% of families say that they are satisfied with the response they get when they contact their school. However, participants in renewal site visit focus groups expressed frustration with board communication, decision-making processes, and board member visibility at town halls and other

events. As mentioned above, parents indicated that they were not informed that the principal was out on extended medical leave earlier this year, nor told by the board how the school would be managed in his absence.

In focus groups, the issue of the fire alarm system was raised as an example of lack of communication and slow decision-making. Parents expressed concern about the overall condition of the school's facilities, the antiquated fire alarm system at the JA site that requires updating, and the length of time that the board has taken without resolving the situation. Two months ago, and under board direction, school staff said they secured and submitted contractor estimates for the installation of a fire alarm system. At the time of the site visit, the board said it recently realized that it might be possible to update and successfully register the existing fire alarm system, a solution that would be more cost effective than installation of a new system. However, at the time of the visit, school leaders indicated that they were awaiting further direction from the board, and follow-up had not been done to engage a contractor and begin the work.

Board communication and role clarity have been persistent problems over the course of the charter term. The issues of communication were raised by the CSO in 2018: *"We strongly encourage an open flow of communication between the school board, the school management team and the authorizer."* The 2019 mid-term site visit report states that *"...there was no evidence observed by NYSED or provided by the school that the BoT effectively communicates with and delegates responsibilities of management to school leadership that adhere to the principles of the delineation of responsibilities between governance and management."*

- **Indicator d:** HTCS effectively recruits, hires, and retains qualified personnel, as evidenced by the stability of its workforce, the high quality of the school's instructional program and academic outcomes, and the satisfaction of families. As noted below in Benchmark 10, teacher retention rates could not be ascertained for this report because the school did not submit teacher retention data to NYSED by the deadline. However, according to leadership, retention of teachers and other key personnel at HTCS has been strong over the charter term. Leadership reports that three teachers left the school at the end of the 2019-2020 year. According to the HTCS 2018-2019 Annual Report, HTCS retained 92% of its teachers.

2. Element: **Professional Climate:**

- **Indicator a:** The leadership team reports that this is the first year since 2010 that the school is not fully staffed at the outset of the school year. At the time of the renewal site visit, HTCS had four teacher vacancies: Grade 4 general education, Grade 4 special education, Grade 6 ELA, and JA music. A physical education vacancy was recently filled. The leadership team stated that they are actively recruiting candidates through multiple conduits. They reported that the school is able to cover the vacancies during remote instruction by redeploying teaching assignments (moved a part-time teacher to full-time to cover Grade 4 general education; dually-certified Grade 5/6 ICT teacher is teaching Grade 6 ELA; SPED coordinator is covering Grade 4 SPED role). However, despite these efforts, a separate NYSED investigation found the school to be in violation of Education Law §2854(3)(a-1)(iv) for not adequately covering the fourth grade ICT class (see Benchmark 10 below).
- **Indicator b:** In general, all classrooms at HTCS are staffed with two teachers, or a teacher and an assistant. Additionally, ENL teachers push in to support the school's 67 ELL students, and the special education coordinator and teachers provide targeted support and intervention for

struggling students, and in accordance with IEPs for the school's SWDs. According to the leadership and special populations focus groups, the schedule provides for daily collaboration and professional development, as teachers work with school leaders to improve the effectiveness of remote instruction during the COVID-19 pandemic. The renewal application states that the school provides two 40-minute periods a day for grade-level planning and focus on areas of need identified by assessment data and instructional feedback to teachers. This also permits planning for lesson differentiation and small-group support for students in need. The CSE notes that "Documentation provided to the CSE in advance of IEP meetings shows that there are tools and systems in place to provide specially designed instruction" (2020 CSE comment). According to NYCDOE School Quality Survey data, 95% of teachers say that at their school the principal, teachers, and staff collaborate to make the school run effectively. Also, 92% of teachers say that they design instructional programs (for example, lessons and units) together.

- **Indicator c:** Teacher professional development and collaborative support are embedded in the school schedule at HTCS. According to the renewal application, the leadership team uses NYCDOE and NYSED resources and outside consultant expertise to provide ongoing professional development for the instructional staff to assist with the transition to NGLS. The leadership team focus group noted that teachers engage in professional development daily, including during remote instruction. NYCDOE School Quality Survey data collected over the first three years of the charter term provides evidence of teacher satisfaction with the quality of professional development at HTCS. Ninety-five percent of teachers say that their professional development experiences have been sustained and coherent. Ninety-two percent of teachers say that they had opportunities to work productively with colleagues at their school on professional development. The CSE notes that "Teachers could also benefit from professional development regarding progress monitoring and data collection" (2020 CSE comment). The special populations focus group agree that this is a fair statement, and an area for growth at the school.
- **Indicator d:** Information provided in the HTCS renewal application and validated in site visits over the charter term demonstrates that the school has established effective systems to monitor instructional quality. The school uses Danielson's *Framework for Teaching* to guide expectations for teacher performance. The principal and academy directors visit classrooms frequently and provide formative ongoing feedback to teachers, and the coach/staff developer provides targeted support for the teaching staff in both academies. Teachers are formally evaluated anywhere from one to three times per year. The annual assessment of teacher practice is combined with measures of student learning in a summative evaluation using HEDI ratings. Classroom observations during the renewal site visit provide evidence that the school's coaching and evaluation systems are effectively supporting the school's transition to remote instruction.
- **Indicator e:** In focus groups, the principal and academy directors say they maintain an "open door" policy, which encourages teachers to share opinions and concerns. HTCS uses the Paylocity system to facilitate communication among staff, including the distribution of school-created surveys to solicit input. The school receives information about teacher satisfaction through NYCDOE School Quality Review surveys. This, together with biweekly staff meetings and daily planning meetings, provides teachers with multiple opportunities for feedback. In the 2019 CSO teacher survey, 87% of teachers agree that the school's leadership has systems in place to solicit staff feedback.

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

- **Indicator a:** N/A
- **Indicator b:** N/A
- **Indicator c:** According to information provided by the school following the renewal site visit, “consultants must submit a scope of work with their 1099 or invoice that details required the expected tasks and timeline to be completed. The board reviews the scope of work and determines, before payment is due, that such tasks have been completed satisfactorily according to contract.”

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

- Element: ***Missions and Key Design Elements:***
 - **Indicator a:** HTCS has implemented and sustained its mission throughout the charter term. The mission is evident in the school’s choice of academic and supplemental programs, supportive student environment, collaborative staff, consistent oversight of student progress, support for students who need it, and annual student outcomes. The mission was the vision of the school’s founders, two of whom served continuously on the board until July 2020 and is shared by other board members of lengthy tenure with the school. The longevity of the school’s leadership team has also contributed to the consistent implementation of mission, values, and key design elements at HTCS. Longevity of this veteran leadership team references the CSO liaisons’ experiences with the school over the years with regard to conversations, observations, and reports.
 - **Indicator b:** *Research-based curriculum:* As described in BM 2 and evidenced by the consistently strong academic outcomes over the term, HTCS uses research-based curricula that are aligned with New York State expectations.

Proven instructional methodologies: HTCS has established effective instructional strategies across classes and grade-levels, which were evidenced in classroom observations at the renewal site visit, as well as in prior visits earlier in the charter term.

Array of assessment tools: The school has developed an assessment framework that provides all information needed to assess student learning needs and progress, and the effectiveness of the education program. Teachers regularly review daily, weekly, and unit assessments (Springboard) to monitor student progress and make indicated instructional adjustments. The school also uses assessment data (*Star 360*) to plan instructional groupings, monitor student progress, and assure alignment with learning standards; *Achieve3000* is used to determine individual Lexile levels to promote appropriate text selection for students.

School management plan focused on improvement of learning environment: According to renewal site visit focus groups, the HTCS leadership and teachers have developed a collaborative culture with the goal of continuous instructional improvement. Self-reflection, constructive feedback

from leaders and the long-tenured coach/staff developer, teacher collaboration, and ongoing professional development all contribute to the school culture and success.

Essential core values that guide all interactions: HTCS core values are well-understood by all stakeholders and are explicitly stated in many of the school's documents. Student learning and well-being are first and foremost at the school, as was articulated by the board, leadership, special populations staff, and parents at the renewal site visit. As stated in the school's renewal application, "Monthly core values are posted throughout the school in multiple languages centering on our core values of Wisdom, Justice, Courage, Compassion, Respect, Responsibility, and Integrity. Every week, students are recognized for demonstrating the Core Value of the Month through their attitude, behavior, and sense of responsibility." Evidence of this had been noted by the CSO in previous in-person site visits during this charter term. In remote classroom observations during the renewal visit, these core values were evident in the instructional strategies employed (expecting students to exercise higher order thinking and to take on responsibility for their own learning, as discussed in Benchmark 2) and the positive and respectful interactions among students and teachers, as described in Benchmarks 2 and 3.

Ongoing professional development: Professional development is provided by outside consultants, and by the school's coach/staff developer, academy directors, and the principal. Time for professional development is built into the school's annual calendar and daily schedule.

Management strategies that align the school's mission and vision to the budget, resources, curriculum, and professional development: The school has well-established strategies that assure alignment of mission and vision with all aspects of school operation. The HTCS leadership team is comprised of a principal, two academy directors, a director of operations, and a coach/staff developer. The team has significant longevity with the school, both in individual roles and in working with one another. The HTCS Board Education Committee meets monthly with school leaders to assess program success and areas for growth.

Processes for meaningful parental engagement: According to renewal site visit focus groups, NYCDOE Quality Review surveys, 2019 CSO parent surveys, and school-submitted self-evaluation and renewal application materials, parent involvement with student academics and well-being is a strength at HTCS. Through town hall meetings, individual communications with teachers, school staff, academy directors, and the principal, as well as a variety of surveys, parents' voices are heard at HTCS. The board has requested a revision to its by-laws which would allow them to appoint a non-voting parent representative to facilitate parental engagement at the governance level.

Shared leadership among faculty, administrators, and the BOT: Shared leadership implies a culture by which faculty, administrators, and the board of trustees share responsibility for an overall positive school culture and climate. It is evident in surveys and focus group meetings that collegial and mutually supportive shared leadership exists among the faculty, administrators, and board over the academic success and well-being of HTCS students. Examples of mechanisms include board education and grievance committees, and the addition of the non-voting parent representative to the board. However, at the time of renewal, there is no real evidence this culture extends into other areas of school operations, especially facility planning and finance. In focus groups, school stakeholders expressed the perception that top-down planning and decision-making is the board's prevalent approach, and that there is limited communication with the

greater school community about plans and progress in these areas. Although board fiduciary and strategic planning functions cannot and should not be delegated, more open communication and transparency, coupled with opportunities for input, would bring about full implementation of this key design element.

Support systems that align with the school's mission and vision: HTCS has implemented positive structures and support systems through a range of mechanisms. The school monitors student well-being on an ongoing basis, and provides academic intervention, social work and counseling supports to students as indicated. Teachers are supported through ongoing feedback and professional development, as well as annual performance-related compensation through bonuses.

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

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

Summative Evidence for Benchmark 9:

1. Element: **Targets are met:** N/A
2. Element: **Targets are not met:**
 - **Indicator a:** HTCS **has met** its authorized target enrollment over the first four years of the current charter term. The school’s total enrollment, as reported annually to NYSED, has hovered between one to two percentage points above/below the approved maximum set forth in the charter (675 students). HTCS **has not met** subgroup enrollment targets for SWDs, ELLs, or ED students in any of the first four years of the current charter term. HTCS **is not making** regular and significant annual progress toward meeting its subgroup enrollment targets. Over the charter term, enrollment of SWDs and ELLs at HTCS has remained between 13 and 16 percentage points below that of the district. There is no distinct trend showing improvement in SWD subgroup enrollment. The school’s enrollment of ELLs has shown a slight gradual increase each year, from 12% in 2016-2017 to 17% in 2019-2020. The enrollment of ED students is also below that of the district, although the differential has shown a decrease of 50% over the charter term, ending at an 11 percentage-point differential with the district. HTCS **is meeting** retention targets for its students in all three subgroup categories. Students are retained at the school at a higher rate than similar student populations are retained in NYC CSD 9.
 - **Indicator b:** There is insufficient evidence that HTCS has implemented, evaluated, and adjusted the extensive recruitment strategies planned to increase the enrollment of subgroup populations. At the time of its 2016 charter renewal, HTCS stated that it would make efforts to increase the

percentages of students served in each of the special population groups by implementing the following strategies, as listed in May 9, 2016 *Renewal Decisions Authorized by the Board of Regents*: revising the school print brochure to highlight special education and ELL services, and disseminate it in multiple languages; increase the number of family recruitment workshops; develop bus ads in Spanish and French; and, revise the enrollment policy to implement a weighted lottery system. In 2019, in response to the CSO-requested corrective action plan to address the continued under-enrollment of special populations, the school committed to: maintain communication with the Bronx Borough Enrollment Office; build relationships between HTCS special populations instructional staff with potential community partners; develop and implement board-approved MOUs with health and human service providers; survey families of enrolled students to determine whether students identify as SWD or ELL; engage in a collaborative effort between the board of trustees fundraising/marketing ad hoc committee and the operations team to redesign the school's application and enrollment materials and brochure; and, implement professional development efforts focused on the internal identification and instruction of enrolled students who may require special services.

In renewal visit focus groups, school personnel and board members were asked about special population recruitment efforts and outcomes over the charter term. They mentioned the weighted lottery; improved relationship with the Committee on Special Education; meetings conducted by the parent coordinator with three preschools; and MOUs drafted with health and human services providers in 2019 (still pending board approval, according to school leadership). Board minutes indicate that the school brochure was updated early in the charter term by an individual who later served as a board member. There is no evidence on the school website of updated recruitment materials. No information was provided about the effectiveness of the outreach mechanisms used by the school (enrollment fairs, bus ads, brochures). School personnel mentioned pilot use of social media but has no metrics of results. The special populations focus group described successful efforts to strengthen program services for SWDs through work with CSE and other professional development activities. Finally, the school's current enrollment policy weights the applications of students in the SWD and ELL subgroup categories at a 2:1 ratio, but the terminology used in the policy is contradictory, unclear, and lacks relevant detail for potential applicant families.

- **Indicator c:** There is no evidence of a systemic process for evaluating recruitment and outreach strategies. Program services for special populations of students are evaluated through data and teacher review and end-of-year test performance. The CSO July 2020 oversight memo states, "*At this year's renewal visit, the school must provide evidence that it has implemented the strategies in the CAP to the best of its ability, and that progress has been made in increasing the enrollment of subgroup populations at HTCS in comparison to CSD 9.*" In focus groups with school leadership, special populations instructional staff, and the board of trustees, the implementation and effectiveness of recruitment strategies was not clearly outlined. The school's renewal application stated that the school would document the strategies prior to the renewal site visit, but this information was not presented.

The HTCS Pre-Renewal Site Visit School Self-Evaluation states the school's intent to:

- Reinstatement of the use of bus ads and/or diverse social media platforms at some point during the 2020-2021 academic school year;
- Continue to develop and maintain visibility with neighborhood and community partners, entities, and vendors to market HTCS;

- Review and monitor the stipulations of MOU's with health and human service providers to ensure effectiveness;
- Provide monthly comprehensive enrollment analyses....and develop reports to track progress (starting with the BEDS process in the Fall of 2020; and
- Provide continuous professional development for teaching staff on identifying students that should be referred to the CSE for review.

Most of the strategies listed are the same strategies the school has used in the past, with little to no success.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Falls Far Below

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

Summative Evidence for Benchmark 10:

1. Element: **Legal Compliance:**

- **Indicator a:** HTCS generally has not complied with the law and provisions of its charter over the charter term. The CSO issued Notices of Deficiency, which have identified problems such as failure to complete required annual Trustee Disclosure Forms, failure to obtain fire inspections and certificates of occupancy, failure to meet fiscal/budget targets, and failure to enroll comparable numbers of students from each of the three subgroup populations. The school did complete and submit the annual Trustee Disclosure Forms with its 2019-2020 Annual Report submissions. Although HTCS did obtain a Letter of No Objection in August 2018 for the JA building, which it leases, the school had not yet met all the requirements identified in it as of the date of the 2020 renewal site visit. The board does monitor and report fiscal compliance and progress toward fiscal goals and budget targets. However, it has not yet contracted with a consultant for fundraising and grant writing efforts, one of the outcomes listed in the corrective action plan for fiscal/budget targets. The school has experienced reoccurring board deficiencies, failure to meet meeting notice requirements, late board submissions (including, most recently, the late submission of the school's Benchmark 1 Narrative, a component of the renewal application, and the school's signed Charter Agreement), and failure to appoint a Treasurer to the board of trustees as required in the HTCS by-laws. In addition, while the school submitted its fingerprint clearance certificates in September 2020 as part of the renewal process, the CSO did not have those review results available during the site visit. Those results came after the site visit and show that school officials have not been complying with fingerprinting and clearance requirements for staff, a serious safety violation. The CSO will be in communication with the school to discuss this. The school must adopt a multi-step, comprehensive process to ensure that all school employees have fingerprint clearance prior to their start date at the school. Several of the school's policies require extensive

revision to be legally compliant. The school's faculty and staff retention data were not available for use in this report because it was not submitted to NYSED on time. Finally, this fall, the State Education Department's Office of Special Education found that the school was in violation of Education Law §2854(3)(a-1)(iv) for its failure to obtain adequate coverage in one of its fourth grade ICT classes after the special education teacher left; since mid-October of this year, the ICT class was not continually covered by two teachers.

- **Indicator b:** As discussed above and throughout this report, HTCS has not implemented effective corrective action plans to remediate deficiencies noted by the CSO. According to the school's renewal application, the board acquired the services of an attorney who has been providing legal counsel over the course of this charter term, ensuring "that HTCS is in compliance with all applicable local, state and federal laws as it applies to HTCS, our operations, our facilities, our programs, our vendor relationships and our staff." Despite an ongoing \$50,000/year contract with an attorney, the school has not been effective at implementing the necessary safeguards to maintain compliance with all legal requirements.
- **Indicator c:** HTCS has not implemented or sought CSO approval for any revisions over the course of the current charter term.

Attachment 1: 2020-2021 Renewal Site Visit

Harriet Tubman Charter School

Benchmark 1:

Indicator 1: All Schools

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

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

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

This schools outperforms schools with similar grades and subgroup demographics in ELA, math, and science.

Indicator 2: Elementary/Middle School Outcomes

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

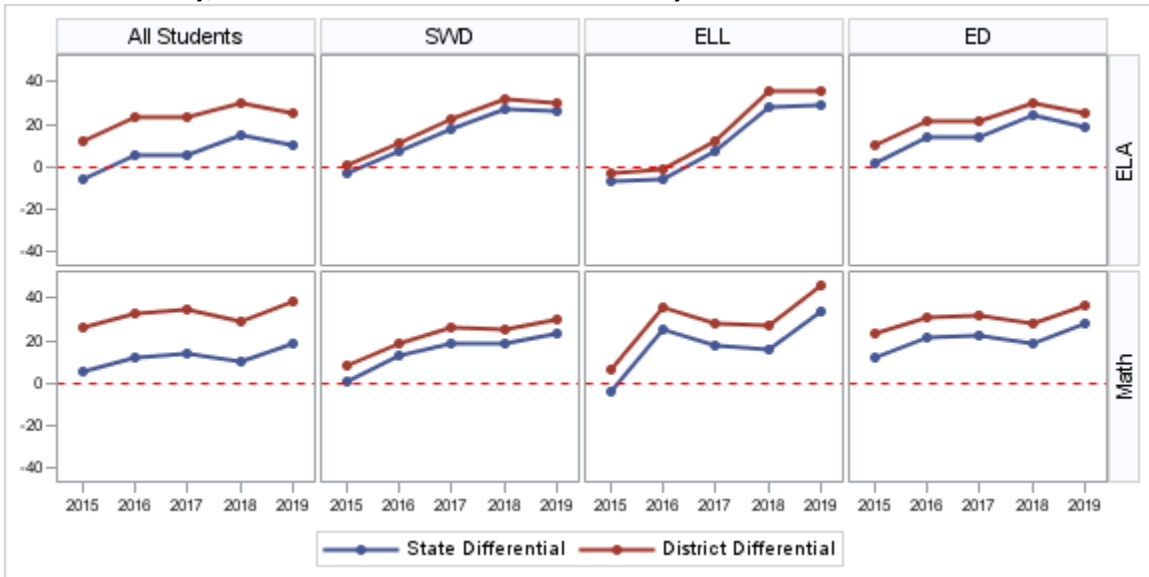
Table 1: Elementary/Middle School Trending Toward Proficiency – Target = 75%

		All Students	SWD	ELL	ED
ELA	2015-2016	59%	52%	42%	56%
	2016-2017	49%	47%	27%	47%
	2017-2018	62%	55%	50%	62%
	2018-2019	57%	47%	58%	57%
Math	2015-2016	56%	38%	67%	52%
	2016-2017	56%	40%	58%	50%
	2017-2018	54%	40%	35%	54%
	2018-2019	72%	58%	79%	70%

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

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

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



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

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

		ELA					Math				
		Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
All Students	2014-2015	25%	13%	+12	31%	-6	43%	17%	+26	38%	+5
	2015-2016	43%	20%	+23	38%	+5	51%	18%	+33	39%	+12
	2016-2017	45%	22%	+23	40%	+5	54%	19%	+35	40%	+14
	2017-2018	60%	30%	+30	45%	+15	55%	26%	+29	45%	+10
	2018-2019	55%	30%	+25	45%	+10	66%	28%	+38	47%	+19
SWD	2014-2015	4%	3%	+1	7%	-3	13%	5%	+8	12%	+1
	2015-2016	16%	5%	+11	9%	+7	25%	6%	+19	12%	+13
	2016-2017	29%	7%	+22	11%	+18	33%	7%	+26	14%	+19
	2017-2018	43%	11%	+32	16%	+27	36%	11%	+25	17%	+19
	2018-2019	41%	11%	+30	15%	+26	40%	10%	+30	17%	+23
ELL	2014-2015	3%	6%	-3	10%	-7	15%	9%	+6	19%	-4
	2015-2016	7%	8%	-1	13%	-6	45%	9%	+36	20%	+25
	2016-2017	19%	7%	+12	12%	+7	37%	9%	+28	19%	+18
	2017-2018	53%	17%	+36	25%	+28	45%	18%	+27	29%	+16
	2018-2019	54%	18%	+36	25%	+29	65%	19%	+46	31%	+34
ED	2014-2015	23%	13%	+10	21%	+2	39%	16%	+23	27%	+12
	2015-2016	41%	20%	+21	27%	+14	49%	18%	+31	28%	+21
	2016-2017	43%	22%	+21	29%	+14	51%	19%	+32	29%	+22
	2017-2018	59%	29%	+30	35%	+24	53%	25%	+28	34%	+19
	2018-2019	55%	30%	+25	36%	+19	64%	27%	+37	36%	+28

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

2.b.iii. Aggregate Grade Level Proficiency: See Table 3 below.

Table 3: Aggregate Grade Level Proficiency

		ELA					Math				
		Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Harriet Tubman CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
Grade 3	2014-2015	41%	14%	+27	31%	+10	68%	20%	+48	42%	+26
	2015-2016	55%	22%	+33	42%	+13	76%	23%	+53	44%	+32
	2016-2017	66%	25%	+41	43%	+23	82%	28%	+54	48%	+34
	2017-2018	82%	35%	+47	51%	+31	90%	37%	+53	54%	+36
	2018-2019	76%	39%	+37	52%	+24	85%	36%	+49	55%	+30
Grade 4	2014-2015	22%	13%	+9	33%	-11	36%	16%	+20	43%	-7
	2015-2016	62%	24%	+38	41%	+21	60%	23%	+37	45%	+15
	2016-2017	63%	23%	+40	41%	+22	61%	21%	+40	43%	+18
	2017-2018	68%	31%	+37	47%	+21	58%	28%	+30	48%	+10
	2018-2019	65%	35%	+30	48%	+17	72%	32%	+40	50%	+22
Grade 5	2014-2015	16%	12%	+4	30%	-14	23%	20%	+3	43%	-20
	2015-2016	27%	18%	+9	33%	-6	19%	18%	+1	40%	-21
	2016-2017	30%	20%	+10	35%	-5	35%	22%	+13	43%	-8
	2017-2018	45%	22%	+23	37%	+8	27%	26%	+1	44%	-17
	2018-2019	42%	23%	+19	38%	+4	51%	29%	+22	46%	+5
Grade 6	2014-2015	24%	12%	+12	31%	-7	49%	17%	+32	39%	+10
	2015-2016	31%	16%	+15	34%	-3	51%	16%	+35	40%	+11
	2016-2017	17%	14%	+3	32%	-15	46%	15%	+31	40%	+6
	2017-2018	65%	32%	+33	49%	+16	48%	22%	+26	44%	+4
	2018-2019	51%	27%	+24	47%	+4	58%	25%	+33	47%	+11
Grade 7	2014-2015	18%	12%	+6	29%	-11	46%	14%	+32	35%	+11
	2015-2016	39%	17%	+22	35%	+4	47%	14%	+33	36%	+11
	2016-2017	41%	21%	+20	42%	-1	43%	16%	+27	38%	+5
	2017-2018	34%	24%	+10	40%	-6	49%	20%	+29	41%	+8
	2018-2019	34%	26%	+8	40%	-6	49%	24%	+25	43%	+6
Grade 8	2014-2015	27%	15%	+12	35%	-8	36%	12%	+24	22%	+14
	2015-2016	41%	24%	+17	41%	0	55%	13%	+42	24%	+31
	2016-2017	53%	29%	+24	45%	+8	56%	14%	+42	22%	+34
	2017-2018	60%	32%	+28	48%	+12	54%	21%	+33	30%	+24
	2018-2019	55%	33%	+22	48%	+7	78%	22%	+56	33%	+45

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

Indicator 3: High School Outcomes

3.a.i. and 3.a.ii. Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes: See Table 4 below.

Table 4: Annual Regents Outcomes: Pre-High School

		All Students				ED			
		Charter Total Tested	Harriet Tubman Charter School	NYS	Differential to State	Charter Total Tested	Harriet Tubman Charter School	NYS	Differential to State
Algebra I (Common Core)	2016-2017	23	100%	94%	+6	12	100%	88%	+12
	2017-2018	22	100%	90%	+10	17	100%	81%	+19
	2018-2019	21	100%	89%	+11	19	100%	80%	+20

*See NOTES (2), (3), (4), and (7) below.

Benchmark 9:

Table 5: Student Demographics

	SWD			ELL			ED		
	Harriet Tubman CS	NYC CSD 9	Differential to District	Harriet Tubman CS	NYC CSD 9	Differential to District	Harriet Tubman CS	NYC CSD 9	Differential to District
2015-2016	13%	24%	-11	12%	29%	-17	66%	91%	-25
2016-2017	11%	24%	-13	12%	27%	-15	68%	91%	-23
2017-2018	11%	25%	-14	14%	30%	-16	80%	94%	-14
2018-2019	11%	25%	-14	16%	30%	-14	88%	94%	-6
2019-2020	10%	25%	-15	17%	30%	-13	82%	94%	-12

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

Table 6: Retention – Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Harriet Tubman CS	NYC CSD 9	Differential to District	Harriet Tubman CS	NYC CSD 9	Differential to District	Harriet Tubman CS	NYC CSD 9	Differential to District	Harriet Tubman CS	NYC CSD 9	Differential to District
2015-2016	79%	78%	+1	74%	78%	-4	78%	80%	-2	79%	78%	+1
2016-2017	80%	78%	+2	76%	77%	-1	87%	80%	+7	79%	78%	+1
2017-2018	77%	79%	-2	74%	80%	-6	85%	80%	+5	78%	79%	-1
2018-2019	77%	78%	-1	62%	78%	-16	86%	79%	+7	78%	78%	0
2019-2020	81%	77%	+4	73%	78%	-5	84%	79%	+5	80%	78%	+2

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

***NOTES:**

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.

(4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.

(6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.

(8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).

(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

Charter School Fiscal Accountability Summary

HARRIET TUBMAN CHARTER SCHOOL

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

	2015-16	2016-17	2017-18	2018-19	2019-20
Grades Served	K-8	K-8	K-8	K-8	K-8
Maximum Chartered Grades Served	K-8	K-8	K-8	K-8	K-8
Chartered Enrollment	675	675	675	675	675
Maximum Chartered Enrollment	675	675	675	675	675
Actual Enrollment	663	689	668	682	664

ASSETS

Current Assets

	2015-16	2016-17	2017-18	2018-19	2019-20
Cash and Cash Equivalents	70,408	353,994	917,912	1,047,484	2,597,849
Grants and Contracts Receivable	625,069	773,170	849,347	781,033	648,133
Prepaid Expenses	-	8,663	32,313	298,407	2,674
Other Current Assets	-	170,000	-	-	-
Total Current Assets	695,477	1,305,827	1,799,572	2,126,924	3,248,656

Non-Current Assets

	2015-16	2016-17	2017-18	2018-19	2019-20
Property, Building and Equipment, net	775,508	676,880	406,363	442,030	386,512
Restricted Cash	75,000	75,000	75,000	75,000	75,000
Security Deposits	-	228,900	128,900	128,900	128,900
Other Non-Current Assets	517,693	-	85,000	-	-
Total Non - Current Assets	1,368,201	980,780	695,263	645,930	590,412
Total Assets	2,063,678	2,286,607	2,494,835	2,772,854	3,839,068

LIABILITIES and NET ASSETS

Current Liabilities

	2015-16	2016-17	2017-18	2018-19	2019-20
Accounts Payable and Accrued Expenses	1,131,336	285,405	676,003	533,474	647,678
Accrued Payroll and Payroll Taxes	-	673,536	489,446	529,977	550,861
Due to Related Parties	-	-	-	-	-
Refundable Advances	72,854	-	-	-	-
Other Current Liabilities	198,079	153,414	120,510	72,054	4,480
Total Current Liabilities	1,402,269	1,112,355	1,285,959	1,135,505	1,203,019

Long-Term Liabilities

	2015-16	2016-17	2017-18	2018-19	2019-20
Deferred Rent	78,510	67,200	40,320	13,440	-
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	78,510	67,200	40,320	13,440	-
Total Liabilities	1,480,779	1,179,555	1,326,279	1,148,945	1,203,019

NET ASSETS

	2015-16	2016-17	2017-18	2018-19	2019-20
Unrestricted	557,534	1,081,687	1,168,556	1,623,909	2,636,049
Restricted	25,365	25,365	-	-	-
Total Net Assets	582,899	1,107,052	1,168,556	1,623,909	2,636,049
Total Liabilities and Net Assets	2,063,678	2,286,607	2,494,835	2,772,854	3,839,068

OPERATING REVENUE

	2015-16	2016-17	2017-18	2018-19	2019-20
State and Local Per Pupil Revenue - Reg. Ed	9,916,324	9,733,547	10,173,460	10,856,141	10,725,315
State and Local Per Pupil Revenue - SPED	-	726,847	-	-	529,406
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	917,253	881,910	1,126,537	982,945	665,406
State and City Grants	-	-	-	-	132,117
Other Operating Income	-	-	32,340	-	155,022
Total Operating Revenue	10,833,577	11,342,304	11,332,337	11,839,086	12,207,266

EXPENSES

Program Services

	2015-16	2016-17	2017-18	2018-19	2019-20
Regular Education	8,806,606	10,129,986	8,578,794	8,597,298	8,046,738
Special Education	956,413	-	1,724,594	1,833,429	1,800,615
Other Expenses	-	-	-	-	-
Total Program Services	9,763,019	10,129,986	10,303,388	10,430,727	9,847,353

Supporting Services

	2015-16	2016-17	2017-18	2018-19	2019-20
Management and General	1,107,356	691,258	960,010	950,364	1,346,764
Fundraising	-	4,622	7,435	4,481	1,360
Total Support Services	1,107,356	695,880	967,445	954,845	1,348,124
Total Expenses	10,870,375	10,825,866	11,270,833	11,385,572	11,195,477
Surplus/Deficit from Operations	(36,798)	516,438	61,504	453,514	1,011,789

SUPPORT AND OTHER REVENUE

	2015-16	2016-17	2017-18	2018-19	2019-20
Interest and Other Income	1,706	6,879	-	1,839	351
Contributions and Grants	7,582	836	-	-	-
Fundraising Support	(605)	-	-	-	-
Other Support and Revenue	-	-	-	-	-
Total Support and Other Revenue	8,683	7,715	-	1,839	351
Change in Net Assets	(28,115)	524,153	61,504	455,353	1,012,140
Net Assets - Beginning of Year	611,014	582,899	1,107,052	1,168,556	1,623,909
Net Assets - End of Year	582,899	1,107,052	1,168,556	1,623,909	2,636,049

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

	2015-16	2016-17	2017-18	2018-19	2019-20
Operating	16,340	16,462	16,965	17,359	18,384
Support and Other Revenue	13	11	-	3	1
Total Revenue	16,353	16,473	16,965	17,362	18,385

Expenses - Per Pupil

	2015-16	2016-17	2017-18	2018-19	2019-20
Program Services	14,726	14,702	15,424	15,294	14,830
Management and General, Fundraising	1,670	1,010	1,448	1,400	2,030
Total Expenses	16,396	15,712	16,873	16,694	16,861
% of Program Services	89.8%	93.6%	91.4%	91.6%	88.0%
% of Management and Other	10.2%	6.4%	8.6%	8.4%	12.0%
% of Revenue Exceeding Expenses	-0.3%	4.8%	0.5%	4.0%	9.0%

FINANCIAL COMPOSITE SCORE

	2015-16	2016-17	2017-18	2018-19	2019-20
Composite Score	0.90	2.00	1.68	2.21	2.60
BENCHMARK and FINDING: Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9	Needs Monitoring	Strong	Strong	Strong	Strong

WORKING CAPITAL

	2015-16	2016-17	2017-18	2018-19	2019-20
Net Working Capital	(706,792)	193,472	513,613	991,419	2,045,637
Working Capital (Current) Ratio	0.5	1.2	1.4	1.9	2.7
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Does Not Meet Standard	Partly Meets Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

	2015-16	2016-17	2017-18	2018-19	2019-20
Debt to Asset Ratio	0.7	0.5	0.5	0.4	0.3
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

	2015-16	2016-17	2017-18	2018-19	2019-20
Days of Cash	2.4	11.9	29.7	33.6	84.7
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard

TOTAL MARGIN

	2015-16	2016-17	2017-18	2018-19	2019-20
Total Margin Ratio	(0.0)	0.0	0.0	0.0	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

