



New York State Education Department

2024-2025 Renewal Site Visit Report for BOR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Great Oaks Kathleen Sherry Charter School

Renewal Site Visit Dates: November 12-13, 2024
Date of Final Draft Site Visit Report: February 10, 2025
Date of Final Site Visit Report: February 19, 2025

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ATTACHMENT 1: 2025 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: 2024 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Great Oaks Kathleen Sherry Charter School (GO-NYC)
Board Chair	Susan Akselrad
District of Location	New York City (NYC) Community School District (CSD) 2
Initial Commencement of Instruction	Fall 2013
Charter Terms	<ul style="list-style-type: none"> • Initial Term: August 26, 2013 – June 30, 2018 • First Renewal Term: July 1, 2018 – June 30, 2022 • Second Renewal Term: July 1, 2022 – June 30, 2025
Current Term Authorized Grades/ Approved Enrollment	Grades 6 – 12 / 375 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6 – 12 / 375 students
Comprehensive Management Service Provider	Great Oaks Foundation
Facilities	240 Bleecker Street, New York, NY 10014 – Private Space
Mission Statement	<i>Great Oaks Charter School will prepare our students to succeed in college by obtaining a four-year degree. We will accomplish this by combining high academic and behavioral expectations for our students with an extraordinary level of individual attention to each student’s needs through tutoring.</i>
Key Design Elements	<ul style="list-style-type: none"> • High academic and behavioral expectations • Building relationships • Individualized lessons via high dosage tutoring • Small school • Excellent classroom instruction • More time on task • Data-driven instructional practices • A special focus on English language learners
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	<ul style="list-style-type: none"> • To amend this Key Design Element, beginning in the 2025-2026 school year from “A special focus on English Language Learners” to “A focus on special populations.” For details see the October 2024 public notice.

Innovative and Noteworthy Programs: Great Oaks Charter School (GO-NYC) provides a highly individualized program through its Great Oaks Fellows Program, partnering students with AmeriCorps members to provide high-dosage tutoring, afterschool and Saturday academic support, extensive extracurriculars, and close personal mentoring. The Great Oaks Fellows Program is supplemented by rigorous academic and behavioral expectations, personalized learning, and strong student support systems.

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

Renewal Outcomes

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

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025
Grade Configuration	Grades 6 - 12	Grades 6 - 11	Grades 6 – 12
Total Approved Enrollment	573	340	375

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

	Year 1 2025 to 2026	Year 2 2026 to 2027	Year 3 2027 to 2028	Year 4 2028 to 2029	Year 5 2029 to 2030
Grade Configuration	Grades 6 - 12	Grades 6 – 12	Grades 6 – 12	Grades 6 – 12	Grades 6 – 12
Total Proposed Enrollment	375	375	375	375	375

METHODOLOGY

Purpose of the Renewal Report

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

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

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

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

as well as a commitment to the principles of diversity, equity, and inclusion, in the school’s policies and practices.

A two-day renewal site visit was conducted at GO-NYC on November 12 – 13, 2024. The NYSED CSO site visit team conducted interviews with the board of trustees, school leadership team, teachers, and student support staff.

The team conducted seven classroom observations in Grades 6 – 12. The observations were approximately 20 minutes in length and conducted jointly with the principal and the director of curriculum and instruction. NYSED utilizes the CSO’s Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit and can be found in the [2024-2025 Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school’s 2024-2025 renewal application, 2023-2024 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for the school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school’s strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

**New York State Education Department
2019 Charter School Performance Framework Rating³**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Falls Far Below
	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.	Meets
	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. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

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

Summary of Findings

- GO-NYC is in year twelve of operation and serves students in Grades 6 – 12. During its current charter term, the school is rated in the following manner: six “Meets,” three “Approaches,” and one “Falls Far Below.” A summary of those ratings is provided below.
- **Strengths:**
 - Instructional practices and priorities, such as inquiry-based learning, project-based learning, and differentiation, were evident in all observed classrooms. Focus group discussions confirmed that these core strategies are embedded in lesson plans and are well understood and clearly articulated by all interviewed staff. The school’s Great Oaks Fellows Program, which supports its strong academic focus, individualized student learning, and social-emotional development, is implemented in an exemplary and sustainable manner. Great Oaks excels in ensuring a schoolwide understanding and implementation of the school’s key design elements (KDEs), in particular how the KDEs reinforce one another.
- **Challenges:**
 - The school has issues satisfying statutory requirements regarding the number of certified teachers; though, at the time of the visit, it had a significant number of uncertified teachers on track toward certification and systems in place for supporting and monitoring their progress.
 - While the school is currently at 91 percent of its enrollment cap, overall and subgroup retention issues and under-enrollment of its sixth grade relative to other grades bear paying attention.

Benchmark 1: Student Performances

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

Finding: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to performing below the district of location (DOL) on the New York State Testing Program (NYSTP) 3-8 Assessments in English language arts (ELA) and math.

Based on the results of the 2024 NYSTP 3-8 Assessments, GO-NYC’s overall ELA proficiency of 49 percent is -26 percentage points below the DOL, New York City (NYC) Community School District (CSD) 2. The school’s overall math proficiency of 43 percent is -34 percentage points below NYC CSD 2. Notably, GO-NYC outperformed New York State (NYS) for All Students in ELA by +1 percentage point, while the students with disabilities (SWD) and economically disadvantaged (ED) subgroups exceeded the State with differentials of +17 and +6 percentage points in ELA and +15 and +5 percentage points in math, respectively. Based on 2024 NYSTP results, GO-NYC’s overall maintenance of and trending toward proficiency was 62 percent for ELA and 56 percent for math.

The GO-NYC 2021 cohort will be the first for which 4-year graduation rate and Regents cohort data is available.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to current New York State learning standards.b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.d. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.c. The school differentiates instruction to ensure equity and access for all students.d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a system of formative, diagnostic, and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

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

Academic Program for Middle School (Grades 6 – 8):

- ELA: GO-NYC uses a modified version of the *Lavinia Group's ELA* curriculum.
- Mathematics: GO-NYC uses *enVision Mathematics* curriculum for grade 6-12.
- Social Studies: GO-NYC uses a standards-aligned and inquiry-based social studies curriculum.
- Science: GO-NYC uses a standards-aligned and inquiry-based science curriculum adapted from Success Academy's science curriculum.
 - Grade 6: focuses on Earth Science
 - Grade 7: focuses on Physical Science
 - Grade 8: focuses on a combination of Earth Science and Life Science
- GO-NYC uses an inquiry approach model and incorporates project-based learning in the curriculum.
- GO-NYC utilizes an integrated co-teaching (ICT) model in addition to high-dosage tutoring and individualized student support through its Great Oaks Fellows Program.

Academic Program for High School (Grades 9 – 12):

- English: GO-NYC uses *Fishtank Learning* as its curriculum, as well as the *College Board's Advanced Placement (AP) Literacy* curriculum.
- GO-NYC uses *enVision Mathematics* curriculum for grade 6-12.
- Social Studies and Science: GO-NYC used the *New Visions* curriculum, as well as the *College Board's AP Environmental Science and United States History* curricula.
- GO-NYC uses an inquiry approach model and incorporates project-based learning in the curriculum.
- GO-NYC utilizes an ICT model in addition to high-dosage tutoring and individualized student support through its Great Oaks Fellows Program.

Academic Program for Students with Disabilities (SWD) and English Language Learners (ELL):

- SWD:
 - GO-NYC utilizes ICT to support SWD in main subject areas, along with push-in and pull-out supports.
 - GO-NYC provides supports through a mix of in-house services, including counseling and district-provided services, such as speech therapy and occupational therapy.
- ELL:
 - GO-NYC provides small group instruction, along with push-in and pull-out supports.
 - GO-NYC communicates with ELL students and families through bilingual staff and translation services.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: **Curriculum:**

- **Indicator a:** The school’s renewal application reports adoption of New York State Learning Standards (NYSLS) aligned curriculum. In middle school, GO-NYC uses a modified version of *Lavina Group’s ELA* curriculum and *enVision Mathematics*, which was adopted in 2023 after previously using *Illustrative Math*. In social studies and science, GO-NYC uses curriculum adopted from other successful charter schools: Neighborhood Charter School and Success Academy, respectively. In both subjects, GO-NYC supplements these curriculums with integrated project-based learning units. In high school, GO-NYC uses *Fishtank Learning* in ELA, supplemented in upper grades with the *AP Literacy* curriculum and *enVision Mathematics*. In both social studies and science, GO-NYC utilizes the *New Visions* curriculum, supplemented with project-based learning instruction and components of relevant advanced placement (AP) curriculum. The school also uses standards-aligned curriculum in art, physical education, and French.
- **Indicator b:** All GO-NYC adopted curriculum include vertically aligned sequencing. GO-NYC’s directors of curriculum and instruction and content leads are responsible for ensuring horizontal and vertical alignment in implementation. The school’s renewal application and focus group interviews explained this process, which includes the use of weekly content team meetings, regular professional development on differentiation, and data integration. In several subjects, teachers co-teach across grade spans, ensuring vertical alignment. Additionally, teachers noted that the schoolwide focus on literacy created opportunities for horizontal and vertical alignment through cooperative planning.
- **Indicator c:** The renewal application reports that standards-based curricula were strategically selected to support diverse learners through use of support resources, including digital support resources and embedded dual language materials. For example, academic leadership and teachers both pointed to the tools and resources for differentiation embedded in the curriculum as a key factor in the school’s decision to transition to *enVision Math*. GO-NYC has also adopted several online intervention and enrichment programs to supplement instruction in math, reading, and language acquisition. Teachers receive regular support and targeted professional development in differentiating instruction and using support resources; respondents in the teacher focus group specifically highlighted individual coaching and personalized professional development opportunities focused on differentiated instruction.
- **Indicator d:** GO-NYC’s Instructional Leadership Team comprehensively reviews curriculum annually, in addition to reviewing throughout the year through content team meetings. The team is made up of the school’s directors of curriculum and instruction and instructional coaches. Over the current charter term, the school changed math curriculums, demonstrating its process of reviewing and revising its curriculum. According to the renewal application and focus group discussions, the school previously adopted *Illustrative Math* and sought external support for its implementation. However, challenges were identified during the process, and the curriculum showed no impact on student outcomes. In 2023, the school contracted with an external curriculum expert to support the school’s comprehensive review of its current implementation and alternative curriculums, involving engagement of all stakeholder groups to identify the challenges of the current curriculum. This process led to the school adopting *enVision Mathematics*, its current math curriculum.

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

- **Indicator a:** GO-NYC implements numerous strategies to ensure a shared understanding of high-quality instruction, including weekly individual and co-teaching coaching meetings, weekly department meetings, weekly classroom visits, and monthly data meetings. Individual coaching and targeted professional development focus on three identified instructional tools to ensure shared understanding: scope and sequence, a unit unpacking protocol, and a backwards planning template. Academic leadership specifically noted the importance of supports and professional development for instructional quality, given the school's relatively inexperienced teacher population. Each Wednesday, students have early release days to allow schoolwide professional development, typically focused on instructional practices.
- **Indicator b:** GO-NYC has intentionally adopted and focused coaching and professional development on two instructional strategies to foster student engagement: student discourse, an inquiry-based instruction approach central to the school's model, and project-based learning, which the school began to pilot in 2022 and fully integrated in 2023. These strategies were evident throughout classroom observations and affirmed during leadership and teacher focus group interviews. Students were deeply engaged and active participants in learning in all observed classrooms.
- **Indicator c:** The school's curricula were strategically selected because of the ability to differentiate through supporting tools and resources, including digital supports and embedded dual language resources. In addition, the school's Great Oaks Fellows Program is instrumental in providing differentiated instruction through small group and individual tutoring and personalized learning. The school uses an ICT model, further allowing instructional staff to differentiate instruction in the classroom. Leader and teacher focus group participants additionally identified preferential seating and varied instructional modalities in addition to the above identified strategies.
- **Indicator d:** GO-NYC provides consistent, targeted professional development to staff through weekly staff meetings, content team meetings, and individual coaching sessions. Professional development is led by the school's directors of curriculum and instruction, who provide team and individual development focused on ICT approaches. The school also partners with the New York City Collaborative for Inclusive Education for targeted professional development on differentiated instructional design. Additionally, teachers receive regular formal and informal feedback from instructional coaches through weekly classroom visits and observations and content team meetings. Teacher focus group participants specifically identified personalized coaching and opportunities to observe other instructional practices, both within the school and with partner schools, as key development opportunities.

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

- **Indicator a:** GO-NYC uses previous state assessment questions for formative and diagnostic assessments through a beginning-of-year, middle-of-year, and end-of-year comprehensive assessment approach. This is supplemented with i-Ready interim assessments in ELA and math. During the current charter term, the school has also implemented performance assessments, both as a check on standardized assessment data and in furtherance of the school's project-based learning approach. Students participate in at least two performance assessments annually in each course, often in a round table format. The school also utilizes performance assessments, including student-led conferences with teachers and parents/guardians and portfolio defenses as end of year benchmarks and at the Grade 8 and Grade 12 transition points.

- **Indicator b:** GO-NYC uses a comprehensive schoolwide data dashboard developed and maintained by the school's director of strategic analytics. Academic leadership and teachers reported the data dashboard as central to driving instructional coaching and curriculum review.
- **Indicator c:** The school principal meets weekly with the instructional leadership team to review student data and trends and subsequently identify and plan professional development and/or academic program changes necessary. The school conducts two comprehensive walkthroughs each year, where school and instructional leaders review data, observe classrooms, and interview students and teachers to monitor progress. Participants in the leadership team focus group discussed how these walkthroughs are a key opportunity for collective responsibility, bringing together academic and behavioral support teams and cross-content teams to bring a multi-lens approach to evaluating classroom instruction and management.
- **Indicator d:** The school utilizes previous State assessments for a comprehensive beginning-of-year, middle-of-year, and end-of-year data process, supplemented with i-Ready interim assessments and teacher developed quizzes. Additionally, the school utilizes performance assessments as an additional check against standardized assessment data.

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

- **Indicator a:** GO-NYC collaborates with the NYC Public Schools Committee on Special Education to conduct its NYSED-approved identification process. The school bases identification of students with disabilities on individual evaluation administered in the student's native language by a multi-disciplinary team. For identification of English language learner (ELL) students, the school uses a home language survey with the student and their parent/guardian.
- **Indicator b:** As reported in the renewal application, the school supports diverse learners in a multitude of ways, starting with a comprehensive ICT model, push-in and pull-out individualized support, and individualized student supports through the Great Oaks Fellows Program, which provides small group and individual tutoring and additional supports. For students with disabilities, the school uses specially designed instruction (SDI) tailored to student needs and specific Individualized Education Program (IEP) provisions. For ELL students, in addition to ICT instruction and push-in and pull-out support, the school provides additional dedicated English immersion instruction daily. The school supports economically disadvantaged students through individual mentoring, in-school counseling, and providing necessary materials, such as uniforms and supplies, through McKinney-Vento funding.
- **Indicator c:** The school's data review systems intentionally review subgroup data and specifically identify instructional and support service approaches for all individual students. Teachers and Fellows are responsible for capturing and reporting response to intervention (RTI) data on individual students, which is reviewed and discussed weekly with the instructional leadership team.

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

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

Finding: Meets

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

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

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

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

educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** GO-NYC employs dedicated staff and implements processes and procedures specifically to address student attendance and engagement. The school employs two social workers, a counselor, three deans of school culture, and a family engagement manager who collectively implement the school’s attendance and engagement strategies. Additionally, the Great Oaks Fellows Program is crucial to the school’s engagement strategy by providing mentoring and weekly communications to families. The leadership team discussed policies in place to specifically flag students at risk of repeated absences, while also noting that the school’s data tracking systems and close individual relationships with students and families allow it to take a case-by-case approach to addressing the individual challenges unique to each student with attendance concerns.
- **Indicator b:** GO-NYC employs a restorative approach to student discipline, described below, which aims to address behavioral and disciplinary problems before elevating to suspensions. Students assigned in-school suspension and out-of-school suspension receive regular coursework through the school’s Google platform, have daily check-ins with school deans and social workers, and continue to receive IEP services.
- **Indicator c:** As reported in the renewal application, GO-NYC regularly uses NYCDOE school surveys and internal surveys to measure staff, family, and student satisfaction. Leadership additionally pointed to more informal feedback mechanisms, such as the Student Advisory Team, which it credited with recommending small but meaningful changes that directly impact students, such as modifications to the uniform code.

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

- **Indicator a:** The school employs a restorative approach to behavior management, as established in the school’s family and student handbook. Disciplinary matters are addressed through restorative circles with participation from teachers, staff, and parents, as needed. Staff receive regular training through monthly culture conferences and professional development sessions.
- **Indicator b:** As reported in the renewal application and described in the family and student handbook, GO-NYC employs a restorative approach to student behavior management and discipline, which integrates a tiered approach. Mentoring and relationship building with students, specifically through the Great Oaks Fellows Program, is central to the school’s behavior management system, which builds into the tiered discipline program and use of informal and formal restorative conferences and a student support cycle to keep disciplinary issues from necessitating suspension. Teachers receive professional development throughout the year on behavioral management approaches, including through monthly culture clinics organized by the lead dean.
- **Indicator c:** The school adheres to all safety protocols and emergency preparedness policies and has trained staff in alignment with these plans. The school employs private security guards and a

security system to monitor entrances and external perimeters. Evidence from the site visit walkthrough and focus groups confirmed that the school site is secure and safe.

- **Indicator d:** Staff annually receive professional development on the Dignity for All Students Act (DASA) and the school's harassment, bullying, and discrimination policies. The lead dean for restorative school culture serves as the designated DASA coordinator. The family and student handbook sets forth policies for reporting and investigating reports of harassment, bullying and discrimination and appropriate interventions.
- **Indicator e:** All classrooms observed during the site visit were conducive to learning. Students were prepared at the start of class, the classrooms were set up in ways to immediately begin instruction, with the objectives, standards, and tasks for the day easily viewable. Students were actively engaged in instruction and easily moved from task to task.

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

- **Indicator a:** GO-NYC employs a family engagement manager who acts as the primary liaison to families, both in facilitating specific needs for individual students and for schoolwide communications to families. The school uses several communication methods to connect with families, including email, social media, a newly designed website, and a weekly newsletter. Great Oaks Fellows also directly communicate weekly with families. The school has also increased the number of in-person opportunities to engage with families, including parent meetings, town halls, parent support events, and information sessions.
- **Indicator b:** In addition to the above methods, the school relies on bilingual and multilingual staff and NYC DOE's and outside translation services to communicate with parents in their preferred language. The family engagement manager individually works with families to ensure communications are received in their preferred language.
- **Indicator c:** The school uses a mix of formal and informal methods to collect feedback from parents and families. In leadership and student support team focus groups, participants discussed the use of the internal surveys, events like town halls and parent-teacher conferences, and informal communications on a regular basis with parents and families. The leadership team and the board mentioned the importance of parent word-of-mouth in recruiting new students, highlighting the importance of receiving and responding to family feedback to improve the school.
- **Indicator d:** The school's family and student handbook describes the school's process for receiving and responding to family and community concerns. The school has a schoolwide policy of responding to all family and community communications within 48 hours. The written complaint policy is embedded in the handbook.
- **Indicator e:** The school uses its website and board meetings to communicate school report card data with parents and the public. This includes data on exam participation rates.
- **Indicator f:** In addition to the above public sharing, staff share comparative data on assessment participation and outcomes internally in the data dashboard and in data meetings, as well as with students through advisor meetings and family check-in meetings. Teachers and Great Oaks Fellows regularly use the data dashboard to communicate with students and families on academic progress.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** As reported in the renewal application, GO-NYC administers three schoolwide programs aimed at social-emotional learning: an advisory program called Lion's Den, a mentoring program led by Great Oaks Fellows, and a cross-grade House program, designed to create social connections. The mentoring and advisory programs are based on the Collaborative for Academic,

Social, and Emotional Learning (CASEL) framework. Additionally, the school regularly hosts targeted programming throughout the year, such as wellness days. The school also has dedicated support staff including counselors and social workers that provide individual and small group support services to students and make referrals to external support partners.

- **Indicator b:** GO-NYC administers a Panorama survey, measuring student perceptions of school climate, twice annually. A committee of students and staff representatives reviews this survey data and recommends improvements to school leadership. For example, as reported in the renewal application, this process led to specific changes to the House program.
- **Indicator c:** In addition to the Panorama survey, school leadership regularly conducts focus groups with students to assess the effectiveness of social-emotional and mental health support programming. Feedback from these methods have supported both large and small changes at the school. For example, feedback from students has been instrumental as the school has developed and evolved its mentorship and counseling services to meet the needs of seniors, while feedback from the student advisory group resulted in adjustments to the school's uniform to accommodate student needs.
- **Indicator d:** GO-NYC regularly provides professional development through in-house student support staff on social-emotional and mental health support topics, including mandated reporting requirements, trauma-informed practices, and de-escalation and regulation practices. Professional development is often provided by internal support staff, including deans and social workers, as well as external partners such as the New York City Charter School Center.
- **Indicator e:** The director of operations was identified as the McKinney-Vento coordinator. The family engagement manager supports the director of operations in working closely with eligible students and families. Additional resources are set forth in the school's Students Experiencing Housing Insecurity policy.

Benchmark 4: Financial Condition

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

Finding: Falls Far Below

Over this charter term, the trajectory for this benchmark has declined from “Approaches” to “Falls far Below” due to operational losses caused by decreases in enrollment.

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 <https://www.nysed.gov/charter-schools/charter-schools-directory>.

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

Financial Condition

Great Oaks Charter School appears to be in poor 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 1.50 and 3.00 is generally considered to be in good financial health. A score between 1.00 and 1.40 is considered adequate. Great Oaks Charter School’s 2023-2024 composite score is (0.67).

**Composite Scores
2019-2020 to 2023-2024**

Year	Composite Score
2019-2020	2.17
2020-2021	1.48
2021-2022	1.44
2022-2023	1.09
2023-2024	(0.67)

The school is subject to ASC 842 lease accounting principles effective FY24 due to entering into a long-term operating lease. ASC 842 requires the entire lease to be recorded as a liability, the right-of-use to be

recorded as an asset, and an amortized functional expense to be reflected in the financial statements. The net result produces a negative impact to the composite score that disproportionately affects schools with very long-term leases. There is still a significant downward trajectory after adjusting for the impact of 842 lease accounting.

Benchmark 5: Financial Management

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

Finding: Meets

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Great Oaks Charter School’s 2023-2024 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: Meets

Element

Indicators

1. *Board Oversight and Governance*

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

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has improved from “Approaches” to “Meets” due to improvements in oversight and monitoring practices.

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

- **Indicator a:** The board conducts an annual leadership evaluation process through a mid-year and end-of-year evaluation, which is reviewed during the board’s summer retreat. Prior to 2024, the school’s charter management organization, Great Oaks Foundation, implemented the evaluation process; however, starting in 2024, the board took over this process. The governance committee

leads this process by guiding the board in setting annual goals, working with the executive director to establish school goals and conduct a self-review, and coordinating the end-of-year evaluation review during the board's summer retreat.

- **Indicator b:** The school currently has ten board members with a mix of skills, expertise, and experience. In 2024, the school retained an external consultant to support its efforts to recruit new members, allowing it to identify and onboard new members prior to any departures or vacancies necessitating emergency appointments. Over the course of the current charter term, the board has added new members in key expertise areas, including finance and community partnerships.
- **Indicator c:** The board follows a monthly structured agenda with standing items for presentations from the executive director on enrollment, academic data, and key school operations. The board also has access to review the data dashboard. The board maintains four standing committees, governance, finance, academics, and a newly created community engagement committee, with school staff regularly participating in these meetings. The board focus group discussed a particular approach of the academic committee of conducting problem of practice exercises with the staff, demonstrating how the board fulfills both an oversight function and contributes to solving strategic issues that arise at the school. The board has completed all items in the school's 2022-2023 Action Plan submitted at the time of the previous renewal, to address issues with policies and strengthen oversight.
- **Indicator d:** The board uses its annual summer retreat to establish goals and priorities for the next school year. The school's data dashboard, standing agenda items, and reports drive both the establishment of these goals and reflection of the school's progress toward achieving them.
- **Indicator e:** The board regularly reviews school policies and approves necessary changes at the summer retreat as well as throughout the school year, led by the governance committee and supported by external legal counsel.
- **Indicator f:** The renewal application reports that the board has engaged external consultants for professional development, including the NY-RISE program offered by NYSED. The board focus group discussed additional support provided by the Great Oaks Foundation on board effectiveness and governance best practices.
- **Indicator g:** The board retains and regularly communicates with legal counsel and utilizes policies and resources from the New York Charter School Association and the New York City Charter School Center. The board's chair also accesses the NYSED listserv to keep informed of legal and compliance obligations. The executive director's monthly report to the board also covers compliance related matters. During the board focus group, board members discussed their role as providing oversight through their standing agendas, expected school reporting, and critical questioning. The board highlighted two areas of particular focus for oversight: the performance of the executive director and the school's budget and financial performance.
Indicator h: Participants in the board focus group, were able to clearly define and discuss the school's mission and key design elements, in particular highlighting how many of the identified key design elements work together to create a small, close-knit community. The board evaluates the school's performance biannually to ensure compliance with performance framework standards and implement corrective actions if necessary.

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

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

Element

Indicators

3. *Contractual Relationships (if applicable)*

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

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***School Leadership:***

- **Indicator a:** As reported in the renewal application, GO-NYC utilizes two primary leadership teams: an Executive Leadership Team and a School Leadership Team. Each of these teams meets weekly, with roles and responsibilities grounded in the Great Oaks Model Framework and core values. Both teams rely on the school’s data dashboard to identify concerns and develop solutions; actions by the Executive Leadership Team are shared directly with the School Leadership Team, who subsequently shares its decisions via grade and content team meetings. Participants in the leadership, teacher, and support staff focus groups demonstrated a comprehensive understanding of the school’s key design elements and how leadership initiatives further those elements. For example, teachers discussed the school’s GO-TALK and GO-LEAD initiatives furthering the school’s mission and key design elements.
- **Indicator b:** GO-NYC uses a series of online and digital platforms to communicate, including weekly staff-wide newsletters, Slack, and email. The school schedule includes ample in-person meeting time across grades, content areas, and student support teams, in addition to a daily all-staff meeting. Leadership teams each meet weekly to communicate.
- **Indicator c:** The school administers a comprehensive formal and informal teacher evaluation system, with beginning, mid-year, and end-of-year conferences with staff, formal and informal observations, and individual, co-teaching, and schoolwide coaching and professional development. The school leadership work closely with the charter management organization on teacher recruitment, hiring and onboarding. The leadership team focus group discussed the procedures for addressing underperforming teachers; potentially struggling teachers are identified within the first month and undergo additional coaching and if not showing improvement, a performance improvement plan is developed with more targeted coaching and professional development. Teachers that fail to improve are counseled out of the school. The school’s Great Oaks Fellows Program is vital not only to the school’s model but has also proven to be an important factor in recruiting and retaining staff with a clear understanding of the school’s mission and approach. As reported in the renewal application, 53 percent of current teaching staff were previously Great Oaks Fellows.
- **Indicator d:** The school’s leadership teams have developed standard policies and procedures to ensure regular review and monitoring of the school’s performance related to the benchmarks. For example, the school’s data dashboard, biannual walkthrough days, and regular classroom observations ensure that Benchmarks 1, 2, and 3 are regularly monitored. Standing agenda items for the board and committees that are built around the performance framework benchmarks ensure regular review and revision of relevant data and information.

2. Element: **Professional Climate:**

- **Indicator a:** The school's organizational chart, included in the renewal application, clearly delineates reporting and communication structures. The renewal application reports that the executive director annually presents this chart, alongside specific leadership roles and responsibilities, during the school's annual pre-year development sessions. If the organization chart and/or specific roles are modified during the year, the school has procedures to first notify the relevant team, then the full staff during weekly staff meetings and newsletters, as well as families and students if the role change specifically impacts those stakeholders. The leadership team discussed that in instances such as a teacher changing roles or leaving the school, the school would typically hold a restorative circle to discuss the impact. The executive director serves as the main liaison between the school and the board, though other school-level staff also participate in and/or present to the board throughout the year, particularly through the committee structure.
- **Indicator b:** GO-NYC provides on-going staff professional development, both on targeted priority areas and in response to specifically identified needs. School leaders participate in a summer leadership retreat, developed by the executive director in conjunction with an external consultant, centered on the school's core values of mastery, leadership, and community. All staff participate in two weeks of professional development prior to the start of the school year, which focuses primarily on instructional and behavior management systems. Additionally, the school provides regular formal and informal professional development throughout the year on dedicated staff development days and through individual, co-teaching, and content team coaching.
- **Indicator c:** The Great Oaks Fellows Program, staffed through a partnership with AmeriCorps, is a key factor in the school's ability to fully staff and retain its teaching staff. For example, the renewal application reports that approximately 50 percent of current teaching staff first joined GO-NYC as a Fellow. The contracted charter management organization provides finance and human resources support.
- **Indicator d:** The school's daily schedule includes ample time for individual teacher planning time, co-teaching planning time, content and grade-level meetings, and staff professional development. Teacher focus group participants discussed the strong schoolwide culture and policies in support of teacher planning time and coordination.
- **Indicator e:** School leaders and teachers undergo two formal performance review conferences annually. At the beginning of the year, the principal meets individually with staff to set goals using an established evaluation rubric; goals are saved in TeachBoost, a performance evaluation platform; TeachBoost is then used to collect evidence during classroom observations and conferences throughout the year; and finally, end-of-year performance evaluations are completed. The leadership focus group discussed the process for identifying and addressing underperforming teachers. Low-performing teachers are identified within the first month of school and provided with additional coaching and professional development. Those who fail to show improvement are placed on a performance improvement plan with targeted support. Staff who continue to underperform meet with the school principal to discuss the decision not to extend their employment.
- **Indicator f:** GO-NYC utilizes formal and informal methods to solicit staff feedback, including weekly staff meetings and coaching sessions, in addition to a satisfaction survey and a skip level feedback survey. Teachers specifically noted how formal and informal feedback to leadership shapes professional development focus topics.

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

- **Indicator a:** The school has not sought any changes to its charter management agreement necessitating additional review.
- **Indicator b:** The board and the executive director collectively oversee and monitor the charter management organization agreement. The contractor provider has no oversight function of the school, with functions limited to finance and human resources. The board annually reviews the performance of the charter management organization. The board focus group discussed how it regularly reviews the contract, specifically from a value-add lens, and detailed how over the current charter term the school downsized the scope of services provided by the charter management organization.

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- **Indicator a:** Over the current charter term, the school has undergone a comprehensive process to review and refine the school’s mission. Through this process, the school has engaged with all stakeholders to both determine common and consistent understanding of the existing mission and to identify areas of refinement. Following this process, the school has formally requested a modification to its mission and key design elements with this renewal application. The school’s communications and public-facing materials, including the website, weekly newsletter, and enrollment recruitment materials include the school’s mission.
- **Indicator b:** As reported in the renewal application and observed during the site visit, GO-NYC continues to implement its key design elements with fidelity.
 - **High academic and behavioral expectations:** Several new programs piloted and implemented over the course of the current charter term provide evidence of continued implementation of this key design element, including implementing project-based learning, performative assessments, and student-led conferences.
 - **Building relationships:** GO-NYC’s Fellows program, student support team, and family engagement manager have developed strong practices and programs for engaging students and families, made possible through a high “adult-to-student” ratio that enables close personal relationship building. A focus on this element was identified throughout the leadership, teacher, and student support team focus groups.
 - **Individualized lessons via high-dosage tutoring:** The sustained success of the Great Oaks Fellows Program ensures students receive personalized one-on-one and small group tutoring and mentoring, which not only satisfies this key design element, but contributes to the first two key design elements discussed above. The importance of the Fellows Program and its sustainability was repeatedly mentioned during focus groups.
 - **Small school:** GO-NYC’s schoolwide social-emotional support programs, including the Lion’s Den advisory program and the House program, build on the school’s high staff-to-student ratio to provide a close-knit community. The school’s current facility allows it to grow at a sustainable rate while maintaining this small school environment.

- **Excellent classroom instruction:** In addition to implementing project-based learning over the current charter term, GO-NYC has increased the incorporation of AP curriculum components into existing courses and has continued to raise the caliber of instruction. A significant share of the school's professional development is spent on improving instruction, particularly the co-teaching model. Leaders and teachers mentioned numerous ideas and pilot programs for continuing to build on improvements in this area by adding more rigorous components to existing curriculum.
- **More time on task:** GO-NYC offers an extended school day and school year, as well as Saturday Academy, contributing to significantly more learning time than the statutory required minimum.
- **Data-driven instructional practices:** With support from the director of strategic analytics, teachers utilize various data sources and regular assessments to design effective instruction and address individual student needs.
- **A focus on English language learners:** The current renewal application is requesting an amendment to the school's key design elements to expand this to focus on diverse learners more broadly. This requested amendment reflects the school's comprehensive approach to personalized learning that considers and benefits each individual student's unique challenges and barriers to learning. Participants in the leaders, teachers, and student support team focus groups identified a comprehensive approach to differentiated instruction and support to all students, including students with disabilities, economically disadvantaged students, and ELL students.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to low retention overall and in all subgroups.

1. Element: **Targets are met:**

- **Indicator a:** At the time of the renewal site visit, school-provided data showed the school is operating within 85 percent of its contracted enrollment, following approval for an approved enrollment reduction. NYSED data shows the school was at 91 percent of its contracted enrollment, enrolling 309 of the 340 maximum authorized student enrollment in the 2023-2024 school year. Over the course of the last charter term, leadership reported consistent enrollment across its grade spans; the school’s prior persistent under-enrollment compared to its contracted enrollment was attributed to the space limitations of its facility. The school consistently exceeds the DOL with respect to the SWD and ED subgroup enrollments, and ELL subgroup enrollment was within 5 percentage points of matching the DOL in 2023-2024.

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

- **Indicator a:** GO-NYC's retention rates for All Students, SWD, ELL, and ED subgroups have declined for the past two years, beginning the year prior to the school’s relocation. The retention rate for All Students is currently, 2023-2024, -17 percentage points below the DOL, SWD is -8 points below, ELL is -5 points below, and ED is -16 points below.

- **Indicator b:** To overcome its Grade 6 enrollment challenges, the school has adopted several approaches. It works with a recruitment and enrollment consultant to implement and monitor outreach efforts, including social media and traditional advertising, as well as tracking the sources of incoming applications to better understand the most effective outreach methods. The school has also prioritized building and maintaining relationships with key community organizations and partners in its new neighborhood, including recruiting two new board members from local community partners and actively canvassing and partnering with nearby community organizations and businesses. One specific challenge the school identified is working to overcome is the loss of a partner feeder school, which recently expanded its grade span to overlap with the Great Oaks grade span. The school has been actively communicating with schools in its current neighborhood to reestablish these feeder pathways, including identifying which schools their current students previously attended.
- **Indicator c:** The school's KDEs, particularly its small community approach and individualized student supports, are vital to its efforts to recruit and retain diverse learners. According to GO-NYC's renewal application, the school works with a recruitment and enrollment consultant who advises and monitors the success of social media campaigns to determine their efficacy. The school utilizes SchoolMint to track the source of the applications. As part of the enrollment priorities, GO-NYC also prioritizes siblings and was able to allot 19 seats (27 percent) to siblings of current students.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ol style="list-style-type: none">The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to continued teacher certification issues.

1. Element: **Legal Compliance:**

- **Indicator a:** The school has taken necessary actions to address issues with outdated school policies identified in the previous site visit. The school has corrected these issues and reaffirmed board and school leadership policies for ensuring proper regular review and revision of required policies.
- **Indicator b:** The school has successfully implemented actions set forth in its 2022-2023 Action Plan, which was developed in response to the school’s 2022-2023 Renewal Site Visit Report. As stated above, the school also took necessary corrective actions to address non-compliant policies.
- **Indicator c:** According to the data submitted in the school’s 2023-2024 Annual Report, GO-NYC had 26 uncertified teachers during the 2023-2024 school year, exceeding the number permissible

by statute. As a result, the school was issued a Notice of Deficiency (NOD) on January 2, 2025 and is working to develop an approved Corrective Action Plan (CAP). During the renewal visit the school identified plans for supporting teachers in acquiring necessary certification. The board and school leadership noted that the school's "Grow Your Own" program, through which it has successfully retained several Great Oaks Fellows as resident teachers and full-time teachers, has contributed to its excessive number of non-certified teachers. However, this program has also contributed to strong teacher retention. An analysis of the 2023-2024 faculty and staff roster revealed that one teacher did not have fingerprint clearance through TEACH at the time of hire. However, fingerprint clearance for that employee has since been obtained. The school has established new policies to ensure that employees are not added to payroll until a valid clearance is obtained.

- **Indicator d:** The school has followed all required steps to revise its charter. Within this charter renewal application, the school is actively seeking two material revisions: one to its mission and one to its key design elements.
- **Indicator e:** Following the last revision to its charter, in which the school gained approval to decrease its authorized enrollment to reflect its actual enrollment as well as the capacity limitations of its current facility, the school is able to maintain sufficient enrollment. During the site visit, the school reported current enrollment of 326 students, which would place it at 86.9 percent of its 2024-2025 contracted enrollment if that number is reflected in the final data available this coming fall.
- **Indicator f:** The board reported regularly using external counsel to review policies and to address legal issues that may arise.

2025 NYSED Charter School Information Dashboard

Overview

Charter School Selection

GREAT OAKS CHARTER SCHOOL

BEDS Code

310200861055

2023-2024 Enrollment

309

ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 2
Total Public School Enrollment of Resident Students attending Charter Schools:	5%
Additional School District: (if applicable)*	NYC CSD 1
Total Public School Enrollment of Resident Students attending Charter Schools:	11%
Grades Served:	6-11
Address:	240 BLEEKER ST, NEW YORK, NY, 10014
Website:	https://greatoaksnyc.org/
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - MANHATTAN
Regent:	Shino Tanikawa
Active Date:	7/1/2013
Authorizer:	REGENTS
CEO:	MS. TIMBERLY WILSON
CEO Phone:	212-233-5152
CEO Email:	twilson@greatoakscharter.org
BOT President:	MS. SUSAN AKSELRAD
BOT President Phone:	212-233-5152
BOT President Email:	sakselrad@gmail.com
Institution ID:	80000075841

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

BoR Charter School Office Information

Regional Liaison:	Latoya Johnson
Performance Framework:	2019
Current Term:	07/01/22 - 06/30/25
2020-2021	Check-in
2021-2022	Renewal
2022-2023	Check-in
2023-2024	Midterm
2024-2025	Renewal

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School
GREAT OAKS CHARTER SCHOOL

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

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

Great Oaks Kathleen Sherry CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2017-2018	37%	19%	36%	36%	40%	23%	57%	39%
2018-2019	36%	17%	29%	31%	28%	13%	27%	24%
2021-2022	66%	52%	61%	63%	27%	11%	15%	25%
2022-2023	66%	46%	47%	66%	64%	51%	50%	61%
2023-2024	62%	51%	30%	60%	56%	47%	50%	59%

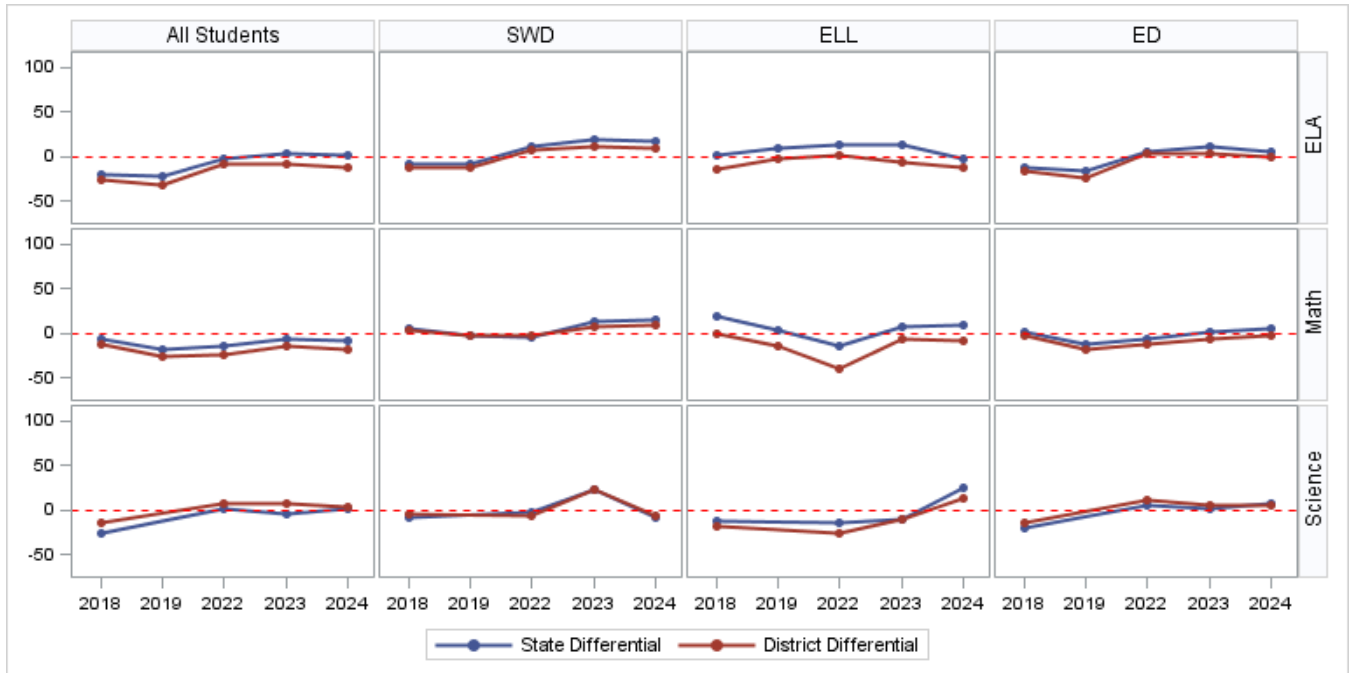
*See NOTES (2), (3), (7), and (8).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

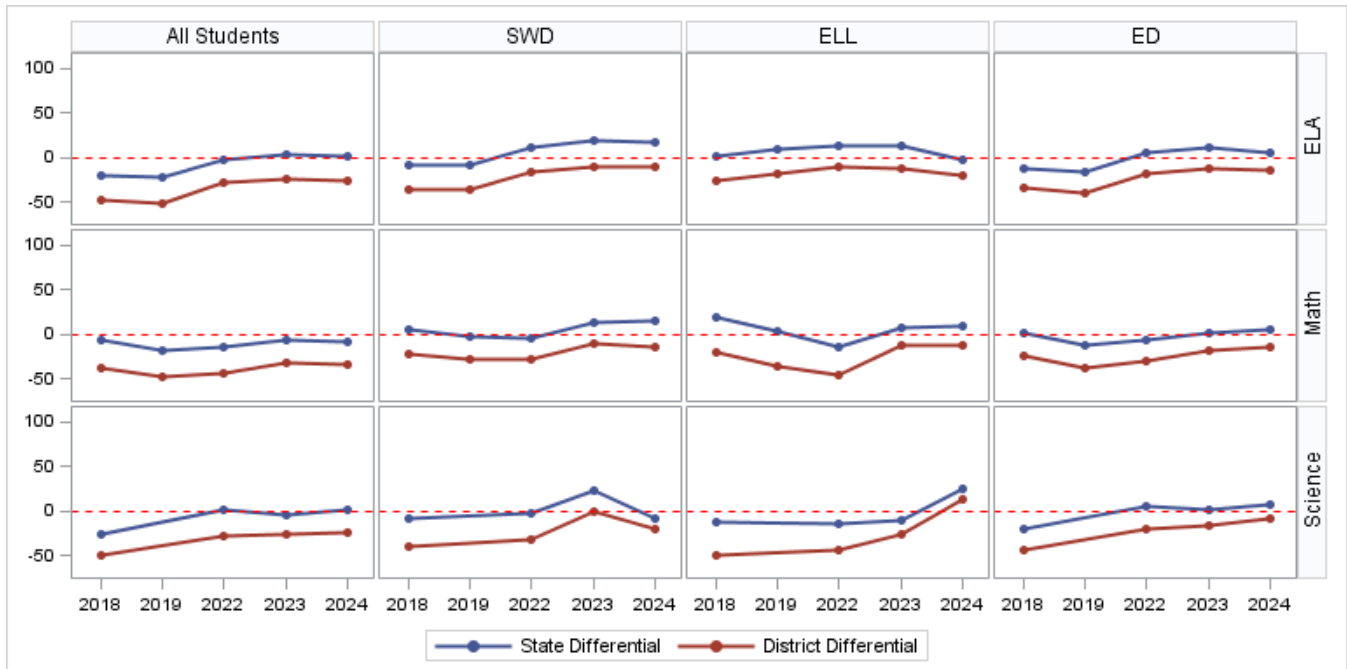
**Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Great Oaks CS and NYC CSD 1**



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

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

**Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Great Oaks CS and NYC CSD 2**



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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		Great Oaks Kathleen Sherry CS	NYC CSD 1	District Differential	NYS	NYS Differential	Great Oaks Kathleen Sherry CS	NYC CSD 1	District Differential	NYS	NYS Differential	Great Oaks Kathleen Sherry CS	NYC CSD 1	District Differential	NYS	NYS Differential
All Students	2018	27%	53%	-26	46%	-19	34%	45%	-11	40%	-6	33%	46%	-13	59%	-26
	2019	24%	56%	-32	45%	-21	25%	51%	-26	43%	-18	.	.	.	.	.
	2022	50%	58%	-8	52%	-2	21%	44%	-23	34%	-13	52%	45%	+7	50%	+2
	2023	54%	62%	-8	50%	+4	43%	57%	-14	48%	-5	44%	37%	+7	48%	-4
	2024	49%	60%	-11	48%	+1	43%	60%	-17	51%	-8	36%	32%	+4	34%	+2
SWD	2018	8%	20%	-12	15%	-7	17%	14%	+3	12%	+5	24%	28%	-4	32%	-8
	2019	6%	18%	-12	14%	-8	11%	14%	-3	13%	-2	.	.	.	.	.
	2022	29%	22%	+7	18%	+11	6%	9%	-3	10%	-4	22%	27%	-5	25%	-3
	2023	37%	25%	+12	18%	+19	33%	26%	+7	19%	+14	47%	23%	+24	24%	+23
	2024	36%	26%	+10	19%	+17	37%	28%	+9	22%	+15	8%	14%	-6	15%	-7
ELL	2018	21%	35%	-14	20%	+1	40%	40%	0	21%	+19	20%	37%	-17	31%	-11
	2019	29%	31%	-2	19%	+10	27%	40%	-13	23%	+4	.	.	.	.	.
	2022	42%	40%	+2	29%	+13	4%	43%	-39	18%	-14	11%	36%	-25	25%	-14
	2023	39%	45%	-6	25%	+14	37%	42%	-5	29%	+8	13%	22%	-9	22%	-9
	2024	20%	31%	-11	23%	-3	40%	48%	-8	31%	+9	43%	29%	+14	18%	+25
ED	2018	25%	41%	-16	36%	-11	32%	34%	-2	30%	+2	29%	43%	-14	49%	-20
	2019	20%	43%	-23	35%	-15	21%	39%	-18	33%	-12	.	.	.	.	.
	2022	48%	44%	+4	43%	+5	19%	31%	-12	25%	-6	46%	34%	+12	41%	+5
	2023	53%	49%	+4	41%	+12	40%	46%	-6	38%	+2	42%	36%	+6	40%	+2
	2024	46%	47%	-1	40%	+6	46%	48%	-2	41%	+5	35%	30%	+5	28%	+7

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		Great Oaks Kathleen Sherry CS	NYC CSD 2	District Differential	NYS	NYS Differential	Great Oaks Kathleen Sherry CS	NYC CSD 2	District Differential	NYS	NYS Differential	Great Oaks Kathleen Sherry CS	NYC CSD 2	District Differential	NYS	NYS Differential
All Students	2018	27%	74%	-47	46%	-19	34%	71%	-37	40%	-6	33%	83%	-50	59%	-26
	2019	24%	75%	-51	45%	-21	25%	72%	-47	43%	-18	.	.	.	.	.
	2022	50%	78%	-28	52%	-2	21%	65%	-44	34%	-13	52%	79%	-27	50%	+2
	2023	54%	78%	-24	50%	+4	43%	74%	-31	48%	-5	44%	70%	-26	48%	-4
	2024	49%	75%	-26	48%	+1	43%	77%	-34	51%	-8	36%	60%	-24	34%	+2
SWD	2018	8%	44%	-36	15%	-7	17%	38%	-21	12%	+5	24%	63%	-39	32%	-8
	2019	6%	42%	-36	14%	-8	11%	38%	-27	13%	-2	.	.	.	.	.
	2022	29%	45%	-16	18%	+11	6%	33%	-27	10%	-4	22%	53%	-31	25%	-3
	2023	37%	46%	-9	18%	+19	33%	43%	-10	19%	+14	47%	47%	0	24%	+23
	2024	36%	45%	-9	19%	+17	37%	50%	-13	22%	+15	8%	27%	-19	15%	-7
ELL	2018	21%	46%	-25	20%	+1	40%	59%	-19	21%	+19	20%	70%	-50	31%	-11
	2019	29%	46%	-17	19%	+10	27%	62%	-35	23%	+4	.	.	.	.	.
	2022	42%	52%	-10	29%	+13	4%	49%	-45	18%	-14	11%	55%	-44	25%	-14
	2023	39%	50%	-11	25%	+14	37%	49%	-12	29%	+8	13%	39%	-26	22%	-9
	2024	20%	39%	-19	23%	-3	40%	51%	-11	31%	+9	43%	29%	+14	18%	+25
ED	2018	25%	58%	-33	36%	-11	32%	55%	-23	30%	+2	29%	72%	-43	49%	-20
	2019	20%	60%	-40	35%	-15	21%	59%	-38	33%	-12	.	.	.	.	.
	2022	48%	65%	-17	43%	+5	19%	48%	-29	25%	-6	46%	65%	-19	41%	+5
	2023	53%	65%	-12	41%	+12	40%	57%	-17	38%	+2	42%	57%	-15	40%	+2
	2024	46%	59%	-13	40%	+6	46%	60%	-14	41%	+5	35%	43%	-8	28%	+7

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

All Students		ELA					Math					Science				
		Great Oaks Kathleen Sherry CS	NYC CSD 1	Differential to District	NYS	Differential to NYS	Great Oaks Kathleen Sherry CS	NYC CSD 1	Differential to District	NYS	Differential to NYS	Great Oaks Kathleen Sherry CS	NYC CSD 1	Differential to District	NYS	Differential to NYS
Grade 6	2018	27%	55%	-28	49%	-22	29%	53%	-24	44%	-15	.	.	.	.	.
	2019	23%	58%	-35	47%	-24	36%	55%	-19	47%	-11	.	.	.	.	.
	2022	48%	61%	-13	57%	-9	21%	51%	-30	39%	-18	.	.	.	.	.
	2023	49%	62%	-13	46%	+3	47%	58%	-11	48%	-1	.	.	.	.	.
	2024	37%	56%	-19	44%	-7	47%	57%	-10	51%	-4	.	.	.	.	.
Grade 7	2018	28%	48%	-20	40%	-12	37%	48%	-11	42%	-5	.	.	.	.	.
	2019	25%	53%	-28	40%	-15	15%	52%	-37	44%	-29	.	.	.	.	.
	2022	33%	55%	-22	48%	-15	11%	42%	-31	36%	-25	.	.	.	.	.
	2023	53%	59%	-6	48%	+5	34%	60%	-26	52%	-18	.	.	.	.	.
	2024	49%	62%	-13	50%	-1	41%	69%	-28	57%	-16	.	.	.	.	.
Grade 8	2018	26%	56%	-30	48%	-22	38%	31%	+7	30%	+8	33%	46%	-13	59%	-26
	2019	26%	56%	-30	48%	-22	22%	42%	-20	34%	-12	.	.	.	.	.
	2022	64%	57%	+7	50%	14	29%	33%	-4	26%	+3	52%	45%	+7	50%	+2
	2023	57%	65%	-8	56%	+1	46%	46%	0	43%	+3	44%	37%	+7	48%	-4
	2024	57%	63%	-6	52%	+5	42%	44%	-2	41%	+1	36%	32%	+4	34%	+2

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

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

All Students Grade-Level Proficiency

All Students		ELA					Math					Science				
		Great Oaks Kathleen Sherry CS	NYC CSD 2	Differential to District	NYS	Differential to NYS	Great Oaks Kathleen Sherry CS	NYC CSD 2	Differential to District	NYS	Differential to NYS	Great Oaks Kathleen Sherry CS	NYC CSD 2	Differential to District	NYS	Differential to NYS
Grade 6	2018	27%	75%	-48	49%	-22	29%	70%	-41	44%	-15	.	.	.	.	.
	2019	23%	78%	-55	47%	-24	36%	75%	-39	47%	-11	.	.	.	.	.
	2022	48%	81%	-33	57%	-9	21%	67%	-46	39%	-18	.	.	.	.	.
	2023	49%	76%	-27	46%	+3	47%	71%	-24	48%	-1	.	.	.	.	.
	2024	37%	72%	-35	44%	-7	47%	75%	-28	51%	-4	.	.	.	.	.
Grade 7	2018	28%	72%	-44	40%	-12	37%	75%	-38	42%	-5	.	.	.	.	.
	2019	25%	73%	-48	40%	-15	15%	75%	-60	44%	-29	.	.	.	.	.
	2022	33%	77%	-44	48%	-15	11%	68%	-57	36%	-25	.	.	.	.	.
	2023	53%	78%	-25	48%	+5	34%	77%	-43	52%	-18	.	.	.	.	.
	2024	49%	80%	-31	50%	-1	41%	80%	-39	57%	-16	.	.	.	.	.
Grade 8	2018	26%	77%	-51	48%	-22	38%	66%	-28	30%	+8	33%	83%	-50	59%	-26
	2019	26%	75%	-49	48%	-22	22%	61%	-39	34%	-12	.	.	.	.	.
	2022	64%	76%	-12	50%	14	29%	47%	-18	26%	+3	52%	79%	-27	50%	+2
	2023	57%	80%	-23	56%	+1	46%	70%	-24	43%	+3	44%	70%	-26	48%	-4
	2024	57%	74%	-17	52%	+5	42%	66%	-24	41%	+1	36%	60%	-24	34%	+2

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

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

GREAT OAKS CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Total Charter Tested	Great Oaks Kathleen Sherry CS	NYS	Differential to NYS	Total Charter Tested	Great Oaks Kathleen Sherry CS	NYS	Differential to NYS	Total Charter Tested	Great Oaks Kathleen Sherry CS	NYS	Differential to NYS	Total Charter Tested	Great Oaks Kathleen Sherry CS	NYS	Differential to NYS
Algebra I	2023-2024	59	27%	53%	-26	14	29%	33%	-4	13	15%	34%	-19	50	24%	44%	-20
Algebra I (Common Core)	2021-2022	87	23%	63%	-40	34	3%	42%	-39	5	20%	46%	-26	75	20%	56%	-36
	2022-2023	109	63%	57%	+6	46	43%	35%	+8	5	80%	40%	+40	90	60%	50%	+10
	2023-2024	35	20%	31%	-11	19	5%	17%	-12	.	.	.	.	31	19%	28%	-9
Algebra II (Common Core)	2022-2023	24	54%	64%	-10	6	33%	32%	1	.	.	.	.	17	47%	48%	-1
	2023-2024	37	11%	74%	-63	18	6%	44%	-38	.	.	.	.	31	10%	61%	-51
English Language Arts (Common Core)	2023-2024	57	63%	78%	-15	24	54%	57%	-3	.	.	.	.	45	67%	71%	-4
Geometry (Common Core)	2023-2024	27	19%	57%	-38	9	11%	27%	-16	.	.	.	.	18	17%	43%	-26
Global History	2022-2023	61	66%	74%	-8	24	38%	44%	-6	.	.	.	.	47	64%	64%	0
	2023-2024	10	60%	77%	-17	.	.	.	.	.	.	.	.	9	56%	68%	-12
Living Environment	2021-2022	80	54%	76%	-22	27	33%	53%	-20	5	40%	51%	-11	68	51%	67%	-16
	2022-2023	32	66%	63%	+3	12	58%	36%	+22	.	.	.	.	29	66%	52%	+14
	2023-2024	80	35%	59%	-24	27	30%	33%	-3	12	42%	32%	+10	69	32%	47%	-15
Physical Setting / Earth Science	2022-2023	49	31%	60%	-29	18	22%	37%	-15	.	.	.	.	36	33%	49%	-16
	2023-2024	40	28%	62%	-34	21	19%	39%	-20	.	.	.	.	33	24%	51%	-27
US History and Government	2022-2023	44	52%	82%	-30	21	38%	60%	-22	.	.	.	.	40	48%	74%	-26
	2023-2024	48	60%	79%	-19	21	48%	56%	-8	.	.	.	.	38	58%	71%	-13

*See NOTES (1), (2), (3), (4), and (7).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

GREAT OAKS CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Great Oaks Kathleen Sherry CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	399	297	74%
2020-2021	498	263	53%
2021-2022	573	301	53%
2022-2023	573	293	51%
2023-2024	340	309	91%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Great Oaks Kathleen Sherry CS	NYC CSD 1	Differential to District	Great Oaks Kathleen Sherry CS	NYC CSD 1	Differential to District	Great Oaks Kathleen Sherry CS	NYC CSD 1	Differential to District
2019-2020	32%	29%	+3	6%	8%	-2	83%	67%	+16
2020-2021	35%	31%	+4	1%	11%	-10	85%	69%	+16
2021-2022	35%	29%	+6	11%	14%	-3	85%	68%	+17
2022-2023	35%	27%	+8	9%	15%	-6	85%	68%	+17
2023-2024	33%	24%	+9	11%	16%	-5	85%	71%	+14

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Great Oaks Kathleen Sherry CS	NYC CSD 2	Differential to District	Great Oaks Kathleen Sherry CS	NYC CSD 2	Differential to District	Great Oaks Kathleen Sherry CS	NYC CSD 2	Differential to District
2019-2020	32%	20%	+12	6%	8%	-2	83%	38%	+45
2020-2021	35%	21%	+14	1%	10%	-9	85%	41%	+44
2021-2022	35%	21%	+14	11%	13%	-2	85%	59%	+26
2022-2023	35%	20%	+15	9%	15%	-6	85%	63%	+22
2023-2024	33%	19%	+14	11%	16%	-5	85%	66%	+19

*See NOTES (2) and (6).

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Great Oaks Kathleen Sherry CS	NYC CSD 1	Differential to District	Great Oaks Kathleen Sherry CS	NYC CSD 1	Differential to District	Great Oaks Kathleen Sherry CS	NYC CSD 1	Differential to District	Great Oaks Kathleen Sherry CS	NYC CSD 1	Differential to District
2019-2020	82%	92%	-10	86%	89%	-3	90%	92%	-2	84%	91%	-7
2020-2021	91%	94%	-3	93%	92%	+1	100%	98%	+2	91%	95%	-4
2021-2022	80%	66%	+14	86%	64%	+22	100%	70%	+30	83%	68%	+15
2022-2023	64%	73%	-9	72%	69%	+3	66%	75%	-9	66%	73%	-7
2023-2024	67%	77%	-10	73%	70%	+3	74%	75%	-1	68%	77%	-9

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Great Oaks Kathleen Sherry CS	NYC CSD 2	Differential to District	Great Oaks Kathleen Sherry CS	NYC CSD 2	Differential to District	Great Oaks Kathleen Sherry CS	NYC CSD 2	Differential to District	Great Oaks Kathleen Sherry CS	NYC CSD 2	Differential to District
2019-2020	82%	93%	-11	86%	90%	-4	90%	87%	+3	84%	92%	-8
2020-2021	91%	90%	+1	93%	85%	+8	100%	87%	+13	91%	94%	-3
2021-2022	80%	68%	+12	86%	55%	+31	100%	78%	+22	83%	77%	+6
2022-2023	64%	82%	-18	72%	81%	-9	66%	84%	-18	66%	84%	-18
2023-2024	67%	84%	-17	73%	81%	-8	74%	79%	-5	68%	84%	-16

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Notes

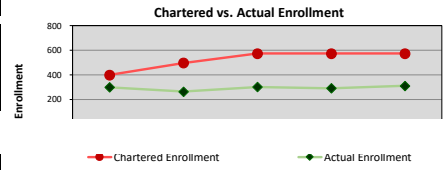
- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.*
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.*
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.*

Charter School Fiscal Accountability Summary

GREAT OAKS CHARTER SCHOOL

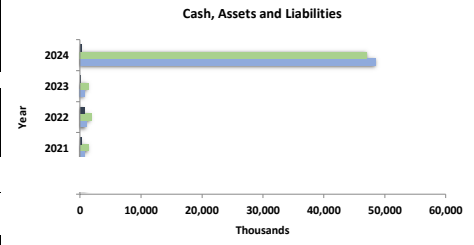
Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

	2019 20	2020 21	2021 22	2022 23	2023 24
Grades Served	6-10	6-11	6-12	6-12	6-12
Maximum Chartered Grades Served	6-12	6-12	6-12	6-12	6-12
Chartered Enrollment	399	498	573	573	573
Maximum Chartered Enrollment	573	573	573	573	573
Actual Enrollment	299	264	302	293	311



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

	927,985	271,943	660,032	81,587	254,234
	80,098	241,623	365,341	445,685	2,224
	112,624	45,237	2,850	21,375	83,782
	242,577	170,000	174,350	211,430	169,665
	1,363,284	728,803	1,202,573	760,077	509,905
	511,918	263,929	185,364	165,422	128,643
	75,223	75,223	75,253	75,268	75,282
	312,144	309,494	318,794	308,894	139,340
	-	-	-	-	46,232,852
	899,285	648,646	579,411	549,584	46,576,117
	2,262,569	1,377,449	1,781,984	1,309,661	47,086,022

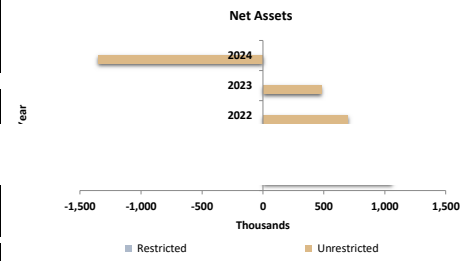


LIABILITIES AND NET ASSETS

Current Liabilities

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

	77,993	49,835	252,763	223,120	221,398
	316,975	158,456	253,700	293,233	582,171
	114,364	1,200	-	114,625	-
	-	-	-	-	-
	120,000	-	145,904	200,000	-
	629,332	209,491	652,367	830,978	803,569
	136,858	63,750	8,432	-	-
	441,790	425,000	425,000	-	47,631,131
	578,648	488,750	433,432	-	47,631,131
	1,207,980	698,241	1,085,799	830,978	48,434,700



Total Current Liabilities

Long-Term Liabilities

Total Net Assets

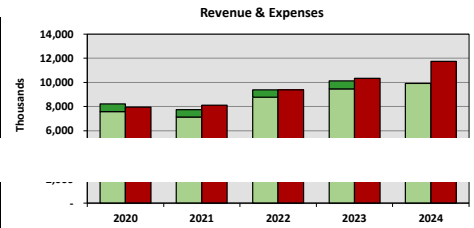
Total Liabilities and Net Assets

	1,054,589	679,208	696,185	478,683	(1,348,678)
	-	-	-	-	-
	1,054,589	679,208	696,185	478,683	(1,348,678)
	2,262,569	1,377,449	1,781,984	1,309,661	47,086,022

OPERATING REVENUE

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

	4,809,436	4,267,129	5,113,417	4,978,729	5,605,896
	1,164,236	1,369,595	1,692,500	1,623,146	1,743,182
	973,491	990,654	1,271,181	1,258,893	1,431,478
	325,213	336,598	507,789	986,385	325,729
	-	-	-	-	26,444
	301,430	158,651	178,114	616,631	793,205
	7,573,806	7,122,627	8,763,001	9,463,784	9,925,934



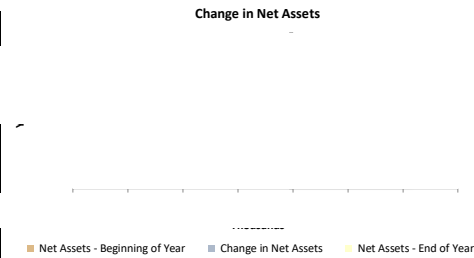
Total Program Services

Supporting Services

Net Assets - Beginning of Year

Net Assets - End of Year

	4,587,257	4,972,772	6,500,479	6,824,174	7,750,561
	3,107,699	2,807,003	2,554,256	3,172,551	3,535,618
	-	-	-	-	-
	7,694,956	7,779,775	9,054,735	9,996,725	11,286,179



Net Assets - Beginning of Year

Net Assets - End of Year

	257,084	330,610	324,286	344,880	467,116
	-	-	-	-	-
	257,084	330,610	324,286	344,880	467,116
	7,952,040	8,110,385	9,379,021	10,341,605	11,753,295
	(378,234)	(987,758)	(616,020)	(877,821)	(1,827,361)

REVENUE & EXPENSE BREAKDOWN

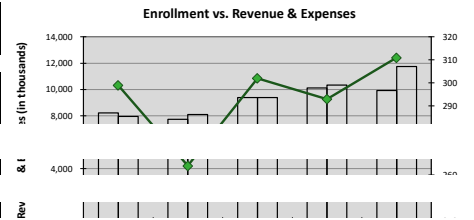
Revenue - Per Pupil

Total Revenue

Expenses - Per Pupil

	25,330	26,980	29,017	32,300	31,916
	2,150	2,320	2,096	2,254	-
	27,480	29,299	31,113	34,553	31,916

	25,736	29,469	29,983	34,119	36,290
	860	1,252	1,074	1,177	1,502
	26,595	30,721	31,056	35,296	37,792
	96.8%	95.9%	96.5%	96.7%	96.0%
	3.2%	4.1%	3.5%	3.3%	4.0%
	3.3%	4.6%	0.2%	2.1%	15.5%



AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

STATEMENT OF ACTIVITIES

FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

Debt to Asset Ratio

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

	2.17	1.48	1.44	1.09	(0.67)
	Strong	Strong	Adequate	Adequate	Needs Monitoring

Debt to Asset Ratio

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

	733,952	519,312	550,206	(70,901)	(293,664)
	2.2	3.5	1.8	0.9	0.6
	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard

Debt to Asset Ratio

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

	0.5	0.5	0.6	0.6	1.0
	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard

Days of Cash

BENCHMARK and FINDING:

Ratio should be equal to or greater than 60 days

	42.6	12.2	25.7	2.9	7.9
	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard

	0.0	(0.0)	0.0	(0.0)	(0.2)
	Meets Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard

