



Charter School Renewal Report
Charter Schools Office
2011-2012

**FUTURE LEADERS INSTITUTE CHARTER SCHOOL
ANNUAL SITE VISIT REPORT**

MARCH 2012

Part 1: Executive Summary

School Overview and History:

Future Leaders Institute Charter School (FLI) is an elementary/middle school currently serving approximately 350 students in grades kindergarten -- eight in the 2011-2012 school year.¹ The school opened as a charter school conversion from a preexisting DOE public school in 2005 with grades kindergarten through grade eight. It is currently housed in DOE space at 134 West 122nd Street in Harlem in Community School District 3.

The student body includes 3.4% English language learners (ELL), 12.0% students with disabilities (SWD), and 74.5% Free and Reduced Lunch students (FRL).² The school has a student attrition rate of approximately 15% from 2010-11 to 2011-12.³ As of March 2012, there are 350 students on the waitlist and the current daily attendance rate is 95%.⁴ The average attendance rate for the school year 2010 - 2011 was 95.4%.⁵

The school scored slightly below Average on the Academic Expectations, Engagement, and Safety & Respect sections of the NYC DOE School Survey in 2011-2012; the school scored Average on the Communication section. Except for Communication, which FLI scored higher than citywide averages for all elementary/middle schools, the school scored lower than citywide averages in all other sections. Fifty-three percent of the school's parents, 82% of the school's students, and 82% of the school's teachers responded to the survey.⁶

The school earned an F on its progress report in 2011; a D in 2010; a B in 2009, and a C in 2008. The school is in good standing with regard to state and federal accountability.⁷ The NYC DOE issued a Notice of Deficiency to FLI on December 7, 2011 that is in effect through the end of August, 2012.

Annual Review Process Overview:

The New York City Department of Education (NYC DOE) Charter Schools Office (CSO) conducts an annual site visit of charter schools authorized by the NYC DOE. The site visit is designed to address three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, we also ask about the school's plans for its next charter term. The visits are conducted by representatives of the CSO and last the duration of one school day. The annual site visit begins with a meeting with the school leadership team. Afterward, the reviewers visit classrooms and hold brief meetings with available administrators and teachers. Areas of evaluation include, but are not limited to: academic goals and mission; curriculum and instruction; school culture and learning environment; assessment utilization; parent engagement; government structures and organizational design; community support; special populations; and safety and security. The site visit is intended to be a snapshot of the academic year and reflects what was observed at the time of the visit.

The following experts participated in the review of this school on March 21, 2012:

- Sonia Park, Senior Director, NYC DOE CSO
- Debra Schwartzman, Senior Director, NYC DOE CSO
- Bertram Wyman, Analyst, NYC DOE CSO
- Paul O'Neill, Consultant to NYC DOE CSO

¹ NYC DOE ATS system as of April 2012

² Ibid.

³ FLI self reported School Evaluation Visit Data Collection Form (3/14/12)

⁴ Ibid.

⁵ Ibid.

⁶ NYC DOE School Survey – <http://schools.nyc.gov/survey>

⁷ NYC DOE Progress Reports

Part 2: Findings

Overview:

In 2010, pursuant to the New York State Charter Schools Act, the New York City Department of Education (“NYCDOE”) approved the three-year renewal of Future Leaders Institute Charter School (“FLI”) to continue to operate a standards-based educational program to improve learning and achievement for students. A Notice of Concern was issued to FLI, dated August 29, 2011. A formal Notice of Deficiency was issued on December 7, 2011 based on the CSO’s concerns over FLI’s ability to:

- Deliver Quality Instruction
- Demonstrate Student Achievement
- Hire and Retain Quality Staff

As part of the school’s response to the conditions of its renewal, several changes have been instituted such as: restructuring the instructional practices; implementing a teacher evaluation/observation rubric; and more frequent assessments.

Areas of Strength:

- FLI has enacted measures in order to be in full compliance with the 2010 amended Charter School Act. Targeted populations for enrollment and retention, specifically the percentage of students receiving Free/Reduced Lunch (FRL) is higher than the school’s community school district, CSD 3.
 - The school has a FRL population of 74.5% FRL⁸, higher than CSD 3’s FRL rate of 48.95%⁹.
- School leadership and board is performance driven, thoughtful, engaged and recognizes the urgency of the school’s status.
 - On the day of the visit school leadership (Principal, Assistant Principal, Lower School Grade Leader) discussed their practices and intent on meeting or exceeding the schoolwide goals they have set.
 - Leadership reported that the school has taken steps to align their curriculum to the Common Core Standards.
 - School board members interviewed appear to be committed to substantially improving the school’s performance and are highly familiar with its needs and challenging circumstances.
- FLI has made progress towards establishing a positive, data-driven culture and connecting data analysis to instruction.
 - As evidenced by data binders and other materials, school is collecting and analyzing data on a regular basis. Leadership and interviewed teachers spoke of the improvement in the use of data to monitor student performance.
 - Targeted tutoring based on student data is being offered in 12 week instructional cycles.
 - On the day of the visit reviewers observed some higher order questioning in classrooms.
- FLI’s special education program is well established, compliant and focused on strong educational outcomes for students with disabilities.
 - On the day of the visit special education staff articulated a clear vision for meeting student needs.
- The foundations of a safe and orderly learning environment have been established. Overall, students observed were generally engaged and well behaved.
 - Classrooms were orderly and safe.
 - Classrooms are print-rich environments with sufficient resources.

⁸ NYC DOE ATS system, April 2012

⁹ Ibid

- Leadership provides ongoing support for teachers and implementation of the Danielson framework.
 - Interviewed teachers described measures that are in place to provide support for and feedback to teachers on a regular basis.
 - The school conducts weekly professional planning periods and bi-monthly professional learning teams for middle school teaching staff.
 - Observers noted the use of a teacher-based performance rubric to provide verbal and written feedback.
 - In the 2011-12 Learning Environment Survey teacher responses, positive response rates rose significantly to the statement: “School leaders place a high priority on the quality of teaching at this school.” Rising from 43% Strongly Disagree/Disagree to 100% Strongly Agree/Agree.
- The school has made efforts to improve its operational effectiveness.
 - Reviewers noted a new purchasing order policy that better tracks expenses and inventory.
 - The school appears to have taken positive steps to address and limit financial challenges driven by under-enrollment.
 - Parent association is in place and active.

Areas of Growth

- FLI is encouraged to continue to enact measures to be in full compliance with the 2010 amended Charter Schools Act. The primary area of concern regards meeting target rates for enrollment and retention for English Language Learners (ELL) and Students with Disabilities (SWD). The school should continue to refine and document its outreach strategies for recruitment and retention of ELLs and SWD in order to be comparable to district CSD 3.
 - FLI has a population of 3.4% ELLs, which is lower than CSD 3’s ELL rate of 7.08%.¹⁰
 - FLI has a population of 12% SED, marginally lower than CSD 3’s SWD rate of 13.9%.¹¹
- FLI is encouraged to focus on developing consistency of instruction and lesson rigor across all classrooms.
 - Reviewers noted inconsistent quality in teaching of lessons observed, and inconsistent evidence of high expectations for quality student work. The school should continue in setting and maintaining high expectations for all classrooms. For example, some lower school students questioned were not able to recall the objective or directives of classroom assignments.
 - Higher order questioning was more inconsistent in observed lower grades than middle school grades. Questioning not as rigorous as it could be; there were several instances of “call and response” observed.
 - Transition between 5th grade to 6th grade has not been seamless for students. Teachers in lower grades do not regularly meet with the upper grade teachers to provide feedback and additional student information.
 - It was not clear to the observers of the standardized use of posted rubrics in relationship to evaluating student work. For example, student work posted was not always graded or marked with teacher feedback.
- FLI should continue efforts to develop and enhance systems to collect and analyze student performance data. A data driven culture was not observed to be fully developed and implemented and there is a need to fully articulate analyzing student work to inform instruction.

¹⁰ NYC DOE ATS system, April 2012

¹¹ NYC DOE ATS system, April 2012

- While the school has begun administering interim assessments using past state test questions, it was unclear the extent to which teachers were using these results to plan their instruction.
 - Some classrooms visited lacked evidence of wrap-ups, check-lists, assessments or other checks for understanding that would allow teachers to gauge students' learning and pinpoint misunderstandings.
 - The school is encouraged to continue to train teachers to use data to inform their instruction to ensure that all students receive the support they need to perform at high levels and make progress.
 - While most teachers interviewed noted the importance of using data to differentiate instruction, in some classrooms observed it wasn't clear to what extent teachers were using data to plan or modify their lessons to meet individual or small group needs.
- FLI was observed to be in the process of reestablishing and standardizing school culture and norms.
 - For example, behavioral management was observed to be varied in its effectiveness from class to class and grade to grade.
 - Chants and slogans to engage students used by some teachers were not by others. Behavioral charts were displayed in classrooms, however it was unclear from class to class how the charts were being used to monitoring student behavior.
 - For example, on the day of the visit, students were respectful and felt comfortable with school leadership; some were also observed spending significant time in the hallways during classes without supervision.
- FLI should continue to improve the communication between teachers, leadership, and families.
 - Teachers reported that changes at the school are not always clearly communicated though overall teachers supported most of the changes being implemented.

Part 3: Essential Questions and Accountability Framework

The CSO Accountability Framework

To help NYC DOE authorized charter schools better understand what we mean by success for charter schools, the NYC DOE's Charter Schools Office (CSO) has developed an Accountability Framework build around four essential questions for charter school renewal:

1. Is the school an academic success?
2. Is the school a fiscally sound, viable organization?
3. Is the school compliant with its charter and all applicable law and regulations?
4. What are the school's plans for its next charter term?

1. Is the School an Academic Success?

1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals established in school charter
- Meet student progress goals established in school charter
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing performance of DOE identified peer-schools
- Are surpassing performance district and city proficiency or better averages
- Are meeting other rigorous academic and non-academic goals as stated in school's charter

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 3-8 NYS Math Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 4 and 8 NYS Science Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 8-12 NYS Regent Exam Results
- When applicable, NYSAA or other approved alternate assessments results
- HS 4- and 6-Year Graduation Rates (absolute and progress, overall, for at-risk student populations)
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- Results on state accountability measures
- Charter School Academic and Non-Academic Goals
- NYC Progress Reports

1b. Mission and Academic Goals

Schools with successful missions and goals have many of the characteristics below:

- Have an animating mission statement that staff, students and community embrace
- Set ambitious academic and non-academic goals that entire school community knows and embraces
- Have processes for regular monitoring and reporting on progress toward school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

Evidence for successful missions and goals might include, but not be limited to, the following:

- Mission statement, charter, external documents (parent and family handbooks, school website, etc.)
- Annual reports, school improvement plans, leadership board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Parent association meeting agendas and minutes
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs
- Stakeholder (board, parents, staff, students, etc.) interviews

1c. Responsive Education Program

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state standards and the new Common Core Curriculum.
- Use instructional models and resources consistent with school mission and that are flexible in addressing the needs of all learners
- Offer defined opportunities for remediation and acceleration
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Implement a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Use a defined process for evaluating curricular tasks, programs and resources for effectiveness and fit with school mission and goals
- Have school calendars and day schedules that provide the time necessary to deliver on the school's mission and academic goals

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc)
- Student/teacher schedules
- Classroom observations
- Student Intervention / Response to Intervention program description and resources
- Special Education/ELL progress monitoring documentation
- Interim assessment results
- Student and teacher portfolios
- Data findings; adjusted lesson plans
- Self-assessment documentation
- Professional development plans and resources
- School calendar and daily schedules
- DOE School Surveys and internal school satisfaction surveys
- Instructional leader and staff interviews

1d. Learning Environment

Schools with successful learning environments have many of the characteristics below:

- Have a strong academic culture that creates high academic and behavioral expectations in a way that motivates students to consistently give their best efforts
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Provide opportunities for students to actively engage in their own learning and in the life of the school
- Have a plan with formal or informal structures or programs in place that provide students opportunities to develop as individuals and citizens (for example: a character education, citizenship, or community involvement or service program)

Evidence for successful learning environments may include, but not be limited to, many of the following:

- School mission and articulated values
- School calendar and class schedules
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data (referral, suspension, expulsion)
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Parent complaint/concern information
- Internal satisfaction survey results
- Leadership, staff, and, if appropriate, student interviews
- Classroom observations
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)

2. Is the School a Fiscally Sound, Viable Organization?

2a. Governance Structure and Organizational Design

Schools with successful governance and organizational design structures have many of the characteristics below:

- Have a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations, with clear lines of accountability for the Board, school leadership and all staff
- Have a capable Board of Trustees with appropriate officers, committees, and a purposeful blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly but not limited to open-meeting laws and conflict of interest regulations, and is fully compliant with its Board approved by-laws (number of meetings, quorum, posting of calendar, agenda and minutes)
- Have a defined process for Board reflection on effectiveness, assessing developing needs, and plan for professional growth
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time and despite circumstance
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals and, if and when necessary, makes timely

adjustments to that structure with proper notice to and approval by its authorizer

- If applicable, school relationship with a charter management organization is identified in charter and supported by a management agreement that spells out services, responsibilities, accountability reporting, performance expectations, and fees
- Have timely and appropriate access to legal counsel
- Implements a process for recruiting, hiring, compensating, monitoring, and evaluating the effectiveness of the school's staff that is clearly defined in staff handbook
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers, including both formal and informal observations

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, calendar of meetings, meeting agenda and minutes
- Annual conflict of interest forms
- Board resources for evaluating school leadership and staff, including rubric/performance metrics
- Board resources for self-reflection and professional growth
- Board development plan
- Board interviews
- Staff roster, job descriptions, staff handbook, operations manual
- School calendar
- Professional development plan for leadership staff
- School leadership and staff interviews

2b. School Climate and Community Engagement

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- Create and maintain a healthy professional school climate that is collaborative, student centered, and aligned with school mission and values
- Implement flexible, data-driven approach to professional development for all staff
- Encourage professional conversations about effective performance and quality instruction among staff, through, for example, such means as regular and periodic teaming (grade level teams, data days, etc.) and peer observations
- Have systems in place to evaluate professional development effectiveness and provide ongoing support for school-wide and individual initiatives
- Employ an effective means of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including, but not limited to, the DOE School Survey
- Have effective home-school communication practices and engagement strategies to ensure meaningful parent involvement in the learning of their children
- Engage parents actively in the life of the school, including advocacy, community engagement, and feedback on school policies and initiatives
- Develop strong community-based partnerships who support and advocate for the school
- Have a clear procedure for parents and staff to express concerns to school leadership and the Board, as appropriate, including a clearly articulated escalation path to authorizer

Evidence for school climate and community engagement may include, but not be limited to, the following:

- DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Internal satisfaction surveys
- Staff handbook
- Student retention and wait list data
- Staff retention data
- School Professional Development Plan and staff feedback on professional development events
- Resources for evaluations and observations, scheduled opportunities for professional collaboration, staff feedback on professional development events
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent/Student Handbook
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs
- Parent and community feedback via public hearings, renewal calls to parents, etc.
- Community outreach documents (newsletters, announcements, invitations, etc.)

2c. Financial and Operational Health

Schools that are responsible stewards of public funds and effective, sustaining organizations have many of the characteristics below:

- Consistently meet student enrollment and retention targets
- Maintain annual budgets that meet all short- and long-term financial responsibilities with available revenues
- Provide rigorous oversight of financial and operational responsibilities, as school leadership and Board levels, in a manner that keeps the school's mission and academic goals central to short- and long-term decision-making
- Have clearly established policies and procedures for overall fiscal and operational health of the school (onboarding of all new staff, record-keeping, processing requests of HR services, application and enrollment calls, visitors, volunteers, etc.)
- Maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Receive consistently clean financial audits
- If applicable, have strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of charter school design and academic program
- Ensure a safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations
- Have appropriate insurance coverage

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Financial leader(s) job description, resume and accountability documents
- Financial and operational organizational chart
- Financial audits
- Contracts or Memos of Understanding (MOUs) for significant partnerships and vendor relationships
- Operational policies and procedures, including training resources
- Staff turnover and retention records
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- School safety plan
- Appropriate insurance documents

3. Is the School in Compliance with its Charter and All Applicable Law and Regulations?

3a. Approved Charter and Agreement

Schools in substantial compliance with their charter and agreement have:

- Implemented the key features of their charter as described in the original charter and, if appropriate, as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that up-to-date charter is available on request to staff, parents, and school community
- Implemented comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Annual Site Visit reports
- Board meetings, agendas and minutes
- Leadership, Board, staff and community interviews
- Public hearings (renewal or material revision hearings)

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law:

- Meet all legal requirements for Title I and IDEA regulations and reporting
- Meet or exceed enrollment and retention targets for FRL, ELL and Special Education students to those of their district of location¹² or are making documented good faith efforts to reach comparable percentages for enrollment and retention
- Implement school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process

¹² School-specific targets for enrollment and retention are to come from NY State Education Department

regulations

- Conduct an independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employ instructional staff with appropriate security clearances and certification requirements

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Family/Student handbook
- Student discipline records
- Parent complaint/grievance records
- Lottery policy, resources, and records; enrollment procedures and records
- Demographic data (school, district, and other as appropriate)
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have:

- Safe and secure facilities with no significant compliance concerns with applicable regulations
- Consistently clean annual audits, up-to-date escrow accounts, and have completed all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as complying with NYC DOE CSAS's requirements for reporting changes in board membership and securing approval for new board members.
- Informed NYC DOE CSAS, and where required, received CSAS approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests, revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Interviews with Board, staff, parents, students or others, as appropriate

4. What Are the School's Plans for its Next Charter Term?

4a. School Expansion or Model Replication

In anticipation of a new charter term schools may be considering various growth options: replication, expansion to new grades or increased enrollment or altering their model in some significant way. Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to address the proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Charter (replication) Application
- Leadership and Board interviews

4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (human resource policies for growing your own talent, for example, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)

Evidence for organizational sustainability may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Board roster and resumes
- Board committees and minutes
- School organization chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even if they don't make major changes through expansion or replication, they are careful to adjust elements to ensure continued and improved success.
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission.

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Renewal application narrative, including performance results and analyses of the current charter term
- Renewal application revised charter submission, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and board interviews
- Contracts or Memos of Understanding (MOUs) with partners or important vendors