



**Department of
Education**

Carmen Fariña, Chancellor

Renewal Report
for The Equity Project Charter School

SCHOOL YEAR 2017-2018

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CONTENTS

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION	2
PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS	6
PART 3: FINDINGS	9
APPENDIX A : SCHOOL OVERVIEW	38
APPENDIX B : SCHOOL VISIT	41
APPENDIX C : ACADEMIC PERFORMANCE	42
APPENDIX D : MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME	43
APPENDIX E : REGENTS PERFORMANCE FOR SPECIAL POPULATIONS	45
APPENDIX F : CHARTER SCHOOL GOALS	46
APPENDIX G : RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS	55
APPENDIX H : ADDITIONAL ACCOUNTABILITY DATA	61
SOURCES	62

This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

CURRENT SCHOOL SNAPSHOT

The Equity Project Charter School	
DBN	84M430
School Leader(s)	Zeke Vanderhoek
Board Chair(s)	David Coleman
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	6
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(M465) 549 Audubon Avenue, Manhattan NY, 10040 Grades at Building: 5-8 Facility Owner: DOE Owned (MBMD) 4280 Broadway, 2 nd Floor Manhattan NY, 10033 Grades at Building: K-1 Facility Owner: Non-DOE Owned
2017-2018 Enrollment ⁱ	720
2017-2018 Grades Served	K-1, 5-8
Current Authorized Enrollment	1200
Current Authorized Grade Span	K-8
School Opened For Instruction	2009-2010 ¹
Date of First Renewal	2012-2013
Date of Second Renewal	N/A

¹ The Equity Project Charter School was granted a charter in the 2007-2008 school year. The School used the 2007-2008 and 2008-2009 school years as planning years.

Date of Third Renewal	N/A
Current Charter Term	5 year, Full Term July 1, 2013 - June 30, 2018

RENEWAL RECOMMENDATION

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a full term renewal with conditions.

The Equity Project Charter School	
Proposed New Charter Term	Full Term, 5 years July 1, 2018-June 30, 2023
Proposed Authorized Grade Span for New Charter Term	K-8
Proposed Authorized Enrollment for New Charter Term	1080
Conditions on Renewal	<ol style="list-style-type: none"> 1. By June 30th of each year of the next charter term, the board of trustees must consistently meet quorum at each monthly meeting. 2. By June 30th of each year of the new charter term, the school must demonstrate compliance with fingerprint clearance standards set by the authorizer.

PLANS FOR NEXT CHARTER TERM

While the school did not submit any material revisions for the next charter term, the NYC DOE recommends that The Equity Project Charter School's current authorized enrollment be decreased from 1200 students to 1080 students beginning in the 2018-19 school year.

As NYC DOE recommends a full-term renewal, the school's full application plan is included below. These plans extend through the new charter term.

Grade	Current Year (2017-18)	Year 1 (2018-19)	Year 2 (2019-20)	Year 3 (2020-21)	Year 4 (2021-22)	Year 5 (2022-23)
K	120	120	120	120	120	120
1	120	120	120	120	120	120
2	120	120	120	120	120	120
3		120	120	120	120	120
4			120	120	120	120
5	120	120	120	120	120	120
6	120	120	120	120	120	120
7	120	120	120	120	120	120
8	120	120	120	120	120	120
TOTAL	840	960	1080	1080	1080	1080

RENEWAL HISTORY, CONDITIONS AND NOTICES

The Equity Project Charter School (TEP) was renewed for a full five-year term in the 2012-13 academic year with no conditions.

TEP was not placed on notice over the course of the charter term.

CHARTER SCHOOL BACKGROUND

TEP is an elementary and middle school located in the Washington Heights neighborhood of Manhattan. The school does not have a universal pre-kindergarten program. The school is located in a NYC DOE-operated building in Community School District 6 for grades 5-8 and is co-located with The College Academy, High School for Media and Communications, High School for Law and Public Service, High School for Health Careers and Sciences, and Restart Academy. The school also operates elementary grades K-1 in a private space in Community School District 6 that is not co-located with any other programs.²

The school is in its second charter term.

² According to NYC DOE Location Code Generation and Management System.

SCHOOL HIGHLIGHTS³

A critical element of TEP's supportive environment is our unique relational approach to discipline. This was showcased when TEP served as a model school for NYC DOE's first District-Charter Partnership program in SY15-16. Specifically, TEP was selected as one of two mentor schools for NYC DOE's Collaborative Learning Strand around Restorative Disciplinary Practices. TEP's participation reflects our commitment to restorative discipline as well as our dedication to sharing best practices with other NYC schools.

CURRENT SCHOOL LEADERSHIP TEAM⁴

	School Leader Name	Position	Years at School
1.	Zeke Vanderhoek	Principal	10.0
2.	Casey Ash	Middle School Director	9.0
3.	Shelly Gupta	Director of Finance and Operations	9.0
4.	Denise Munoz	Assistant Director of the Early Childhood Program	7.0
5.	Andres Esguerra	Middle School Assistant Director	6.0

³ Section content provided by school.

⁴ School Leadership Team information is from July 1, 2017 through October 2, 2017.

PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 2, 2017.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in this document, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing Team.

STATUTORY BASIS FOR RENEWAL

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851(4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing Team approves the renewal application and the Chancellor recommends renewal for the school, prior to the

school's charter expiration date, the Charter Authorizing Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.

PART 3: FINDINGS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁵

At the time of this school's renewal, TEP has demonstrated academic success.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix F. These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below. Note that any 2012-2013 data in tables or charts comes from the prior term is presented as a comparison point only and is not evaluated.

PERFORMANCE AGAINST STANDARDS

For the data driving these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ⁶	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	◐	2013-14: Not Met 2014-15: Not Met 2015-16: Not Met 2016-17: Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	○	2013-14: Not Met 2014-15: Not Met 2015-16: Not Met 2016-17: Not Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁷	●	2013-14: Met 2014-15: Met 2015-16: Met

⁵ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to 2012-13 are not directly comparable.

⁶ ● = met in all years; ○ = met in no year; ◐ = met in at least one year and did not meet in at least one year

⁷ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as “peer groups” and “similar schools”). Please refer to <http://tinyurl.com/CompGroups> for a current definition.

		2016-17: Met
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
NYS Science exam proficiency rates meet or exceed comparable CSD rates	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	◐	2013-14: Met 2014-15: Not Met 2015-16: Met 2016-17: Not Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁸	N/A	
NYS Comprehensive Regents exam pass rates meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	

⁸ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Global History and Geography Regents exam pass rates meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates	N/A	
Graduation rates meet or exceed Citywide rates ⁹	N/A	
Academic Growth		
NYS ELA exam proficiency rates increase	●	2013-14: Not Met 2014-15: Met 2015-16: Met 2016-17: Met See Figure 1
NYS Math exam proficiency rates increase	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Not Met See Figure 2
NYS Comprehensive Regents exam pass rates increase	N/A	
NYS English Language Arts Common Core Regents exam pass rates increase	N/A	
NYS Integrated Algebra Regents exam pass rates increase	N/A	
Geometry Regents exam pass rates increase	N/A	
Algebra 2/Trigonometry Regents exam pass rates increase	N/A	
Algebra I (Common Core) Regents exam pass rates increase	N/A	
Geometry (Common Core) Regents exam pass rates increase	N/A	

⁹ The NYC DOE considers the 4-year August graduation rate for this and all graduation standards.

Algebra II (Common Core) Regents exam pass rates increase	N/A	
Global History and Geography Regents exam pass rates increase	N/A	
U.S. History & Government Regents exam pass rates increase	N/A	
Living Environment Regents exam pass rates increase	N/A	
Physical Setting/Earth Science Regents exam pass rates increase	N/A	
Physical Setting/Chemistry Regents exam pass rates increase	N/A	
Physical Setting/Physics Regents exam pass rates increase	N/A	
Graduation rates increase	N/A	
Closing the Achievement Gap		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	●	2013-14: Not Met 2014-15: Not Met 2015-16: Met 2016-17: Met See Figure 5
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	●	2013-14: Not Met 2014-15: Not Met 2015-16: Met 2016-17: Met See Figure 5
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	●	2013-14: Not Met 2014-15: Not Met 2015-16: Met 2016-17: Met See Figure 8
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	●	2013-14: Not Met 2014-15: Met 2015-16: Met 2016-17: Met See Figure 4

NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	●	2013-14: Not Met 2014-15: Met 2015-16: Met 2016-17: Met See Figure 4
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹⁰ meet or exceed CSD rates	●	2013-14: Not Met 2014-15: Met 2015-16: Met 2016-17: Met See Figure 6
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	2013-14: Not Met 2014-15: Not Met 2015-16: Not Met 2016-17: Not Met See Figure 6
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
NYS Comprehensive Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	

¹⁰ The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Global History and Geography Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS Comprehensive Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Global History and Geography Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	

Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
NYS Comprehensive Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Global History and Geography Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Graduation rates for ELLs meet or exceeds Citywide rates	N/A	

Graduation rates for SWD meet or exceeds Citywide rates	N/A	
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates ¹¹	N/A	
College & Career Readiness (for grades 9-12 only)		
Postsecondary enrollment rates meet or exceed Citywide rates ¹²	N/A	
College & Career Preparatory Course Index meet or exceeds Citywide average	N/A	
College Readiness Index meet or exceeds Citywide average	N/A	

¹¹ The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

¹² The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.

COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCEⁱⁱ

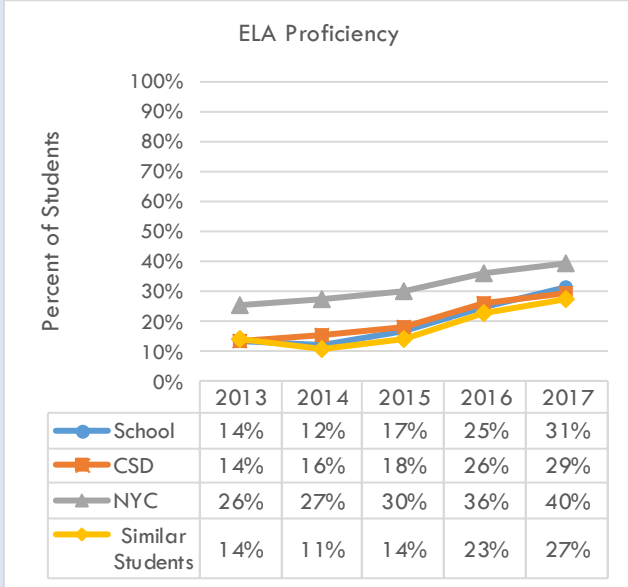


Figure 1

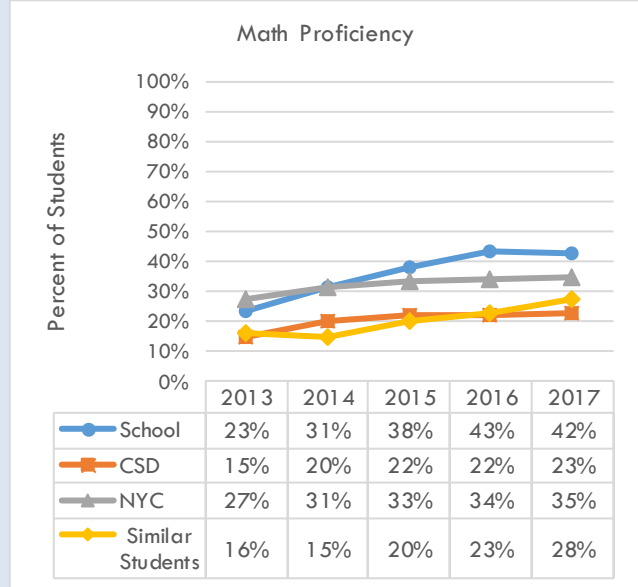


Figure 2

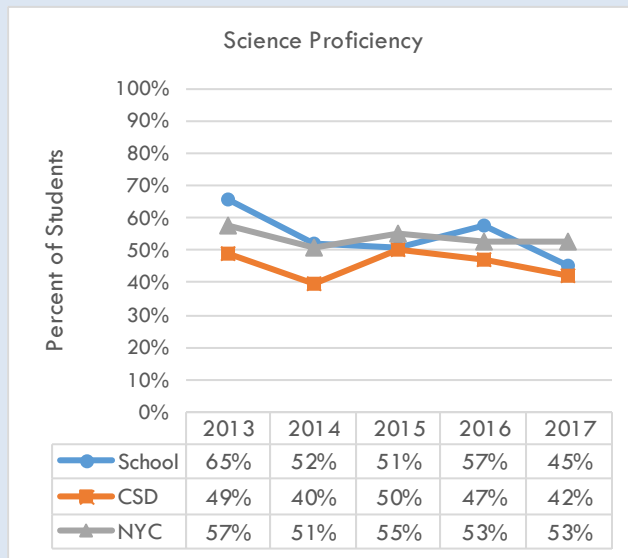


Figure 3

CLOSING THE ACHIEVEMENT GAP

For information on how the school is closing the achievement gap on Regents examinations, please see Appendix E.

GRADE 3-8 ENGLISH LANGUAGE ARTSⁱⁱⁱ

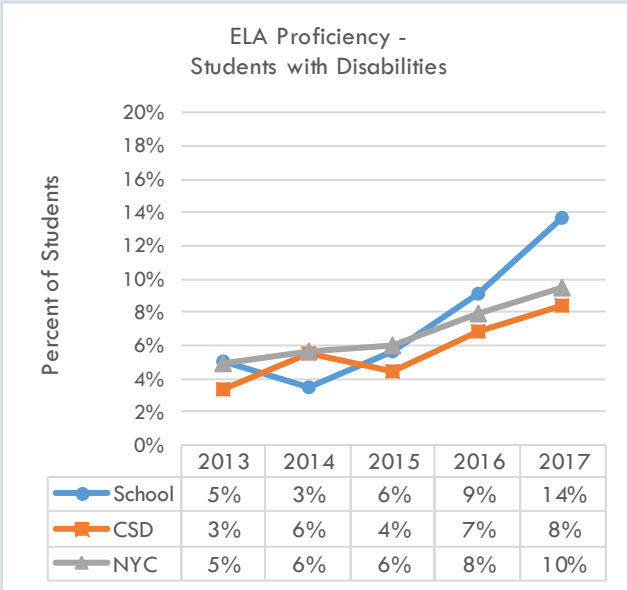


Figure 4

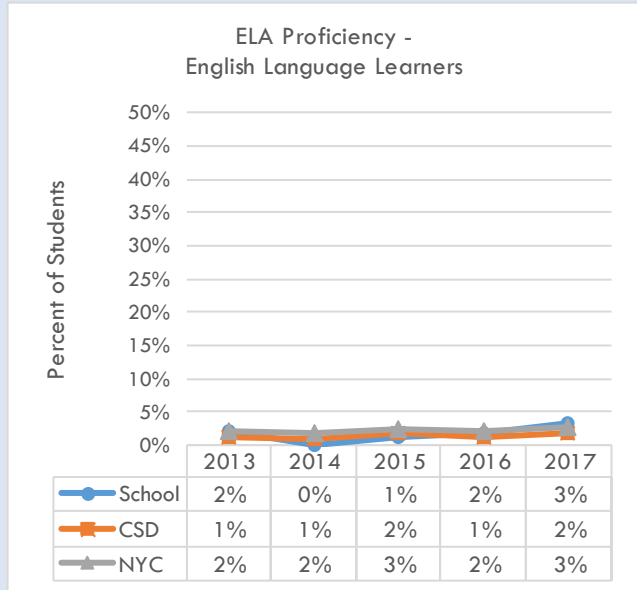


Figure 5

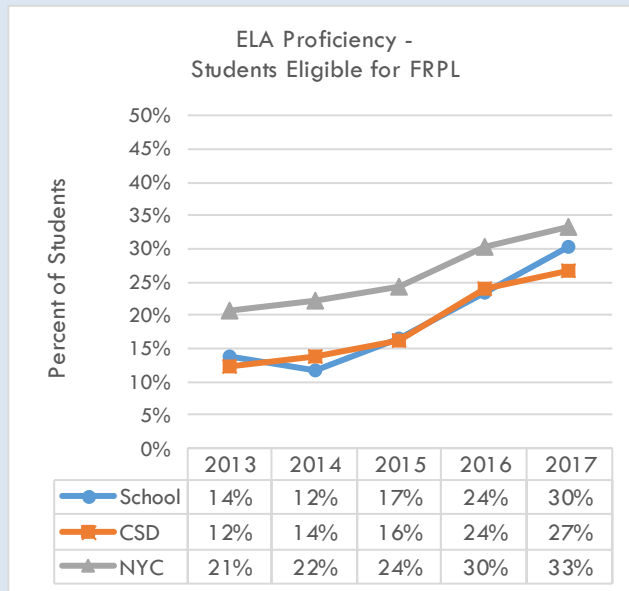


Figure 6

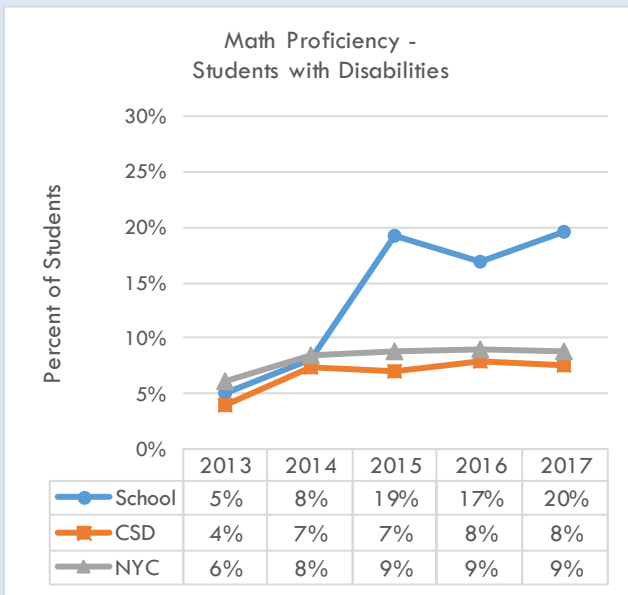


Figure 7

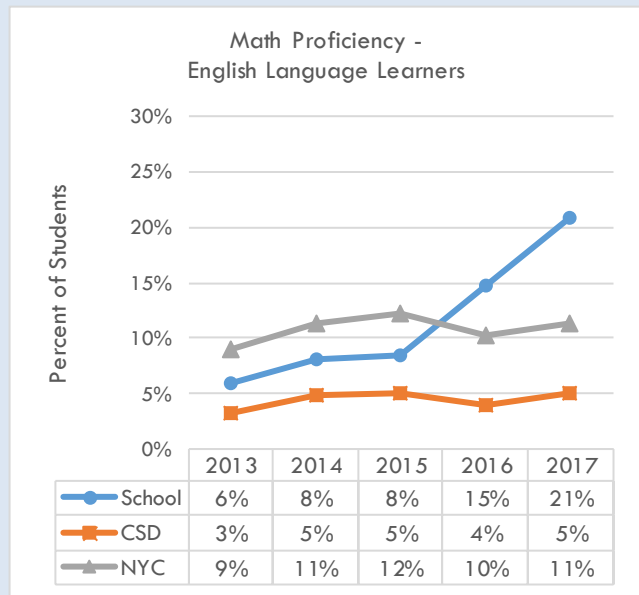


Figure 8

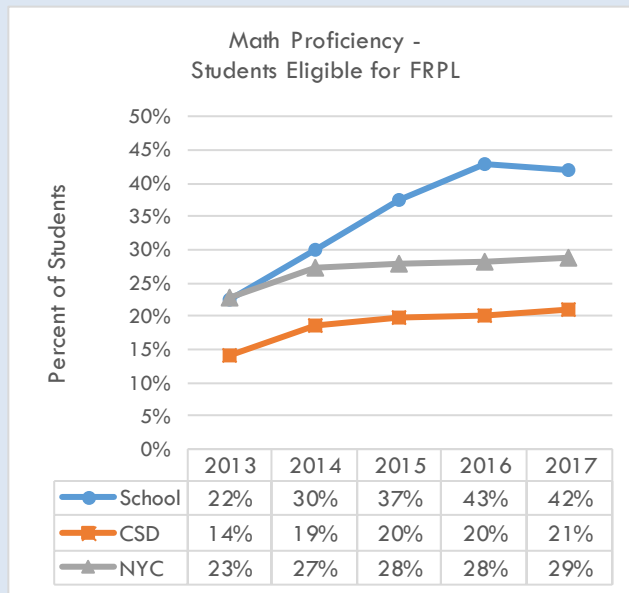


Figure 9

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

At the time of this school's renewal, TEP has demonstrated its effectiveness, including a supportive environment, operational stability, and substantial compliance with applicable laws and regulations consistent with Section 2852(2) (a) of the Education Law.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix F. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll and retain students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix G.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

CURRENT BOARD OF TRUSTEES¹³

	Board Member Name	Position	Committee(s)	Years on Board
1.	David Coleman	Chair	Executive Committee	8.0
2.	Brooks Clark	Trustee	Executive Committee	5.0
3.	Crystal Harmon ¹⁴	Secretary		7.0
4.	Nicole Leach	Trustee	Executive Committee	5.0
5.	Laura Tavormina	Treasurer & Vice President	Executive Committee; Finance & Audit Committee	9.0
6.	Sean Juan	Secretary	Executive Committee; Finance & Audit Committee	2.0
7.	Zeke Vanderhoek ¹⁵	Principal	Finance & Audit Committee	9.0
8.	Andrew Buher	Trustee		1.0

¹³ Board of Trustees information is as of October 2, 2017.

¹⁴ Crystal Harmon resigned from the board effective July 24, 2017.

¹⁵ Zeke Vanderhoek resigned from the board effective June 20, 2017.

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFING

In the 2013-14 school year, 0 or 0% of leadership staff left the school; 7 or 22.6% of instructional staff left the school.

In the 2014-15 school year, 0 or 0% of leadership staff left the school; 6 or 18.2% of instructional staff left the school.

In the 2015-16 school year, 0 or 0% of leadership staff left the school; 7 or 20% of instructional staff left the school.

In the 2016-17 school year, 0 or 0% of leadership staff left the school; 10 or 21.3% of instructional staff left the school.

GOVERNANCE

In 2013-14, the Board had 6 members; this was within the minimum to maximum range of 5 to 17 members stated in the bylaws. The 2013-14 calendar listed 12 meetings, and met 11 times, but this did not meet the requirement of the Charter Schools Act to meet 12 times over a calendar year. The Board posted board meeting agendas and minutes on their website. The Board met quorum 2 times out of the 11 meetings that took place in 2013-14.

In 2014-15, the Board had 6 members; this was within the minimum to maximum range of 5 to 17 members stated in the bylaws. The 2014-15 calendar listed 12 meetings, and met 12 times, meeting the requirement of the Charter Schools Act to meet 12 times over a calendar year. The Board posted board meeting agendas and minutes on their website. The Board did not meet quorum during any of the meetings that took place in 2014-15.

In 2015-16, the Board had 7 members; this was within the minimum to maximum range of 5 to 17 members stated in the bylaws. The 2015-16 calendar listed 12 meetings, and met 12 times, meeting the requirement of the Charter Schools Act to meet 12 times over a calendar year. The Board posted board meeting agendas and minutes on their website. The Board did not meet quorum during any of the meetings that took place in 2015-16.

In 2016-17, the Board had 7 members; this was within the minimum to maximum range of 5 to 17 members stated in the bylaws. The 2016-17 calendar listed 12 meetings, and met 12 times, meeting the requirement of the Charter Schools Act to meet 12 times over a calendar year. The Board posted board meeting agendas and minutes on their website. The Board met quorum 7 times out of the 12 meetings that took place in 2016-17.

PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on December 6 2017. One-hundred-one (101) individuals attended the hearing. Thirty-Three (33) comments were made in support and none were made in opposition to the proposed charter renewal. Comments in

support focused on how much the parents love TEP and the quality of the learning experience their children are getting.

SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

USING MASTER TEACHERS TO SERVE AT-RISK STUDENTS

To attract master teachers, TEP uses a three-pronged strategy that it terms the 3 R's: Rigorous Qualifications, Redefined Expectations, & Revolutionary Compensation; all master teachers earn a \$125K annual salary.

EQUAL EMPHASIS ON ACADEMICS, ARTS & ATHLETICS

To provide a comprehensive and motivating educational experience, TEP students take a full academic program as well as daily instruction in music and physical education (unusual for a middle school). TEP has competitive music and arts clubs and over a dozen athletic teams.

USE OF INTERIM ASSESSMENTS & STUDENT ACHIEVEMENT REPORTS (SARS) TO DRIVE INSTRUCTION

For tested grades, Student Achievement Reports (SARs) are used by all teachers to measure individual student progress towards the 3 to 4 most important learning outcomes for each subject and grade level. Assessment data is updated regularly & analyzed 3 times per year to drive instruction.

SHARED ACCOUNTABILITY FOR LITERACY DEPARTMENT

In the Early Childhood and Elementary grades, TEP utilizes the Core Knowledge Language Arts (CKLA) program, which incorporates the development of literacy skills in the content areas. In the Middle School, TEP students take 4 daily periods focused on Common Core literacy standards: small group reading, small group writing, social studies, and science. The integration of literacy skills across content areas promotes shared accountability in this area.

DEDICATED SOCIAL WORKER FOR EACH COHORT

Each cohort has one dedicated bilingual Social Worker; this structure enables the Social Worker to build long-lasting relationships with students and their families and to focus on students' social/emotional development.

PEER-BASED PROFESSIONAL DEVELOPMENT & 3 STAFF DEVELOPMENT INSTITUTES

Each teacher spends time each week observing in the classroom of a partner teacher, followed by weekly debriefs of those observations. All TEP staff attend 3 one-to-two week development institutes focused on data analysis and collaborative curricular planning.

PERFORMANCE AGAINST STANDARDS

For the data driving many of these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ¹⁶	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	◐	2013-14: Not Met The school does not have a compliant, formal procedure posted and available to families and staff. 2014-15: Not Met The school does not have a compliant, formal procedure posted and available to families and staff. 2015-16: Met 2016-17: Met
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages	◐	2014-15: Met 2015-16: Not Met 2016-17: Met See Figure 10
Student attendance rate exceeds CSD average	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
Student attendance rate exceeds Citywide average	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met

¹⁶ ● = met in all years; ○ = met in no year; ◐ = met in at least one year and did not meet in at least one year

Improved student retention rate over prior year	●	2013-14: Met 2014-15: Not Met 2015-16: Not Met 2016-17: Met See Figure 12
Decreased student suspension rate over course of charter	N/A	School had 0% suspension rate over entire charter term.
Operational Stability		
School meets all DOE deadlines, including annual reporting requirements	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
School has documented teacher evaluation procedures	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
School has documented professional development opportunities	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
School has a formal process for evaluating progress against charter school goals	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
Board has developed a succession plan for board and school leadership	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
Board has access to legal counsel	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met

<p>Board held the required number of meetings per the charter law</p>	<p>●</p>	<p>2013-14: Not Met</p> <p>While the board was scheduled to meet monthly for the 2013-14 school year, there are no meeting minutes available to suggest a meeting was held in December 2013.</p> <p>2014-15: Met</p> <p>2015-16: Met</p> <p>2016-17: Met</p>
<p>Board meetings consistently meet quorum</p>	<p>○</p>	<p>2013-14: Not Met</p> <p>The board did not have quorum at the July 2013, August 2013, September 2013, October 2013, November 2013, January 2014, March 2014, April 2014, May 2014 or the June 2014 meetings.</p> <p>2014-15: Not Met</p> <p>The Board did not have quorum at any of the 12 meetings for the 14-15 school year.</p> <p>2015-16: Not Met</p> <p>The Board did not have quorum at any of the 12 meetings for the 15-16 school year.</p> <p>2016-17: Not Met</p> <p>The board did not have quorum at the July 2016, August 2016, September 2016, February 2017 or the June 2017 meetings.</p>
<p>Compliance</p>		
<p>School's ELL enrollment meets CSD rate at the conclusion of charter term</p>	<p>○</p>	<p>2013-14: Not Met</p> <p>2014-15: Not Met</p> <p>2015-16: Not Met</p> <p>2016-17: Not Met</p> <p>See Figure 15</p>
<p>School's ELL retention meets CSD rate at the conclusion of charter term</p>	<p>●</p>	<p>2013-14: Met</p> <p>2014-15: Met</p> <p>2015-16: Met</p> <p>2016-17: Met</p>

School's SWD enrollment meets CSD rate at the conclusion of charter term	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Not Met See Figure 13.
School's SWD retention meets CSD rate at the conclusion of charter term	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
School's FRPL enrollment meets CSD rate at the conclusion of charter term	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
School's FRPL retention meets CSD rate at the conclusion of charter term	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
School has written rules and procedures for student discipline ("discipline policy"), which includes guidelines for suspension and expulsion. The discipline policy must be consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs	●	2012-13: Not Met The school's discipline policy is not consistent with due process requirements or applicable state and federal laws and regulations. 2013-14: Not Met The school's discipline policy is not consistent with due process requirements or applicable state and federal laws and regulations. 2014-15: Met 2015-16: Met 2016-17: Met
School has followed all applicable lottery and enrollment laws and regulations	●	2012-13: Met 2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	●	2012-13: N/A 2013-14: N/A 2014-15: N/A

		<p>2015-16: N/A 2016-17: Met</p>
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	●	<p>2012-13: Met 2013-14: Met 2014-15: Met 2015-16: Not Met</p> <p>The school exceeds the permissible amount of uncertified teachers.</p> <p>2016-17: Met</p>
School is in compliance with employee fingerprinting requirements	○	<p>2013-14: Not Met</p> <p>The school had 1 staff member start prior to their fingerprint clearance date.</p> <p>2014-15: Not Met</p> <p>The school had staff members start prior to their fingerprint clearance date.</p> <p>2015-16: Not Met</p> <p>The school had staff members start prior to their fingerprint clearance date.</p> <p>2016-17: Not Met</p> <p>The school had staff members start prior to their fingerprint clearance date.</p>
School has an appropriate safety plan	●	<p>2012-13: Met 2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met</p>
School has appropriate insurance documentation	●	<p>2012-13: Met 2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met</p>
School is in good standing with the Department of Health	●	<p>2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met</p>

School has submitted its Annual Report to NYSED and posted it online	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
School is in compliance with its charter agreement	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
School is in good standing with authorizer	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met

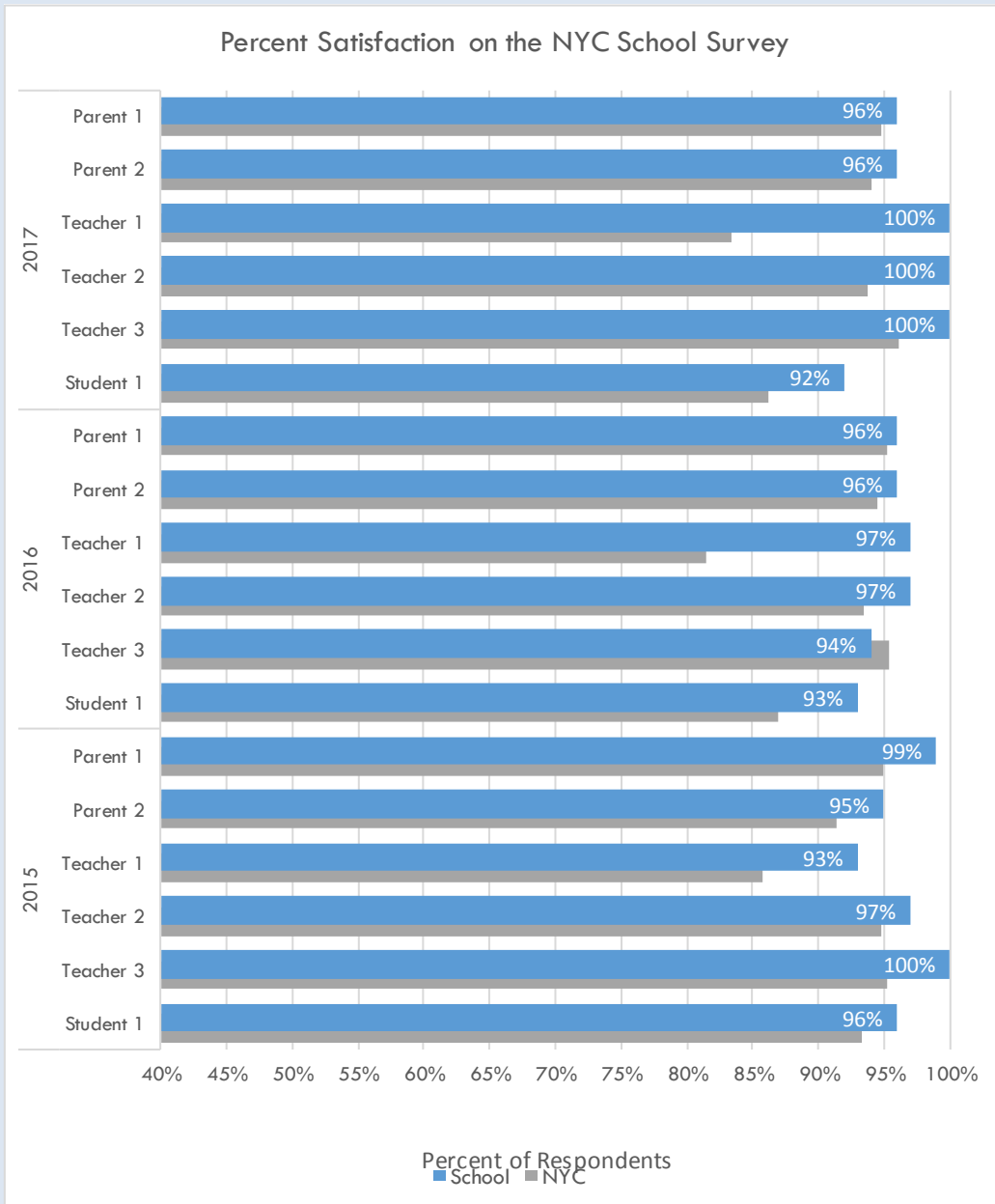


Figure 10

¹⁷ The six selected survey questions are: Parent 1 – “How satisfied are you with the education your child has received this year?”; Parent 2 – “The principal promotes family and community involvement in the school.”; Teacher 1 – “I would recommend my school to parents seeking a place for their child.”; Teacher 2 – “Teachers work closely with families to meet students’ needs.”; Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”; Student 1 – “It’s clear what I need to do to get a good grade.”

ATTENDANCE, ENROLLMENT¹⁸ AND RETENTION^{vi}

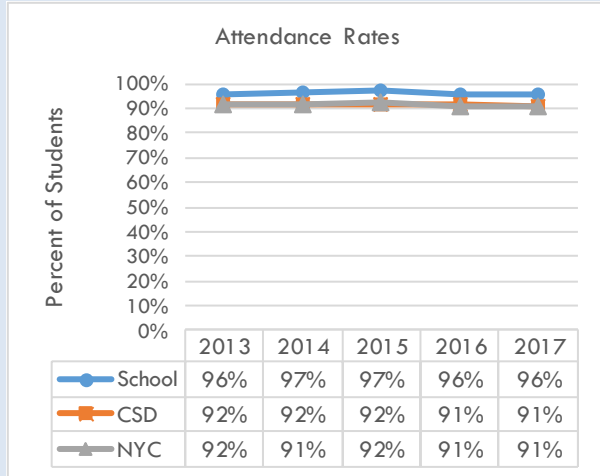


Figure 11

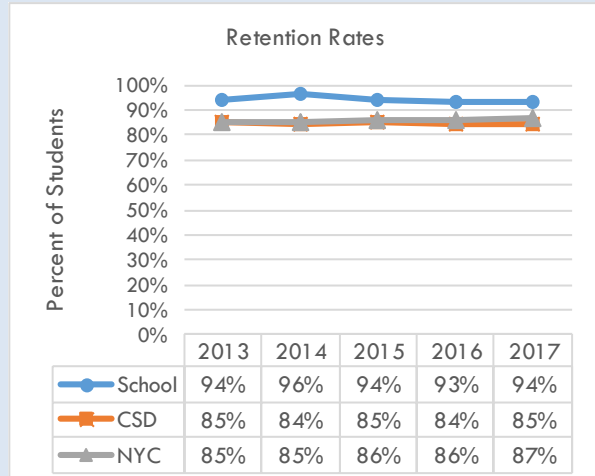


Figure 12

¹⁸ A student is counted towards ELL or SWD enrollment and retention figures if they were identified as a member of either of those populations in ATS on October 31st of the given school year or on October 31st of either of the two preceding years. For instance, a student who was identified as an ELL in ATS on October 31st, 2014 would count toward a school's ELL enrollment and retention figures for both 2015 and 2016, even if that student is no longer classified as an ELL during those school years.

Enrollment Rates - Students with Disabilities

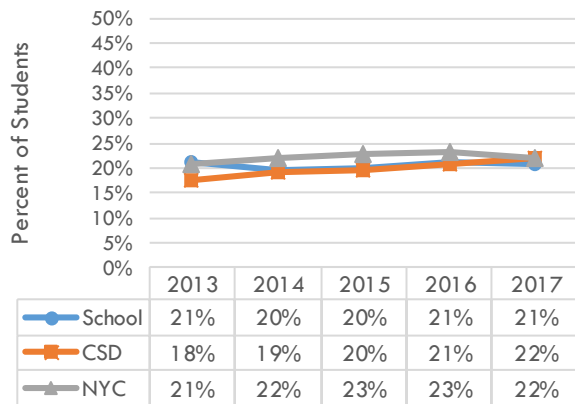


Figure 13

Retention Rates - Students with Disabilities

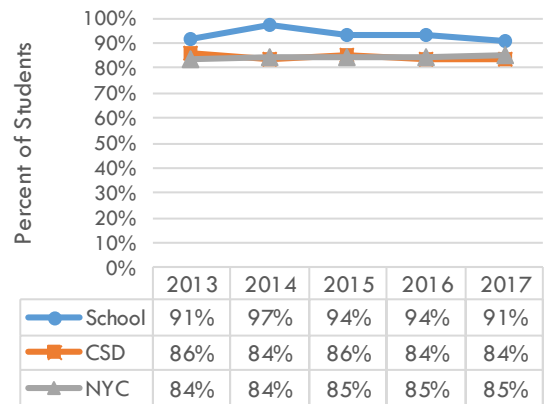


Figure 14

Enrollment Rates - English Language Learners

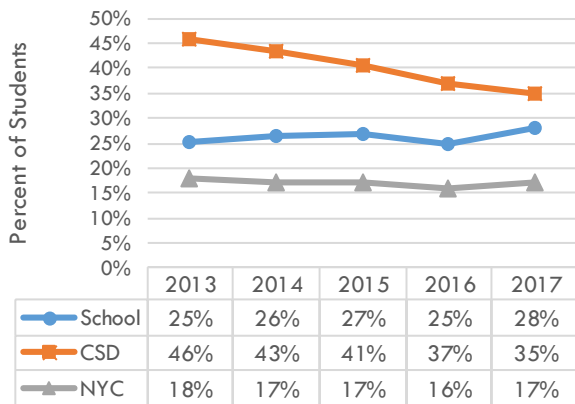


Figure 15

Retention Rates - English Language Learners

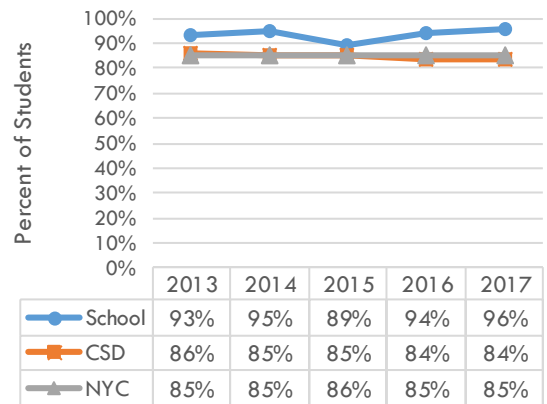


Figure 16

Enrollment Rates - Students Eligible for FRPL

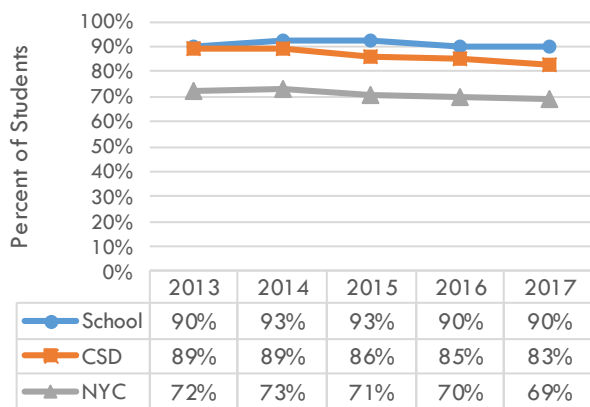


Figure 17

Retention Rates - Students Eligible for FRPL

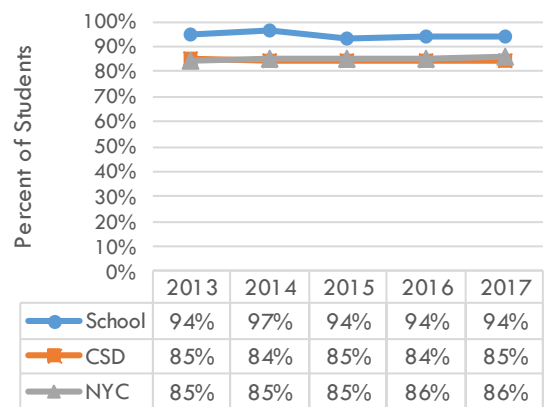


Figure 18

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school's renewal, TEP has demonstrated financial viability.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix F. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP's findings for Essential Question 3 is below.

SCHOOL FINANCES

An independent audit performed for fiscal year 2013 (FY13) showed no material findings.

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

An independent audit performed for fiscal year 2016 (FY16) showed no material findings.

An independent audit performed for fiscal year 2017 (FY17) showed no material findings.

The school has \$76,740.47 in escrow, meeting the \$70,000 requirement.

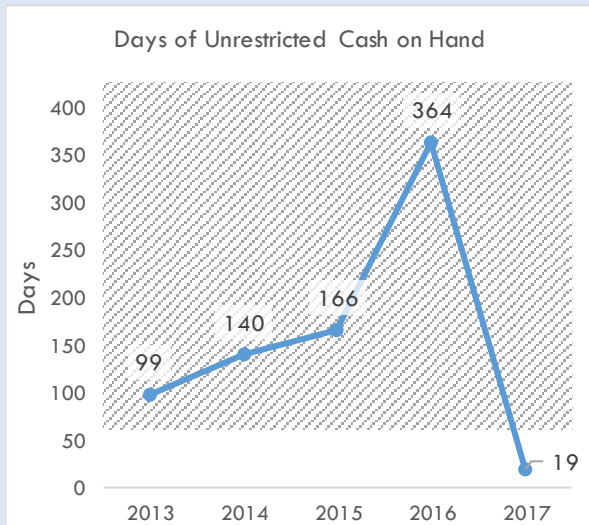
PERFORMANCE AGAINST STANDARDS

For the data driving these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ¹⁹	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	◐	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Not Met See Figure 19
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: N/A. This standard is not evaluated while school is expanding grades
Debt management – school is meeting all current debt obligations	●	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met
Long-term Financial Sustainability		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	◐	2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Not Met

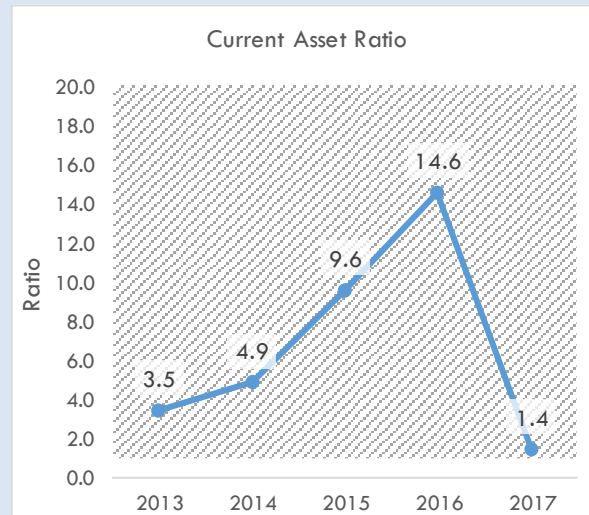
¹⁹ ● = met in all years; ○ = met in no year; ◐ = met in at least one year and did not meet in at least one year

<p>Aggregated three-year total margin – school operates at a surplus over three-year period</p>	<p>●</p>	<p>2013-14: N/A 2014-15: N/A 2015-16: Met 2016-17: Met</p>
<p>Debt to assets ratio less than 1.0</p>	<p>●</p>	<p>2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Met</p>
<p>Aggregate assets to liabilities ratio greater than 1.0</p>	<p>●</p>	<p>2013-14: N/A 2014-15: N/A 2015-16: Met 2016-17: Met</p>
<p>One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)</p>	<p>◐</p>	<p>2013-14: Met 2014-15: Met 2015-16: Met 2016-17: Not Met See Figure 23</p>
<p>Multi-year cash flow – positive cash flow over previous three fiscal years</p>	<p>◐</p>	<p>2013-14: N/A 2014-15: N/A 2015-16: Met 2016-17: Not Met See Figure 23</p>



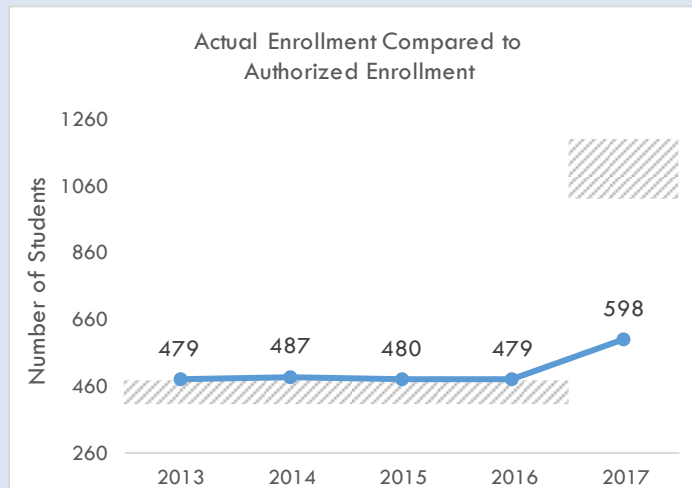
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 19



The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

Figure 20



Fully grown charter schools must enroll no less than 85% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

Figure 21

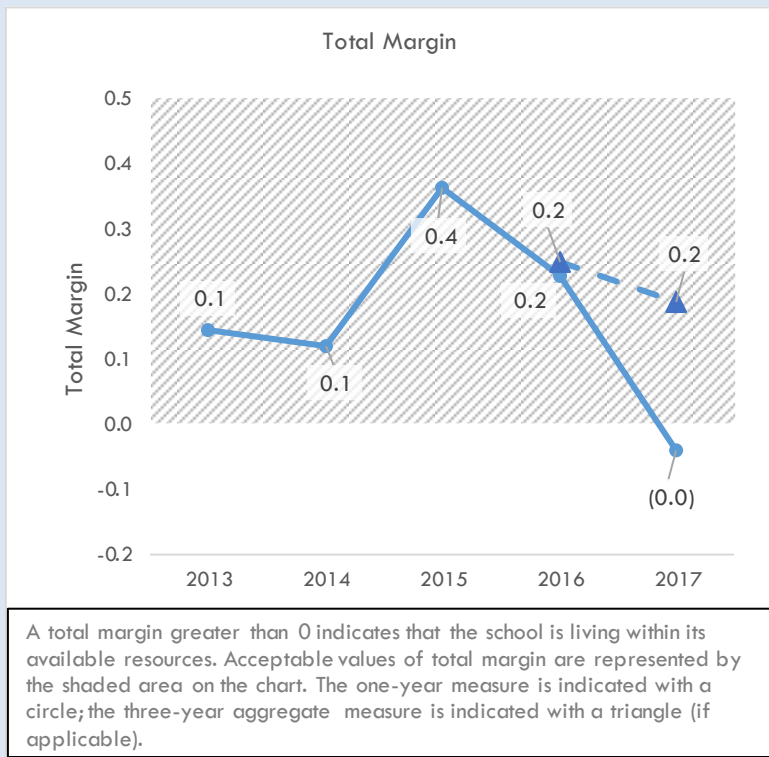


Figure 22

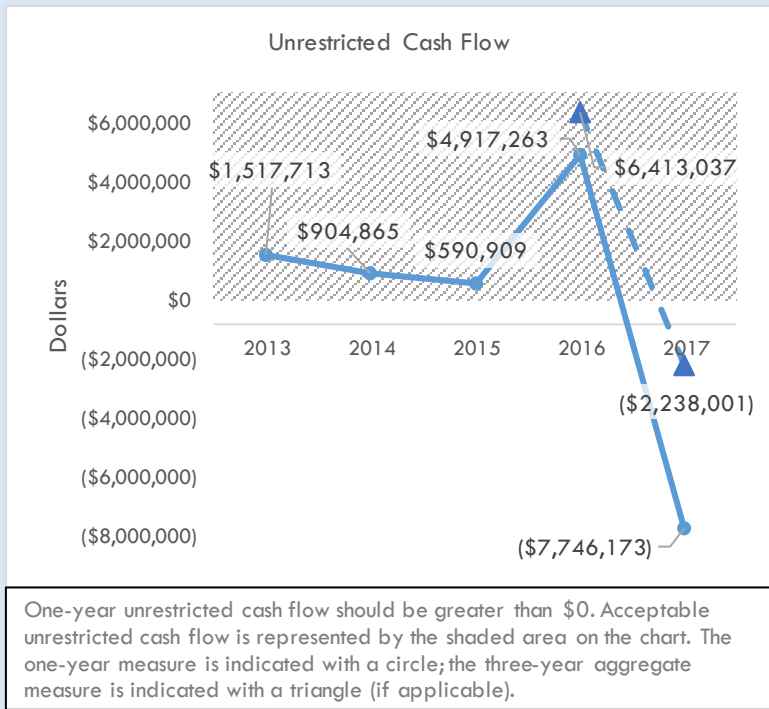
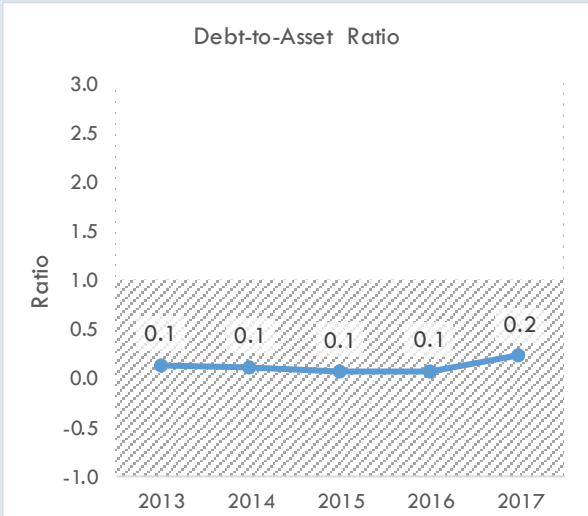
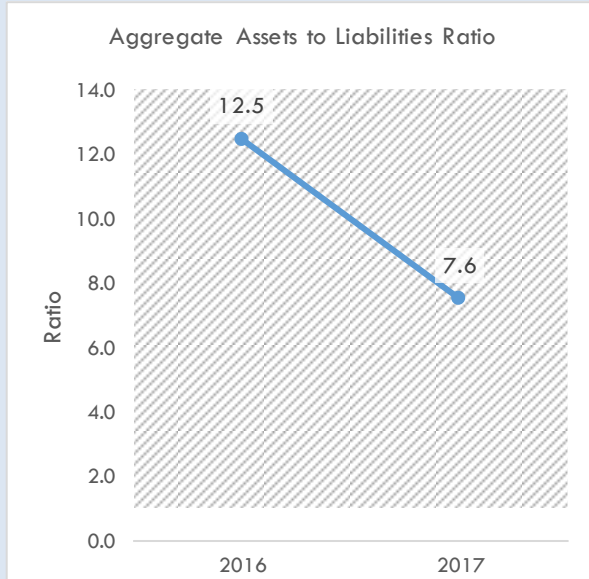


Figure 23



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.

Figure 24



The aggregate assets to liabilities is a long-term measure of indebtedness. The acceptable ratio is represented by the shaded area on the chart and should be greater than 1.0.

Figure 25

APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the NYCDOE Charter Information Portal and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	180
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Parent Teacher Association (PTA), Uniform Dress Code, Bus Service, Metrocards, Nurse on site
Sections per Grade	4
Primary Entry Grade(s)	K,5
Additional Grade(s) for which Student Applications are Accepted	1,6,7,8
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2016-17)	<i>School did not provide.</i>
Number of Students Accepted via the Lottery (School Year 2016-17)	<i>School did not provide.</i>
<i>Lottery Preferences</i>	English Language Learner, Special Education, Children of Staff

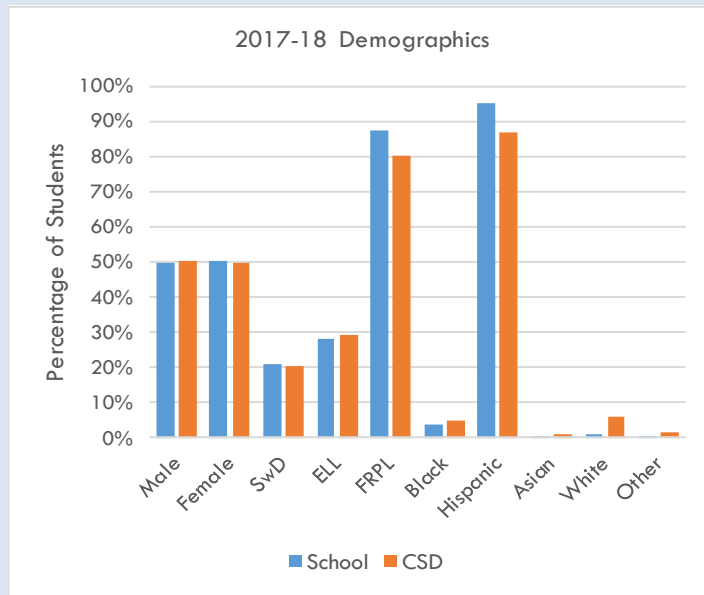


Figure 26

SUSPENSION AND EXPULSION RATES*

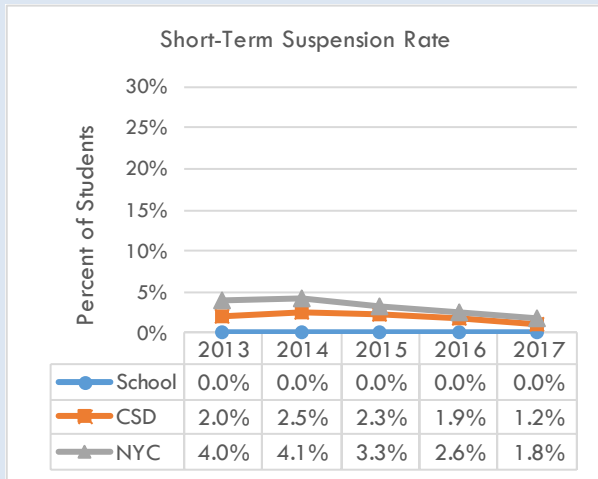


Figure 27

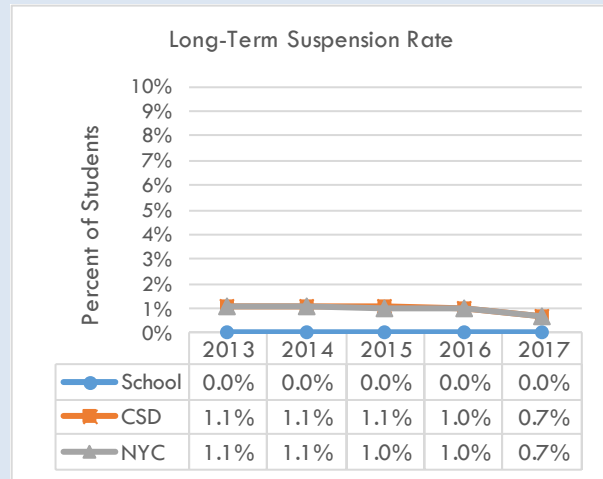


Figure 28

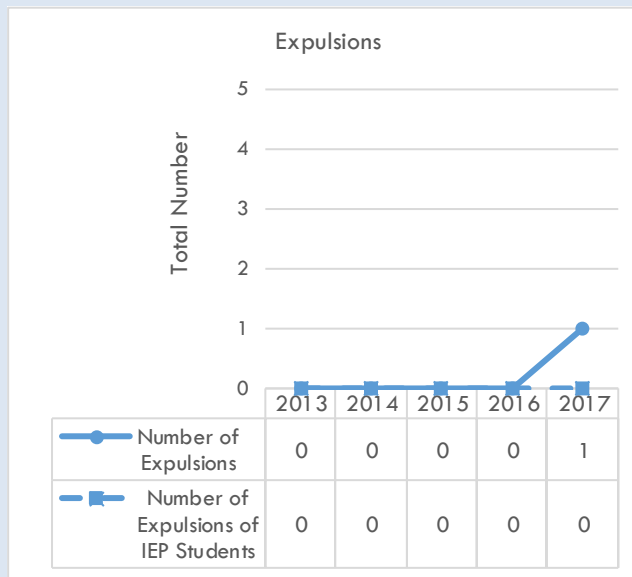


Figure 29

APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing Team (CAT) visited TEP on December 7 and December 8, 2017. The school leadership team identified what CAT team members would see in classrooms based on the school's key design elements and unique school culture. The CAT team provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that the team did not observe a class relevant to that item.

- Evidence of strong classroom management with positive narration; the team saw evidence of this in all classrooms.
- Evidence of Impactful environments-instructive supportive visuals, manipulatives, instruments; the team saw evidence of this in all elementary school classrooms.
- Evidence of fidelity to the various components to the lesson; the team saw evidence of this in all elementary school classrooms.
- Evidence of Checks for Understanding; the team saw evidence of this in all classrooms.
- Evidence of Anecdotal reading records; this was not observed, but evidence may exist.
- Evidence of an introduction to the read aloud to make connection to previous reading or vocab and purpose for reading; this was not observed, but evidence may exist.
- Evidence of a presentation for the read a-loud; this was not observed, but evidence may exist.
- Evidence of Checks for Understanding integrated into the read a-loud to ensure vocabulary context and reading focus; this was not observed, but evidence may exist.
- Evidence of Literal questions, inferential, think pair share for evaluation questions; the team saw evidence of this in all classrooms.
- Evidence of correcting children to speak in complete sentences; the team saw evidence of this.
- Evidence of word work-focus on vocab in context where children practice using the word; the team saw evidence of this in all classrooms.
- Evidence of student practice of syntactic awareness; the team saw evidence of this in elementary classrooms.
- Evidence of review and hands on practice in Math with songs and chants; the team saw evidence of this in elementary school classrooms.

APPENDIX C: ACADEMIC PERFORMANCE^{xi}

GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
The Equity Project Charter School					
Grade 3					
Grade 4					
Grade 5		7%	15%	23%	17%
Grade 6		8%	14%	20%	35%
Grade 7		13%	14%	23%	37%
Grade 8		22%	25%	34%	37%
DIFFERENCE FROM CSD					
Grade 3					
Grade 4					
Grade 5		-9%	-4%	2%	-9%
Grade 6		-5%	-2%	-3%	14%
Grade 7		-2%	-1%	-4%	5%
Grade 8		4%	4%	1%	-1%

GRADE-LEVEL PROFICIENCY IN MATH

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
The Equity Project Charter School					
Grade 3					
Grade 4					
Grade 5		21%	29%	40%	35%
Grade 6		23%	36%	51%	57%
Grade 7		29%	36%	36%	48%
Grade 8		52%	53%	47%	30%
DIFFERENCE FROM CSD					
Grade 3					
Grade 4					
Grade 5		-4%	2%	15%	8%
Grade 6		3%	14%	26%	33%
Grade 7		11%	16%	14%	24%
Grade 8		33%	34%	31%	15%

ENGLISH/LANGUAGE ARTS

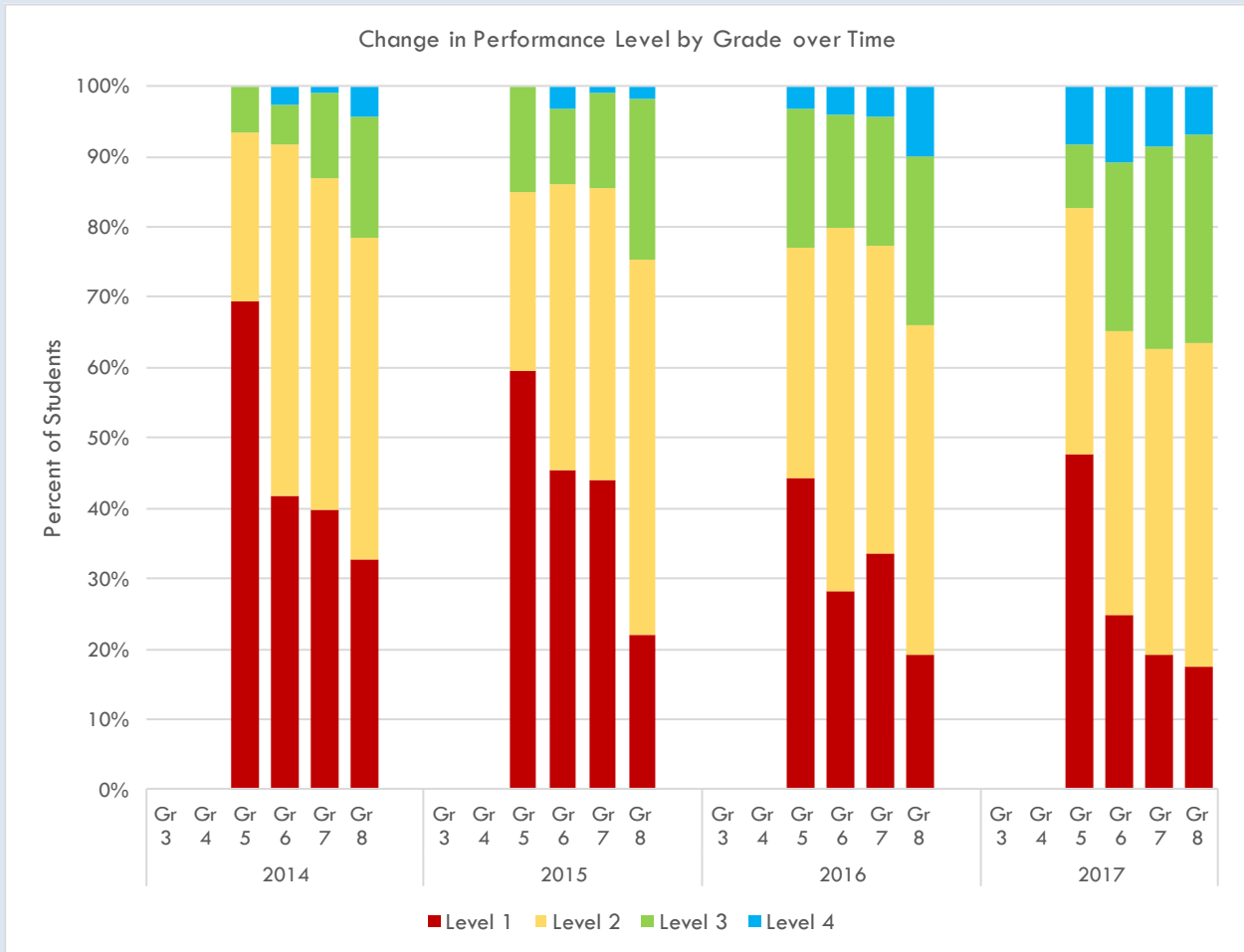


Figure 30

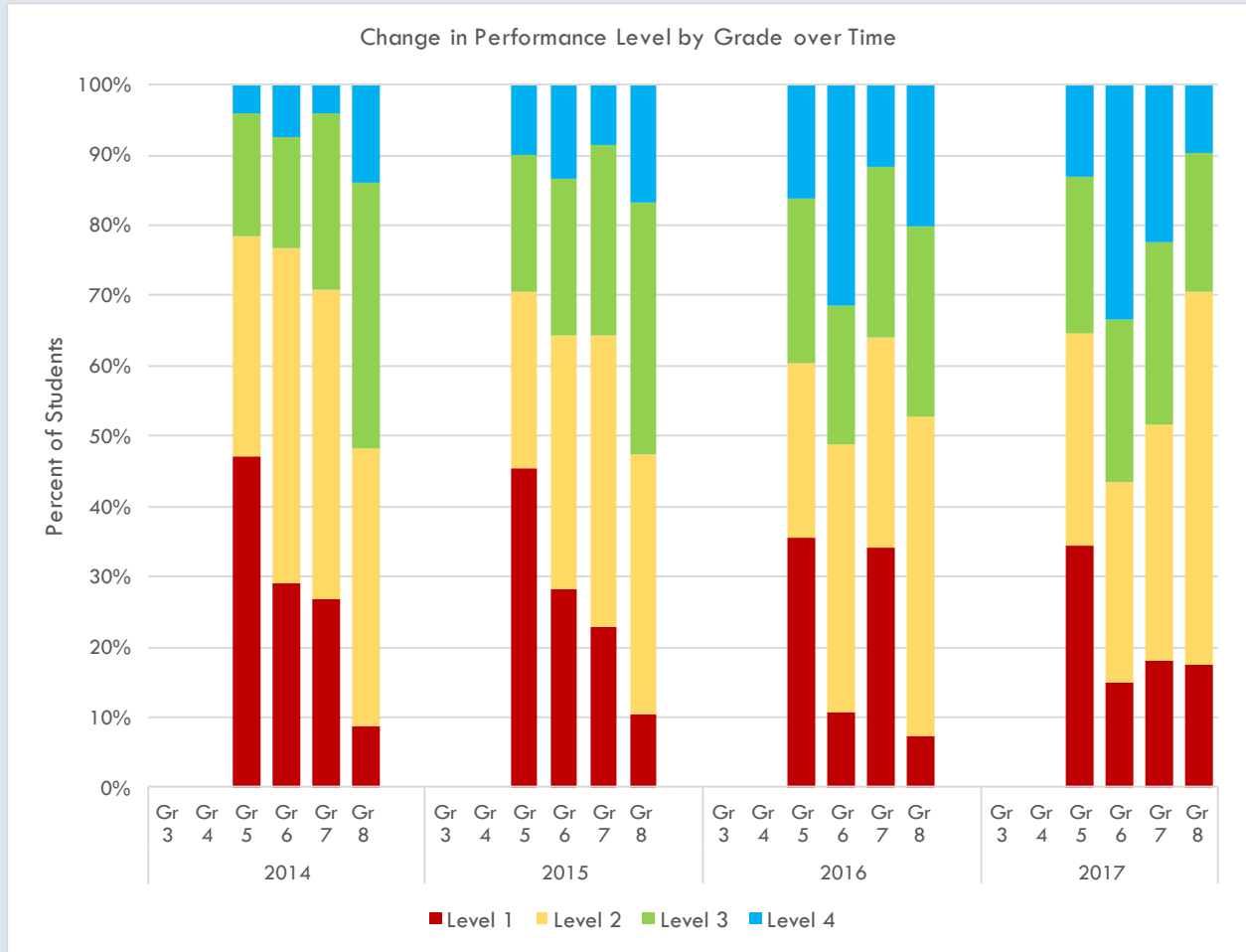


Figure 31

Applicable for schools serving high school grades only.

²⁰ Note that results in cases when five or fewer students take the exam are not displayed. Blank graphs are provided for completeness and indicate that either a) no students took the exam across all years of the charter term or b) five or fewer students took the exam in all years of the charter term or some combination of the two.

APPENDIX F: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2016-2017 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as part of a holistic evaluation of the school.

To see the school's full 2016-2017 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2016-2017 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	At least 75 percent of each cohort of TEP 8th graders will perform at or above Level 3 on the New York State English Language Arts (ELA) exam. A cohort here is defined as a group of 8th graders who have been continuously enrolled at TEP for 4 years, beginning in 5th grade.	<p>Source: 2016-17 New York State English Language Arts (ELA) exam</p> <p>37% of the 2017 Cohort of TEP 8th graders performed at or above Level 3 on the 2017 New York State ELA exam. (This equals 39 out of 102 8th grade students who were continuously enrolled at TEP beginning in 5th grade.)</p> <p>It is important to note that TEP's 37% 8th Grade proficiency rate is comparable to the 38% 8th Grade proficiency rate for students in TEP's host district, Community School District 6.</p>	Not Met	TEP has developed a number of organizational strategies to respond to the current proficiency levels in ELA including (a) more focused and smaller ELA classes, (2) the hiring of a literacy curriculum developer, (3) debate classes for all students, (4) reading intervention classes for students struggling with decoding, (5) the use of a new literacy- target-tracker tool, and (6) after-school & before-school Reading Buddies, ELL Support, & Tutoring programs.

<p>Academic Goal 2</p>	<p>At least 75 percent of each cohort of TEP 8th graders will perform at or above Level 3 on the New York State Mathematics exam. A cohort here is defined as a group of 8th graders who have been continuously enrolled at TEP for 4 years, beginning in 5th grade.</p>	<p>Source: 2016-17 New York State Mathematics exam</p> <p>30% of the 2017 Cohort of TEP 8th graders performed at or above Level 3 on the 2017 New York State Math exam. (This equals 31 out of 102 8th grade students who were continuously enrolled at TEP beginning in 5th grade.)</p> <p>It is important to note that TEP's 30% 8th Grade proficiency rate is significantly greater than the 15% 8th Grade proficiency rate for students in TEP's host district, Community School District 6.</p>	<p>Not Met</p>	<p>To continue to improve proficiency in mathematics, TEP has redesigned the academic schedule so that every student receives two full periods of mathematics instruction per day.</p>
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<p>Academic Goal 3</p>	<p>At least 75 percent of each cohort of TEP 8th graders will perform at or above Level 3 on the New York State Science Exam. A cohort here is defined as a group of 8th graders who have been continuously enrolled at TEP for 4 years, beginning in 5th grade.</p>	<p>Source: 2016-17 New York State Science exam</p> <p>47% of the 2017 Cohort of TEP 8th graders performed at or above Level 3 on the 2017 New York State Science exam. (This equals 47 out of 100 8th grade students who were continuously enrolled at TEP beginning in 5th grade and took the 2017 NYS Science Exam.)</p>	<p>Not Met</p>	<p>To continue to improve proficiency in science, TEP has developed a number of strategies to better align the science curriculum across grade levels, and to better align TEP's science curriculum to the NYS Science Exam. This effort includes administering mock exams to all grade levels and vertically aligning the science curriculum across grade levels to the NYS 8th grade science exam.</p>
<p>Academic Goal 4</p>	<p>Each year, TEP's median or mean adjusted growth percentile on the New York State English Language Arts (ELA) exam as reported on TEP's annual NYC DOE School Progress Report will place TEP in the top quartile of all "peer" schools (as defined by the NYC DOE School Progress Report).</p>	<p>Source: NYC DOE School Progress Report</p> <p>NYC DOE no longer produces mean or median adjusted growth percentiles. As such, TEP has proposed a revised goal in its Charter Renewal Application submitted to the NYC DOE on 10/2/17.</p>		
<p>Academic Goal 5</p>	<p>Each year, TEP's median or mean adjusted growth percentile for the school's lowest third of students on the New York State English Language Arts (ELA) exam as reported on TEP's annual NYC DOE School Progress Report will place TEP in the</p>	<p>Source: NYC DOE School Progress Report</p> <p>NYC DOE no longer produces mean or median adjusted growth percentiles. As such, TEP has proposed a revised goal in its Charter Renewal Application</p>		

	top quartile of all “peer” schools (as defined by the NYC DOE School Progress Report).	submitted to the NYC DOE on 10/2/17.		
Academic Goal 6	Each year, TEP’s median or mean adjusted growth percentile on the New York State Mathematics exam as reported on TEP’s annual NYC DOE School Progress Report will place TEP in the top quartile of all “peer” schools (as defined by the NYC DOE School Progress Report).	Source: NYC DOE School Progress Report NYC DOE no longer produces mean or median adjusted growth percentiles. As such, TEP has proposed a revised goal in its Charter Renewal Application submitted to the NYC DOE on 10/2/17.		
Academic Goal 7	Each year, TEP’s median or mean adjusted growth percentile for the school’s lowest third of students on the New York State Mathematics exam as reported on TEP’s annual NYC DOE School Progress Report will place TEP in the top quartile of all “peer” schools (as defined by the NYC DOE School Progress Report).	Source: NYC DOE School Progress Report NYC DOE no longer produces mean or median adjusted growth percentiles. As such, TEP has proposed a revised goal in its Charter Renewal Application submitted to the NYC DOE on 10/2/17.		

<p>Academic Goal 8</p>	<p>Each year, TEP will have an average daily student attendance rate of at least 95 percent.</p>	<p>Source: TEP Student Attendance Data</p> <p>Met: 95.9% attendance rate.</p> <p>During the 2016-17 school year, TEP had an average daily student attendance rate of 95.9%.</p>	<p>Met</p>	
<p>Academic Goal 9</p>	<p>Each year, at least 95 percent of all 5th, 6th, and 7th graders enrolled at TEP for at least 150 days during that school year will enroll at TEP at the beginning of the subsequent school year. This calculation will take place on October 1 of the subsequent school year, and will include all students who were enrolled for at least 150 days during the prior school year and whose current home address has not changed from the prior school year.</p>	<p>Source: TEP Enrollment Data</p> <p>Met. 99.4% re-enrollment rate.</p>	<p>Met</p>	

Academic Goal 10	Each year, at least 85% of full-time teachers who have taught at TEP for the majority of that school year and who are invited to continue teaching at TEP, will return to teach at TEP for the following school year.	Source: TEP Staff Data Met: 90.5% return rate. Explanation: 48 teachers were employed at TEP for the majority of the 2016-17 school year. 42 of these teachers were invited (or would have been invited) to continue teaching at TEP for the 2017-18 school year. 38 of these 42 teachers (90.5%) returned for the 2017-2018 school year.	Met	
Org Goal 1	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Source: New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals With Disabilities Education Act, and federal Family Educational Rights and Privacy Act. Met: To the best of our knowledge, TEP has complied with all applicable laws, regulations, and contract terms.	Met	
Org Goal 2	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be maintained	Source: TEP Student Enrollment Data Met: Full	Met	

	on an ongoing basis and monitored bi-monthly.	enrollment for the 2016-17 school year as defined in TEP's charter is 600 students. TEP maintained an average daily enrollment of 598 students. This was within 1% of TEP's full student enrollment.		
Org Goal 3	Each year, TEP parents, students, and teachers will express satisfaction with the school's program, based on their responses to the NYC DOE Learning Environment Survey. Satisfaction will have been met if (a) the response rate for each constituency is 80% or greater and (b) TEP places in the top quartile of all "peer" schools (as defined by the NYC DOE School Progress Report) for each of the major categories included on the survey (Academic Expectations, Communication, Engagement, Safety & Respect.)	Source: NYC School Progress Report NYC DOE has changed the survey categories and structure. As such, TEP has proposed a revised goal in its Charter Renewal Application submitted to the NYC DOE on 10/2/17.		
Financial Goal 1	Each year, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Source: Financial Independent Audit PKF O'Connor Davies, LLP completed an audit of TEP for the	Met	Audit not yet finalized.

	The NYCDOE will determine a finding to be “major” if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.	period from July 1, 2016 to June 30, 2017. This independent financial audit resulted in an unqualified opinion and no major findings.		
Financial Goal 2	Each year, the school will operate on a balanced budget and maintain a stable cash flow. A budget will be considered “balanced” if revenues equal or exceed expenditures for the fiscal year, as calculated on June 30, the final day of the fiscal year. The New York City Department of Education (NYC DOE) will monitor the school via quarterly financial statements (including statement of activities), liquidity, and liabilities accumulated by the school. A ratio analysis will be used by the NYC DOE to determine financial stability of the school. All financial elements, including cash flow, will be reviewed holistically by NYC	Source: Financial Independent Audit As demonstrated by TEP's audited financial statements, TEP maintained a balanced budget and stable cash flow for the period from July 1, 2016 to June 30, 2017.	Met	Audit not yet finalized.

	<p>DOE while making this determination. Specifically for cash flow, NYC DOE will review liquid assets the school has on hand versus short term liabilities, notes payable (short term), accounts payable and other dues (if funds due to NYC DOE) to determine if the school can continue being financially solvent.</p>			
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APPENDIX G: RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL).

As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

The school has submitted the following text in support of this requirement.

SCHOOL-PROVIDED EFFORTS

	Describe Efforts Toward Meeting Recruitment Targets 2016-17)	Describe Plans Toward Meeting Recruitment Targets 2017-18)
Economically Disadvantaged	<p>Data not yet available for the 2016-17 school year.</p> <p>Based on 2015-16 data, TEP anticipates meeting the recruitment target for economically disadvantaged students. In the 2015-16 school year, 88% of students enrolled at TEP qualified for free and reduced price lunch. This rate was higher than that of TEP's district NYC CSD #6 (86%), and significantly higher than the citywide enrollment rate (77%).</p> <p>Source: NYCDOE data. See TEP's 2016-17 ACR.</p>	<p>TEP will maintain its current practices.</p> <p>TEP operates within NYC Community School District #6, in the Washington Heights neighborhood in Upper Manhattan. According to the most recent demographic data (2015- 16 BEDS data), 84% of the student population of CSD6 qualified for free and reduced priced lunch, a standard indicator of economic need. Given the high percentage of economically disadvantaged students within its own neighborhood, TEP does not preference FRPL criteria in its admissions processes. Instead, TEP applies a lottery preference for in-district (CSD #6) students. In this way, TEP consistently enrolls comparable and higher rates of economically</p>

		<p>disadvantaged students as compared to its CSD #6 peers schools.</p> <p>Source: data.nysed.gov.</p>
<p>English Language Learners</p>	<p>Based on 2015-16 data, TEP anticipates approaching yet not meeting the recruitment target for English Language Learner students. In the 2015-16 school year, 28% of students enrolled at TEP were classified as ELLs. This rate is slightly lower than that of TEP's Community School District #6 (36%), but significantly higher than the city-wide enrollment rate (17%).</p> <p>However, TEP's incoming cohorts, Kindergarten and 5th grade, have approximately 37% ELL students, which is higher than the enrollment rate of CSD #6. As TEP students progress through the grades, a significant number of students test out of ELL status. As our students are declassified, our overall ELL enrollment ratio declines.</p> <p>Each year, TEP's Admissions Lottery process explicitly preferences students classified as English Language Learners. With every new cohort that TEP enrolls, a percentage of the open seats are reserved for ELL students. This ensures that TEP enrolls comparable ratios of ELL students, as compared to its Community School District. For TEP's 2017 Admissions Lottery, TEP had 2 entering cohorts – for students entering 5th grade and Kindergarten in the Fall of 2017.</p>	<p>TEP will maintain its current practices. Given TEP's increasing numbers of ELL students in the incoming grades, TEP will continually increase its set-aside percentages as needed to meet enrollment targets.</p> <p>Each year, TEP's Admissions Lottery process explicitly preferences students classified as English Language Learners. With every new cohort that TEP enrolls, a percentage of the open seats are reserved for ELL students. This ensures that TEP enrolls comparable ratios of ELL students, as compared to its Community School District. While TEP's grade-level expansion unfolds, TEP will have 2 entering cohorts in each Admissions Lottery – for students entering 5th grade and Kindergarten in the Fall. Each year, TEP determines a percentage of 5th grade seats to reserve for ELL students (typically 30%). TEP does not employ a set aside percentage for the Kindergarten cohort, as NYS students begin formal ELL assessment and classification in the Kindergarten year.</p> <p>TEP holds Open House events for prospective parents and families. From January through March of each year, TEP holds 3 Open House events for each</p>

	<p>TEP reserved at least 30% of its 5th grade seats for ELL students. TEP does not employ a set aside percentage for the Kindergarten cohort, as most NYS students begin formal ELL assessment and classification in the Kindergarten year. Based on prior year data, once our Kindergarten cohort completes NYSITELL testing, our ELL ratio is comparable or higher than that of our CSD peer schools. (37.5% of our 2016-17 Kindergarten Cohort tested into ELL status, which is a higher rate than the CSD6 average.)</p> <p>Source: NYCDOE data. See TEP's 2016-17 ACR.</p>	<p>incoming grade, which are publicized through postcard mailings to families of ALL rising 5th graders and rising Kindergarten students in Community School District 6. During each Open House event, TEP's Principal or Assistant Principal gives a presentation (with a Spanish translator) in which he encourages parents of English Language Learner students to apply to the school, while specifically outlining the variety of supports TEP has in place for these students. Of note is that all of TEP's Social Workers and core office staff are bilingual; in addition, many TEP teachers are bilingual. These staff members are available to meet with parents of prospective ELL students who express interest in learning more about how TEP can meet the particular needs of their child.</p> <p>To further support the enrollment process for ELL students and their families, all TEP application materials – including the student application, brochures, and letters—are in both English & Spanish and include a variety of information that emphasizes TEP's unique curricular focus on language development, aimed at attracting parents of English Language Learners. An application brochure is mailed to families of ALL rising 5th graders and rising Kindergarten students in Community School District #6. In addition, parents of current TEP students assist TEP staff in posting recruitment fliers and</p>
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		distributing applications throughout the Washington Heights community.
Students with Disabilities	<p>Data not yet available for the 2016-17 school year.</p> <p>Based on 2015-16 data, TEP anticipates meeting the recruitment target for students with disabilities. In the 2015-16 school year, 21% of students enrolled at TEP had IEPs. This rate is higher than both that of TEP’s Community School District #6 (20%), as well as the city-wide enrollment rate (20%).</p> <p>Each year, TEP’s Admissions Lottery process explicitly preferences students with disabilities. With every new cohort that TEP enrolls, a percentage of the open seats are reserved for students with disabilities. This ensures that TEP enrolls comparable ratios of SPED students, as compared to its Community School District. For TEP’s 2017 Admissions Lottery, TEP had 2 entering cohorts – for students entering 5th grade and Kindergarten in the Fall of 2017. TEP reserved at least 15% of its 5th grade seats and at least 17.5% of its Kindergarten seats for students with IEPs.</p> <p>Source: NYCDOE data. See TEP’s 2016-17 ACR.</p>	<p>TEP will maintain its current practices.</p> <p>Each year, TEP’s Admissions Lottery process explicitly preferences students with disabilities. With every new cohort that TEP enrolls, a percentage of the open seats are reserved for students with disabilities. This ensures that TEP enrolls comparable ratios of SPED students, as compared to its Community School District. While TEP’s grade-level expansion unfolds, TEP will have 2 entering cohorts in each Admissions Lottery – for students entering 5th grade and Kindergarten in the Fall. Each year, TEP determines a percentage of open seats to reserve for students with IEPs (typically 15% for 5th grade and 17.5% for Kindergarten).</p> <p>Additionally, TEP holds Open House events for prospective parents and families. From January through March of each year, TEP holds 3 Open House events for each incoming grade, which are publicized through postcard mailings to families of ALL rising 5th graders and rising Kindergarten students in Community School District 6. During each Open House event, TEP’s Principal or Assistant Principal gives a presentation (with a Spanish translator) in which he encourages parents of</p>

		<p>Special Education students to apply to the school, while specifically outlining the variety of supports TEP has in place for these students. Beyond the Open House events, TEP's Social Workers and Special Education faculty are available to meet with parents of prospective SPED students who express interest in learning more about how TEP can meet the particular needs of their child. Lastly, TEP's Student Application form specifically encourages Special Education students to apply to TEP.</p>
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	Describe Efforts Toward Meeting Retention Targets 2016-17)	Describe Plans Toward Meeting Retention Targets 2017-18)
Economically Disadvantaged	<p>Data not yet available for the 2016-17 school year.</p> <p>Based on 2015-16 data, TEP anticipates meeting the retention target for economically disadvantaged students. In the 2015-16 school year, TEP retained 94% of students who qualified for free and reduced price lunch. This rate was significantly above that of TEP's CSD #6 (84%), as well as the citywide FRPL retention rate (86%).</p> <p>Source: NYCDOE data. See TEP's 2016-17 ACR.</p>	TEP will maintain its current practices.

<p>English Language Learners</p>	<p>Data not yet available for the 2016-17 school year.</p> <p>Based on 2015-16 data, TEP anticipates meeting the retention target for students classified as English Language Learners. In the 2015-16 school year, TEP retained 94% of ELL students. This rate was significantly above that of TEP's CSD #6 (83%), as well as the citywide ELL retention rate (84%).</p> <p>Source: NYCDOE data. See TEP's 2016-17 ACR.</p>	<p>TEP will maintain its current practices.</p>
<p>Students with Disabilities</p>	<p>Data not yet available for the 2016-17 school year.</p> <p>Based on 2015-16 data, TEP anticipates meeting the retention target for students with disabilities. In the 2015-16 school year, TEP retained 94% of SPED students. This rate was significantly above that of TEP's CSD #6 (83%), as well as the citywide ELL retention rate (84%).</p> <p>Source: NYCDOE data. See TEP's 2016-17 ACR.</p>	<p>TEP will maintain its current practices.</p>

APPENDIX H: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2016-17 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at <http://tinyurl.com/1617DOECharterHandbook>.

SOURCES

ⁱ Number of students actively enrolled on October 31, 2017 as recorded in ATS.

ⁱⁱ <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults> and data from the Research and Policy Support Group. For more on the NYC DOE's similar students comparisons, please see the information here: <http://tinyurl.com/CompGroups>.

ⁱⁱⁱ <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults> and data from the Research and Policy Support Group. For more on the NYC DOE's similar students comparisons, please see the information here: <http://tinyurl.com/CompGroups>.

^{iv} <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults> and data from the Research and Policy Support Group. For more on the NYC DOE's similar students comparisons, please see the information here: <http://tinyurl.com/CompGroups>.

^v <http://schools.nyc.gov/Accountability/tools/survey/default.htm>.

^{vi} Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31st of the prior year who are still at the school on October 31st of the evaluated year. Subgroup enrollment data comes from an October 31st ATS pull for the evaluated year.

^{vii} Annual school audit

^{viii} Annual school audit

^{ix} Number of students actively enrolled on October 31, 2017 as recorded in ATS.

^x School-reported suspension and expulsion data. City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population.

^{xi} <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

^{xii} <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

^{xiii} Data.nysed.gov