

# ANNUAL CHARTER EVALUATION 2018

## Northwood Academy Charter School

### REPORT PURPOSE

The Annual Charter Evaluation (ACE) is produced by the Charter Schools Office (CSO) of The School District of Philadelphia (District) for all school community stakeholders—parents and families of Philadelphia students, charter school leaders, the District and Philadelphia Board of Education, and members of the general public.

Each year, the CSO produces either an ACE or a renewal report detailing the charter school's Academic Success, Organizational Compliance and Viability, and Financial Health and Sustainability for each Philadelphia brick and mortar charter school. The ACE also provides student group information at each charter school by grade level, gender, race/ethnicity, and historically underserved categories. Additionally, the report contains a section on equity providing information on topics such as student discipline, mobility and retention, and students' and parents' impressions of their charter schools.

The Board of Education, as the authorizer of Philadelphia charter schools, is committed to fostering high quality educational options for all public school students in Philadelphia. Through the ACE, the CSO supports this commitment by providing critical information for charter schools as they seek to deliver an equitable and high quality education.

For more details on terms and definitions used in this Annual Charter Evaluation, please visit [philasd.org/charterschools/evaluation](http://philasd.org/charterschools/evaluation).

SCHOOL LEADERSHIP	
Board Chair	James Marshall
CEO	Amy Hollister
	ahollister@northwoodcs.org
Principal, Lower School	Patricia Mychack
	pmychack@northwoodcs.org
Principal, Upper School	Cindy Carey
	ccarey@northwoodcs.org

CONTACT INFORMATION
4621 Castor Avenue, Philadelphia, PA 19124 Phone: 215-289-5606 (Neighborhood: Frankford)
Web: <a href="http://www.northwoodcs.org">www.northwoodcs.org</a>

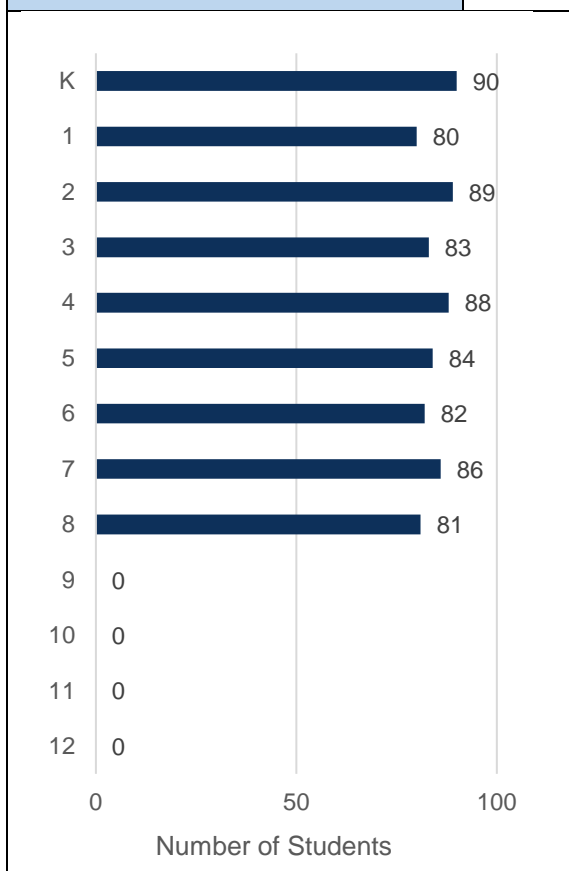
GENERAL INFORMATION	
Grades Served (2017-18)	K-8
Year Opened	2005-06
Next Renewal	2019-20

MISSION
<p>"The mission of Northwood Academy Charter School is to educate the whole child by providing the academic, social, and emotional foundations and successes necessary to become contributing community members who possess the skills, desire and confidence to lead meaningful lives. Northwood Academy Charter School is committed to creating and sustaining a learning sanctuary that is built upon integrity and dedicated to high achievement and purposeful experiences."</p>

## TABLE OF CONTENTS

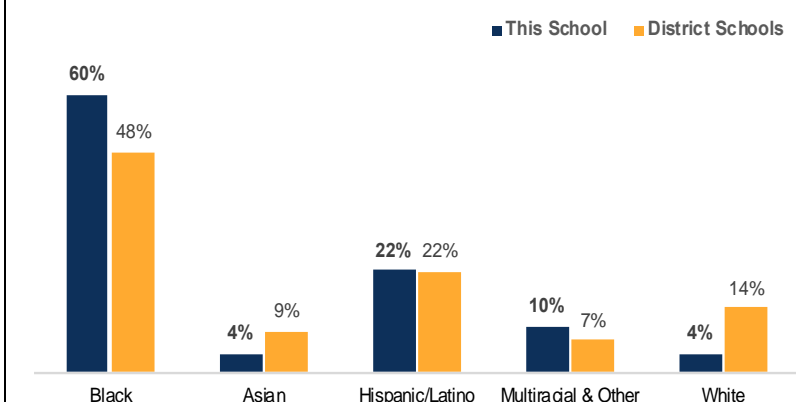
<b>01</b>	<b><u>REPORT PURPOSE</u></b>
	Purpose of the report and basic school leadership, facility, and mission information.
<b>03</b>	<b><u>SCHOOL OVERVIEW</u></b>
	School demographics, enrollment, and similar school group information.
<b>04</b>	<b><u>EXECUTIVE SUMMARY</u></b>
	Performance information across domains on standards specifically impacting renewal recommendations.
<b>06</b>	<b><u>ACADEMIC SUCCESS</u></b>
	School and student group performance in academic areas such as proficiency, growth, and attendance.
<b>11</b>	<b><u>ORGANIZATIONAL COMPLIANCE</u></b>
	Information on whether the school met various compliance standards.
<b>14</b>	<b><u>FINANCIAL HEALTH &amp; SUSTAINABILITY</u></b>
	Information on the school's performance related to financial health and fiscal management.
<b>18</b>	<b><u>ORGANIZATIONAL BEST PRACTICES</u></b>
	Information on whether the school met various best practice standards.
<b>19</b>	<b><u>EQUITY &amp; MISCELLANEOUS</u></b>
	Suspensions, student retention and mobility, parent/student surveys, and other information.

### ENROLLMENT BY GRADE



### STUDENT DEMOGRAPHICS

#### RACE/ETHNICITY



#### GENDER & HISTORICALLY UNDERSERVED

	This School	District Schools		This School	District Schools
Male	51%	52%	Students Living in Poverty	51%	73%
Female	49%	48%	English Learners	3%	12%
Homeless <sup>1</sup>	*	2%	Special Education	17%	15%

### ENROLLMENT TOTAL

As of 10/1/2017	763
-----------------	-----

### SIMILAR SCHOOLS GROUPS

Similar Schools Groups (SSGs) are comprised of District and charter schools that are the same school type (ES, MS, K8, HS) and serve similar populations of students based on poverty (+/- 10%), special education status (+/- 5%), and limited English proficiency status (+/- 7.5%). Schools must fall within all three ranges to be included in a given school's SSG.\* 2017-18 Similar Schools are listed below for this school.

**K-8 Similar Schools:** A.L. Fitzpatrick School, Ad Prima Charter School, Charles W. Henry School, Christopher Columbus Charter School, Cook-Wissahickon School, Discovery Charter School, Independence Charter School, James Dobson School, Jenks Academy for Arts and Sciences, Philadelphia Performing Arts: A String Theory Charter School, Russell Byers Charter School, Shawmont School, Stephen Decatur School, Tacony Academy Charter School

NOTE: SSGs are updated annually to ensure the groups accurately reflect the students served by schools at the time of evaluation. 2016-17 SSGs are available in the 2017 ACE and SY 2017-18 Renewal reports, available on the [CSO website](#). 2016-SSGs are applied to years prior due to data availability.

\*If fewer than five schools are in a school's given SSG, we expand the ranges to include at minimum five schools.

### AUTHORIZED ENROLLMENT

Maximum number of students this school can enroll per charter agreement in 2017-18 school year.	788
---	-----

### ADMISSIONS PREFERENCES

Citywide	✓
Neighborhood	✗

<sup>1</sup>Unlike other demographics, which reflect the 2017-18 school year, the percentage of students experiencing homelessness represents students from 2016-17. This school reported serving fewer than three students who were homeless in 2016-17.

**EXECUTIVE SUMMARY**

**EXECUTIVE SUMMARY OVERVIEW**

The executive summary provides an overview of key indicators that are evaluated annually for each charter school. These indicators are taken into consideration when developing renewal recommendations, which occurs in the last year of a charter term. This is typically every five years for Pennsylvania charter schools. School performance information for the most recent three years are captured across the three domains of the Charter School Performance Framework – Academic Success, Organizational Compliance and Viability, and Financial Health and Sustainability. The CSO’s Charter School Performance Framework, including information on point calculations, is presented in detail on the [CSO’s website](#).

**ACADEMIC SUCCESS**

**CURRENT RENEWAL TERM: 2015-16 through 2019-20**

SYMBOL KEY	▲	■	▼
Academic Success Domain Rating (% of Points)	The school receives a “Meets Standard” rating when earning 75% or more of the possible points.	The school receives an “Approaches Standard” rating when earning from 45% to 75% of the possible points.	The school receives a “Does Not Meet Standard” rating when earning less than 45% of possible points.
Proficiency, Attendance, and Postsecondary	The school performed better than the Similar Schools Group and District Schools. (Full credit)	The school performed better than either the Similar Schools Group or District Schools. (Half credit)	The school performed better than neither the Similar Schools Group nor District Schools. (No credit)
Growth	The school met or exceeded the state growth standard. (Full credit)	NA	The school performed below the state growth standard. (No credit)

**K-8 Percent of Points Earned**  
(Reflects 3 of 4 years in charter term) **86% ▲**

Points Earned (current term)		K-8 23.5 / 25			K-8 19 / 25			K-8 21.75 / 25		
Category	Standard	SY 2015-16			SY 2016-17			SY 2017-18		
		ELA	Math	Sci.	ELA	Math	Sci.	ELA	Math	Sci.
<b>Proficiency</b> K8: 28 / 30										
	PSSA	▲	▲	▲	▲	▲	▲	▲	■	▲
<b>Growth</b> K8: 21.25 / 30										
	PSSA, School	▲	▲	▲ / ▼	▲	▼	▼ / ▼	▲	▲	▼ / ▲
	PSSA, Lowest Perf.	▲	▲	▲ / ▼	▲	▼	▲ / ▲	▲	▲	▲ / ▲
<b>Attendance</b> K8: 15 / 15		K-8			K-8			K-8		
	95%+	▲			▲			▲		
	Chronic Absenteeism	▲			▲			▲		

**ORGANIZATIONAL COMPLIANCE & VIABILITY**

The table below summarizes the number of ACE compliance standards met by category and year. Best practice standards are not included as they do not impact renewal recommendations. With additional organizational standards evaluated at renewal, information regarding how overall organizational performance is measured can be found in the Charter School Performance Framework. Unlike the other domains which are almost primarily evaluated based on data from a prior year, many of the organizational compliance policy reviews relating to policies and documents are from the current 2018-19 school year.

Category	2016 ACE	2017 ACE	2018 ACE
<b>TOTAL</b>	<b>79%</b>	<b>92%</b>	<b>100%</b>
<b>Mission and Educational Program</b>	Reviewed at Renewal Only		
<b>Special Education</b>	1 / 1	1 / 1	1 / 1
<b>English Learners</b>	2 / 3	4 / 4	3 / 3
<b>Enrollment</b>	3 / 3	5 / 5	4 / 4
<b>Student Discipline</b>	0 / 2	2 / 3	3 / 3
<b>Personnel</b>	5 / 5	4 / 4	4 / 4
<b>Food, Health and Safety</b>	1 / 1	2 / 3	3 / 3
<b>Board Governance</b>	1 / 2	4 / 4	4 / 4
<b>Timely Reporting</b>	2 / 2	2 / 2	2 / 2

**FINANCIAL HEALTH & SUSTAINABILITY**

The table below summarizes whether the seven financial health metrics by fiscal year meet the standard (▲), approach the standard (■) or do not meet the standard (▼). Similar ratings are then provided for three standards of fiscal management. With additional fiscal management standards evaluated at renewal, information regarding how overall financial performance is measured can be found in the Charter School Performance Framework. The seven financial health metrics are: Total Margin (TM), Current Ratio (CR), Average Days Cash on Hand (COH), Net Position (NP), Non-Restricted Fund Balance (NRF), Debt Ratio (DR), and Debt Service Coverage Ratio (DSCR).

Category	Standard	FY 2016				FY 2017				FY 2018			
		TM	CR	COH		TM	CR	COH		TM	CR	COH	
<b>Financial Health</b>		■	▲	▲		▼	▲	▲		▲	▲	▲	
		NP	NRF	DR	DS CR	NP	NRF	DR	DS CR	NP	NRF	DR	DS CR
		▲	▲	▲	NA	▲	■	▲	▼	▲	▲	▲	▲
<b>Fiscal Management</b>	Audit Findings	▲				▼				▲			
	Delinquency and Default	NA				▲				▲			
	PSERS	▲				▲				▲			

## ACADEMIC SUCCESS

### PSSA ENGLISH LANGUAGE ARTS EXAM OUTCOMES

The CSO evaluates a charter school's academic success using several key indicators, including student performance on standardized exams.

For schools that serve students in grades 3-8, we evaluate the percentage of students proficient or advanced on either the English Language Arts (ELA) Pennsylvania System of School Assessment (PSSA) or the Pennsylvania Alternative System of Assessment (PASA). Proficiency rates for each charter school are compared against two comparison groups - Similar Schools (charter and District schools with similar demographics) and District Schools for the same grades served by the Charter School. Schools earn full credit if their proficiency rates exceed both Similar Schools and District Schools and earn half credit for exceeding one group. When the school's proficiency rate is below that of a comparison group, the comparison group's rate is in red.

We also evaluate the Average Growth Index (AGI). An AGI at or above -1 indicates the school met or exceeded the statewide growth standard. We also evaluate the AGI of the lowest academically performing 33% of students at the school. Schools earn full credit for overall AGIs and lowest performing 33% AGIs at or above -1 and no credit for AGIs below -1.

In the charts to the right, the Charter School's 2017-18 state assessment proficiency rates are detailed further by students' gender, race/ethnicity, and historically underserved student groups and by grade. Proficiency rates for the school are compared against two comparison groups - Similar Schools (charter and District schools with similar demographics) and District schools for the same grades served by the Charter School. When the school's proficiency rate is below that of a comparison group, the comparison group's rate is in red.

" - " indicates grade/student group not served in SY2017-18

" \* " indicates suppressed for sample size

PSSA ELA Schoolwide Proficiency Rate			
	This School	Similar Schools	District Schools
ALL (n=511)	<b>64%</b>	56%	37%

PSSA ELA Proficiency Rates by Student Group			
	This School	Similar Schools	District Schools
Female	<b>68%</b>	63%	42%
Male	<b>59%</b>	50%	32%
Asian	*	78%	66%
Black	<b>61%</b>	48%	28%
Hispanic/Latino	<b>64%</b>	50%	28%
Multiracial and Other	*	55%	41%
White	<b>69%</b>	66%	58%
English Learners	*	41%	20%
Special Education	<b>36%</b>	22%	21%

Average Growth Index	
ALL	<b>0.82</b> Evidence that the school met the standard for PA Academic Growth.
Average Growth Index for Low Performers	
Lowest-Performing 33%	<b>0.68</b> Evidence that the school met the standard for PA Academic Growth.

PSSA ELA Proficiency Rates by Grade			
GRADE	This School	Similar Schools	District Schools
3 <sup>rd</sup>	<b>73%</b>	64%	37%
4 <sup>th</sup>	<b>60%</b>	53%	32%
5 <sup>th</sup>	<b>63%</b>	50%	33%
6 <sup>th</sup>	<b>66%</b>	55%	38%
7 <sup>th</sup>	<b>65%</b>	56%	42%
8 <sup>th</sup>	<b>54%</b>	<b>61%</b>	40%

## PSSA MATH EXAM OUTCOMES

The CSO evaluates a charter school's academic success using several key indicators, including student performance on standardized exams.

For schools that serve students in grades 3-8, we evaluate the percentage of students proficient or advanced on either the Math Pennsylvania System of School Assessment (PSSA) or the Pennsylvania Alternative System of Assessment (PASA). Proficiency rates for each charter school are compared against two comparison groups - Similar Schools (charter and District schools with similar demographics) and District Schools for the same grades served by the Charter School. Schools earn full credit if their proficiency rates exceed both Similar Schools and District Schools and earn half credit for exceeding one group. When the school's proficiency rate is below that of a comparison group, the comparison group's rate is in red.

We also evaluate the Average Growth Index (AGI). An AGI at or above -1 indicates the school met or exceeded the statewide growth standard. We also evaluate the AGI of the lowest academically performing 33% of students at the school. Schools earn full credit for overall AGIs and lowest performing 33% AGIs at or above -1.0 and no credit for AGIs below -1.0.

In the charts to the right, the Charter School's 2017-18 state assessment proficiency rates are detailed further by students' gender, race/ethnicity, and historically underserved student groups and by grade. Proficiency rates for the school are compared against two comparison groups - Similar Schools (charter and District schools with similar demographics) and District schools for the same grades served by the Charter School. When the school's proficiency rate is below that of a comparison group, the comparison group's rate is in red.

" - " indicates grade/student group not served in SY2017-18  
" \* " indicates suppressed for sample size

Average Growth Index	
ALL	<b>3.20</b> Significant evidence that the school exceeded the standard for PA Academic Growth.
Average Growth Index for Low Performers	
Lowest-Performing 33%	<b>2.00</b> Moderate evidence that the school exceeded the standard for PA Academic Growth.

PSSA Math Schoolwide Proficiency Rate			
	This School	Similar Schools	District Schools
ALL (n=511)	<b>30%</b>	<b>31%</b>	21%

PSSA Math Proficiency Rates by Student Group			
	This School	Similar Schools	District Schools
Female	<b>30%</b>	<b>32%</b>	21%
Male	<b>30%</b>	30%	21%
Asian	*	64%	54%
Black	<b>26%</b>	20%	11%
Hispanic/Latino	<b>26%</b>	<b>29%</b>	14%
Multiracial and Other	*	29%	28%
White	<b>40%</b>	<b>41%</b>	40%
English Learners	*	29%	14%
Special Education	<b>10%</b>	<b>14%</b>	<b>17%</b>

PSSA Math Proficiency Rates by Grade			
GRADE	This School	Similar Schools	District Schools
3 <sup>rd</sup>	<b>47%</b>	<b>50%</b>	26%
4 <sup>th</sup>	<b>39%</b>	29%	18%
5 <sup>th</sup>	<b>37%</b>	26%	21%
6 <sup>th</sup>	<b>18%</b>	<b>28%</b>	<b>21%</b>
7 <sup>th</sup>	<b>19%</b>	<b>28%</b>	<b>23%</b>
8 <sup>th</sup>	<b>21%</b>	<b>23%</b>	18%

Advanced Math: Keystone Algebra 1	
Number of 8 <sup>th</sup> grade test takers	<b>11</b>
Percentage of 8 <sup>th</sup> grade test takers with proficient or advanced scores	*

## PSSA SCIENCE EXAM OUTCOMES

The CSO evaluates a charter school's academic success using several key indicators, including student performance on standardized exams.

For schools that serve students in grades 3-8, we evaluate the percentage of students proficient or advanced on either the Science Pennsylvania System of School Assessment (PSSA) or the Pennsylvania Alternative System of Assessment (PASA). Proficiency rates for each charter school are compared against two comparison groups - Similar Schools (charter and District schools with similar demographics) and District Schools for the same grades served by the Charter School. Schools earn full credit if their proficiency rates exceed both Similar Schools and District Schools and earn half credit for exceeding one group. When the school's proficiency rate is below that of a comparison group, the comparison group's rate is in red.

We also evaluate the Average Growth Index (AGI). An AGI at or above -1 indicates the school met or exceeded the statewide growth standard. We also evaluate the AGI of the lowest academically performing 33% of students at the school. Schools earn full credit for overall AGIs and lowest performing 33% AGIs at or above -1.0 and no credit for AGIs below -1.0.

In the charts to the right, the Charter School's 2017-18 state assessment proficiency rates are detailed further by students' gender, race/ethnicity, and historically underserved student groups and by grade. Proficiency rates for the school are compared against two comparison groups - Similar Schools (charter and District schools with similar demographics) and District schools for the same grades served by the Charter School. When the school's proficiency rate is below that of a comparison group, the comparison group's rate is in red.

" - " indicates grade/student group not served in SY2017-18  
" \* " indicates suppressed for sample size

PSSA Science Schoolwide Proficiency Rate			
	This School	Similar Schools	District Schools
ALL (n=169)	<b>54%</b>	54%	36%

PSSA Science Proficiency Rates by Student Group			
	This School	Similar Schools	District Schools
Female	<b>60%</b>	56%	37%
Male	<b>50%</b>	<b>51%</b>	35%
Asian	*	83%	67%
Black	<b>52%</b>	43%	27%
Hispanic/Latino	<b>57%</b>	45%	28%
Multiracial and Other	*	54%	41%
White	*	64%	58%
English Learners	*	42%	24%
Special Education	<b>23%</b>	<b>25%</b>	20%

Average Growth Index		
4 <sup>th</sup> Grade	ALL	<b>-1.53</b> Moderate evidence that the school did not meet the standard for PA Academic Growth.
	Lowest-Performing 33%	<b>-0.60</b> Evidence that the school met the standard for PA Academic Growth.
8 <sup>th</sup> Grade	ALL	<b>0.26</b> Evidence that the school met the standard for PA Academic Growth.
	Lowest-Performing 33%	<b>0.28</b> Evidence that the school met the standard for PA Academic Growth.

PSSA Science Proficiency Rates by Grade			
GRADE	This School	Similar Schools	District Schools
4 <sup>th</sup>	<b>70%</b>	63%	43%
8 <sup>th</sup>	<b>37%</b>	<b>41%</b>	27%



## ATTENDANCE

The CSO evaluates a charter school's academic success using several key indicators, including student attendance.

Attendance is measured as the percentage of students who attend 95% or more of instructional days. In the charts to the right and below, each charter school's attendance rate is detailed further by students' gender, race/ethnicity, and historically underserved student groups as well as by grade level for grades served by the school.

Attendance rates for each charter school are compared against two comparison groups - Similar Schools (charter and District Schools with similar demographics) and District Schools. Schools earn full credit if their 95%+ attendance rate exceeds both Similar Schools and District Schools and earn half credit for exceeding one group. When the school's 95%+ attendance rate is below that of a comparison group, the comparison group's rate is in red.

" - " indicates grade/student group not served in SY2017-18  
" \* " indicates suppressed for sample size

95%+ Attendance by Grade			
	This School	Similar Schools	District Schools
K	67%	56%	40%
1 <sup>st</sup>	57%	58%	42%
2 <sup>nd</sup>	67%	62%	45%
3 <sup>rd</sup>	78%	63%	46%
4 <sup>th</sup>	71%	60%	48%
5 <sup>th</sup>	75%	55%	50%
6 <sup>th</sup>	81%	59%	49%
7 <sup>th</sup>	78%	61%	48%
8 <sup>th</sup>	68%	58%	47%

Schoolwide 95%+ Attendance			
	This School	Similar Schools	District Schools
ALL (n=790)	71%	59%	46%

95%+ Attendance by Student Group			
	This School	Similar Schools	District Schools
Female	75%	60%	47%
Male	68%	58%	45%
Asian	87%	83%	79%
Black	73%	58%	41%
Hispanic/Latino	61%	54%	42%
Multiracial and Other	73%	59%	48%
White	74%	58%	52%
English Learners	50%	70%	56%
Special Education	70%	49%	37%

Attendance Overview	
RATE	This School
Percentage of Students Attending ≥ 95%	71%
Percentage of Students Attending 90-95%	22%
Percentage of Students Attending 85-90%	5%
Percentage of Students Attending 80-85%	1%
Percentage of Students Attending < 80%	1%

## CHRONIC ABSENTEEISM

In addition to evaluating the percentage of students attending 95% or more of instructional days, the CSO evaluates the rate of chronic absenteeism at the school. A student is considered chronically absent if they miss more than 10% of instructional days. Chronic absenteeism rates are presented by grade level, by student student group and in comparison to Similar and District schools.

Chronic absenteeism rates for each charter school are compared against two comparison groups - Similar Schools (charter and District Schools with similar demographics) and District Schools. Schools earn full credit if their chronic absenteeism rate is less than both Similar Schools and District Schools and earn half credit for having a lower rate of chronic absenteeism than one group. When the school's chronic absenteeism rate is above that of a comparison group, the comparison group's rate is in red.

*" - " indicates grade/student group not served in SY2017-18*  
*" \* " indicates suppressed for sample size*

Chronic Absenteeism by Grade			
	This School	Similar Schools	District Schools
K	11%	15%	30%
1 <sup>st</sup>	10%	13%	30%
2 <sup>nd</sup>	8%	11%	28%
3 <sup>rd</sup>	3%	12%	26%
4 <sup>th</sup>	4%	12%	24%
5 <sup>th</sup>	7%	14%	23%
6 <sup>th</sup>	6%	12%	24%
7 <sup>th</sup>	3%	13%	27%
8 <sup>th</sup>	11%	14%	28%

Schoolwide Chronic Absenteeism			
	This School	Similar Schools	District Schools
ALL (n=790)	7%	13%	27%

Chronic Absenteeism by Student Group			
	This School	Similar Schools	District Schools
Female	7%	13%	26%
Male	8%	13%	28%
Asian	3%	4%	6%
Black	6%	14%	32%
Hispanic/Latino	10%	16%	28%
Multiracial and Other	8%	13%	24%
White	6%	13%	19%
English Learners	14%	11%	18%
Special Education	5%	20%	34%

## ORGANIZATIONAL COMPLIANCE & VIABILITY

All charter schools must meet certain regulatory requirements and responsibilities as established by the Pennsylvania Public School Code and Charter School Law, the Pennsylvania Department of Education (PDE), and the charter school’s Charter. This section presents the selected compliance requirements which are evaluated. A ✓ indicates the school met the compliance standard. An ✗ indicates the school did not meet the compliance standard.

COMPLIANCE REQUIREMENTS	Rating	Additional CSO Notes
<b>SPECIAL EDUCATION</b>		
<b>CHILD FIND NOTICE.</b> Special education child find policy is accessible on the school website and includes information on program availability and screening processes for parents and school staff.	✓	
<b>ENGLISH LEARNERS</b>		
<b>ESL POLICY.</b> School’s policy provides timely notification to families of the process for identifying their children as English Learners, the results of that process, the recommended Language Instructional Education Program (LIEP) placement, and other required information.	✓	
<b>EL TIMELY EVALUATION.</b> School identified English Learners in a timely fashion (generally within thirty days of enrollment) during the 2017-18 school year.	✓	
<b>ESL ACCESS.</b> English Learners received the ACCESS assessment during the 2017-18 school year.	✓	
<b>ENROLLMENT</b>		
<b>ENROLLMENT POLICY.</b> Enrollment policy complies with Pennsylvania regulations on student enrollment, including no additional mandatory paperwork or steps for families beyond what can be required, recognition of a lottery process if needed, and no noncompliant preferences.	✓	
<b>STUDENT APPLICATION.</b> Student application only requires name, address, date of birth/age, gender, grade applying for, current school, guardian and sibling information, and, if outlined in the school’s charter, specific admissions criteria questions.	✓	
<b>ENROLLMENT MATERIALS.</b> Enrollment materials only require proof of age and address, home language survey, immunization record and parent registration statement to enroll. No prohibited items as defined by PDE are included.	✓	

**ORGANIZATIONAL COMPLIANCE  
 ENROLLMENT, STUDENT DISCIPLINE,  
 AND PERSONNEL**

COMPLIANCE REQUIREMENTS		Additional CSO Notes
<b>ENROLLMENT (continued)</b>		
<b>ENROLLMENT ACCESSIBILITY.</b> School accepts at least two sources of documentation to demonstrate proof of age and address.	✓	
<b>STUDENT DISCIPLINE</b>		
<b>CODE DUE PROCESS.</b> Code of Conduct fully articulates due process rights and responsibilities consistent with requirements in PA Public School Code, including formal and informal hearing rights.	✓	
<b>MANIFESTATION DETERMINATION.</b> Code of Conduct is differentiated for students with disabilities referencing specific, compliant procedures for manifestation determination.	✓	
<b>TRUANCY POLICY.</b> The school's truancy policy requires an attendance conference before referral of truancy matters to a legal entity and the school prohibits suspension, expulsion or transfer due to truant behavior.	✓	
<b>SDP ALIGNMENT (Renaissance only).</b> Renaissance charter school Code of Conduct is consistent with the intent of the School District of Philadelphia's Code of Conduct.	NA	
<b>PERSONNEL</b>		
<b>CERTIFIED TEACHERS.</b> At least 75% of teachers were appropriately certified during SY 2017-18.	✓	96% of teachers were appropriately certified in 2017-18.
<b>CERTIFIED ESL TEACHERS.</b> All ESL teachers were appropriately certified during SY 2017-18.	✓	All ESL teachers were appropriately certified during the 2017-18 school year.
<b>CERTIFIED SPED TEACHERS.</b> All special education teachers were appropriately certified during SY 2017-18.	✓	100% of special education staff were appropriately certified in 2017-18.
<b>CERTIFIED INSTRUCTIONAL LEADER.</b> Instructional Leader was appropriately certified during SY 2017-18.	✓	At least one instructional leader was appropriately certified during the 2017-18 school year.

COMPLIANCE REQUIREMENTS	Additional CSO Notes	
<b>FOOD, HEALTH, AND SAFETY</b>		
<b>FOOD SAFETY.</b> School provided a safe and clean food facility as evaluated by the City of Philadelphia Department of Public Health and Office of Food Protection during SY 2017-18.	✓	
<b>HEALTH SERVICES POLICY.</b> School's health services policy clearly outlines all mandated student health services and a process for ensuring compliance with student immunization requirements.	✓	
<b>EMERGENCY PREPAREDNESS.</b> School had a complete and up-to-date fire safety and evacuation plan, completed all the required emergency evacuation drills in a timely manner and had no violations related to portable fire extinguishers during SY 2017-18.	✓	
<b>BOARD GOVERNANCE</b>		
<b>SUNSHINE ACT.</b> Board minutes from SY 2017-18 contain information and reflect practices consistent with the Pennsylvania Sunshine Act.	✓	
<b>BOARD OVERSIGHT.</b> Board minutes from SY 2017-18 indicate votes on budget and the school calendar.	✓	
<b>BOARD ACCESSIBILITY.</b> School provides a reasonable opportunity for members of the public to comment.	✓	
<b>STATEMENTS OF FINANCIAL INTEREST.</b> 2017 Statements of Financial Interest are completed accurately and timely for all Board members and charter school administrators.	✓	
<b>TIMELY REPORTING</b>		
<b>TIMELY ANNUAL REPORT.</b> School submits annual report information by August 1, annually.	✓	
<b>TIMELY FINANCIAL AUDIT.</b> School submits audited financial statements by December 31, annually.	✓	

## FINANCIAL HEALTH AND SUSTAINABILITY

Under Pennsylvania law, charter schools have an obligation to meet generally accepted standards of fiscal management and audit requirements. The CSO annually reviews various financial data, metrics and audit findings to evaluate the financial health and sustainability of the school. The Financial Health and Sustainability domain of the Charter School Performance Framework is based on industry-standard performance indicators and best practices established by the National Association of Charter School Authorizers.

### FINANCIAL SUMMARY

In Pennsylvania, each charter school is required to provide independently audited financial statements to the District as the charter authorizer annually. All financial data reported in the ACE is from the audited financials from the past three fiscal years (FY). The FY16 through FY18 Adjusted columns below reverse the impact of GASB 68 and 71 which require charter schools to recognize their portion of the net pension obligation of the Public School Employees' Retirement System (PSERS). Beginning in FY18, GASB 75 requires charter schools to recognize their portion of the net obligations related to post-employment benefits other than pensions (OPEB). The FY18 adjusted column below reverses the impact of GASB 75 for OPEB obligations related to PSERS.

	FY16 ADJUSTED	FY17 ADJUSTED	FY18 ADJUSTED
Total Assets	\$20,529,471	\$20,312,278	\$20,458,781
Total Liabilities	\$10,061,949	\$9,835,195	\$9,439,026
Net Position	\$10,467,552	\$10,477,083	\$11,019,755
Total Revenue	\$9,199,464	\$10,029,296	\$10,664,917
Total Expenses	\$9,616,321	\$11,968,735	\$10,122,245
Changes in Net Position	(\$416,857)	(\$1,939,439)	\$542,672

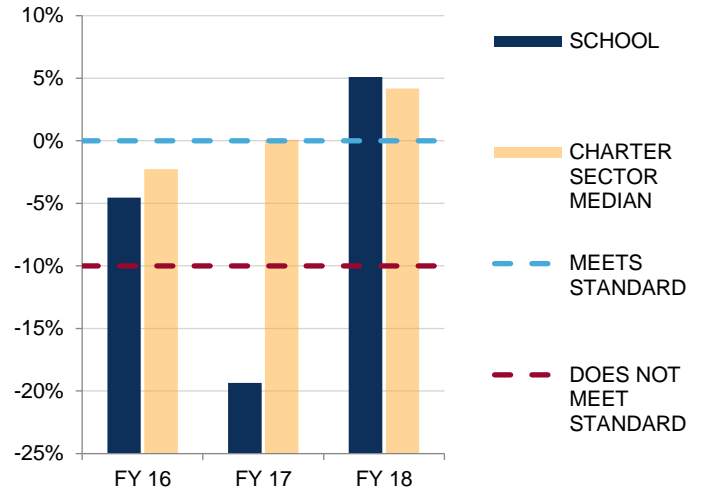
**FINANCIAL HEALTH AND SUSTAINABILITY**  
**SHORT-TERM HEALTH**

**SHORT-TERM FINANCIAL HEALTH**

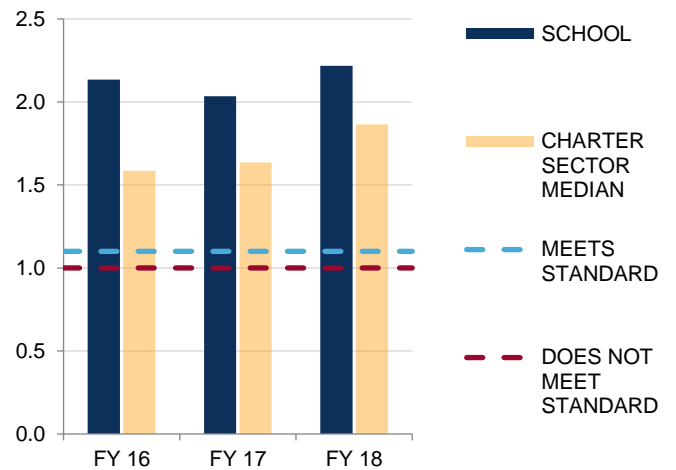
All FY18 metrics are calculated using the FY18 Adjusted Values which reverse the impact of GASB 68, 71, and 75. See the CSO website for more details.

- **Total Margin (% of Revenue)** is the percentage of the school's total annual revenue that it did not spend (calculated as change in net position divided by total revenue).
- **Current Ratio** measures if the school has enough resources to pay its debt and obligations over the next year (calculated as the ratio of short-term assets to short-term liabilities).
- **Average Days Cash on Hand** is the number of days a school could operate without receiving additional money (calculated as the school's total cash divided by the average daily cost to run the school).

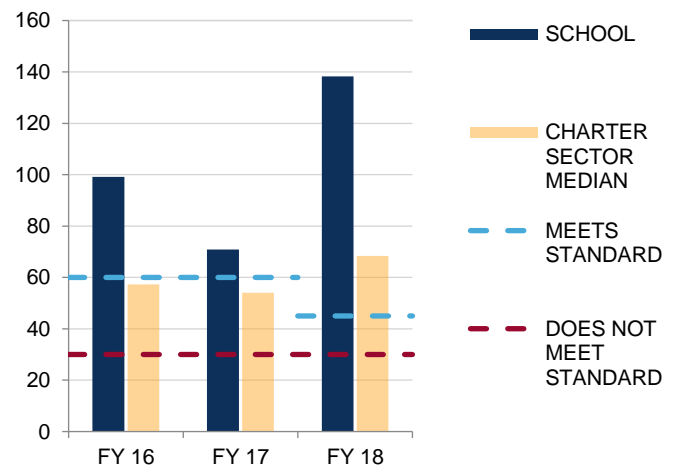
**Total Margin (% of Revenue)**



**Current Ratio**



**Average Days Cash on Hand**



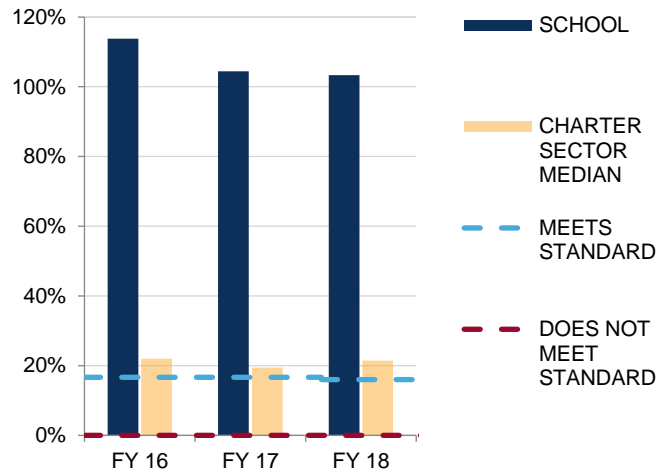
SHORT-TERM METRICS				
	3-YEAR AVG.	FY18 VALUE	MEETS STANDARD	DOES NOT MEET STANDARD
Total Margin (% of Revenue)	-6.26%	<b>5.09%</b>	At least 0%	Less than -10%
Current Ratio	2.13	<b>2.22</b>	At least 1.1	Less than 1
Average Days Cash on Hand	102.72	<b>138.22</b>	At least 45 days	Less than 30 days

## LONG-TERM FINANCIAL HEALTH

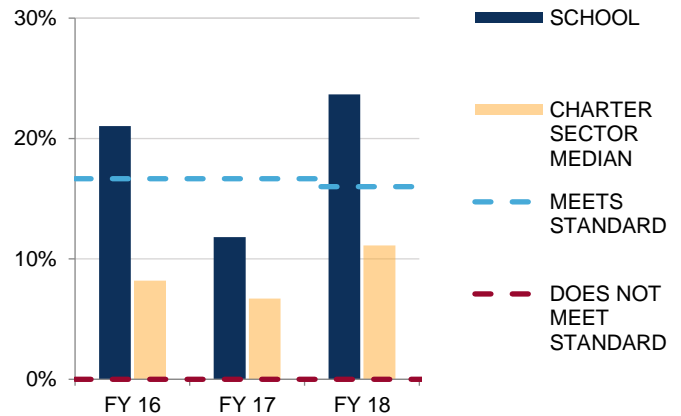
All FY18 metrics are calculated using the FY18 Adjusted Values which reverse the impact of GASB 68, 71, and 75. See the CSO website for more details.

- Net Position (% of Revenue)** measures how much a school is worth as a percentage of its total annual revenue (calculated as net position divided by total revenue).
- Non-Restricted Fund Balance (% of Revenue)** also measures how much a school is worth as a percentage of its total annual revenue, but removes certain items such as property, equipment and long-term debt (calculated as total non-restricted fund balance divided by total revenue).
- Debt Ratio** measures the percentage of a school's total assets that is owed to other individuals or businesses (calculated as total liabilities divided by total assets).
- Debt Service Coverage Ratio** measures whether a school can meet its debt obligations in the coming year, calculated as change in net position divided by annual principal, interest and lease payments. No chart or three-year average have been provided as this is the second year this metric has been used.

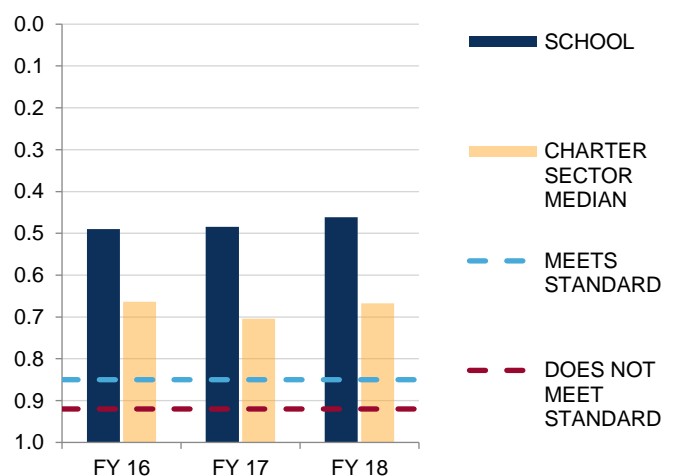
**Net Position (% of Revenue)**



**Non-Restricted Fund Balance (% of Revenue)**



**Debt Ratio**



LONG-TERM METRICS				
	3-YEAR AVG.	FY18 VALUE	MEETS STANDARD	DOES NOT MEET STANDARD
Net Position (% of Revenue)	107.19%	<b>103.33%</b>	At least 16.0%	Less than 0%
Non-Restricted Fund Balance (% of Revenue)	18.83%	<b>23.66%</b>	At least 16.0%	Less than 0%
Debt Ratio	0.48	<b>0.46</b>	At most 0.85	More than 0.92
Debt Service Coverage Ratio	NA	<b>2.26</b>	At least 1.1	Less than 1.05



## FISCAL MANAGEMENT

COMPLIANCE REQUIREMENTS		Additional CSO Notes
<b>Audit Findings.</b> No material audit findings, deficiencies or weaknesses are identified in the annual audit.	✓	
<b>Debt Delinquency and Default.</b> The school is meeting its debt obligations and covenants.	✓	
<b>PSERS.</b> No missed payments to the Public School Employees' Retirement System (PSERS) that exceed the lower of 1% of revenues or \$100,000.	✓	
<p><b>AUDITOR'S NOTES:</b></p> <p>1. As a result of the implementation of GASB Statement No. 75, the School made a prior period adjustment which restated its net position at July 1, 2017.</p>		

## ORGANIZATIONAL BEST PRACTICES

This section highlights organizational best practices charter schools can use to improve student learning, equity and transparency. Best practices do not represent legal requirements and do not impact renewal recommendations. A ✓ indicates the school met the standard for a best practice. An ✗ indicates the school did not meet the best practice standard.

BEST PRACTICE STANDARDS		Additional CSO Notes
<b>ENROLLMENT</b>		
<b>APPLICATION AVAILABILITY.</b> Students and families can submit applications without physical presence in the school building.	✓	
<b>ENROLLMENT TRANSLATION.</b> All enrollment materials are readily available minimally in English and Spanish.	✓	
<b>ENROLLMENT WEBSITE.</b> Enrollment steps are detailed on a publicly accessible school website.	✗	The School's website does not provide information regarding the use of a waitlist.
<b>STUDENT DISCIPLINE</b>		
<b>CODE CONSEQUENCES.</b> Code of Conduct follows federal guidance on clear and proportional consequences for misbehavior.	✓	
<b>CODE WEBSITE.</b> Current (SY 2018-19) Code of Conduct is publicly accessible on the school's website.	✓	
<b>MANIFESTATION DETERMINATION TRANSPARENCY.</b> Code of Conduct includes eligibility and procedural information for the school's manifestation determination process.	✗	The School's Code of Conduct does not articulate the conditions under which a manifestation determination meeting must take place (ie. after 10 consecutive days of exclusion, after 15 total days of exclusion, or exclusion of a student with an intellectual disability for any length of time).
<b>EARLY ELEMENTARY SUSPENSIONS.</b> Code of Conduct does not allow K-2 suspensions for minor offenses.	✗	The School's Code of Conduct does not explicitly differentiate discipline expectations, processes, or consequences for early elementary (K-2) students.
<b>FOOD, HEALTH, &amp; SAFETY</b>		
<b>BREAKFAST PARTICIPATION.</b> At least 70% of low-income students accessing school lunch are served breakfast during SY 2017-18.	✓	
<b>BOARD GOVERNANCE</b>		
<b>BOARD WEBSITE.</b> Board roster and schedule are publicly accessible on school's website.	✓	

**EQUITY**  
TEACHER TENURE, STUDENT  
RETENTION, & STUDENT MOBILITY

**EQUITY**

In the ACE, the CSO recognizes that there are multiple dimensions to equity in education. Information is presented throughout the report on two of these dimensions: fairness, including absence of disproportionality, and inclusion in the school community and educational programming. To further examine these dimensions, additional data is presented related to teacher years of experience, school culture, student discipline, and student mobility.

**TEACHER TENURE**

In the chart to the right, we present information on teacher tenure\* as of the most recent school year, 2017-18. This information is made available by the Pennsylvania Department of Education at education.pa.gov.

- Average Teacher Tenure in LEA is the average number of years teachers have worked at the charter school or local district.
- Average Teacher Tenure in Education is the average number of years teachers have worked as educators at any school.

\*In the 2018 ACE, “teachers” refers only to staff members whose primary assignment is classroom teaching. In prior year reports, data was presented that included all staff members with any amount of teaching in their role.

Teacher Tenure (in years)			
	This School	Charter Schools (Average)	District Schools (Average)
Average Teacher Tenure in LEA	<b>7.5</b>	4.1	14.1
Average Teacher Tenure in Education	<b>9.6</b>	6.7	

Student Retention (Year to Year)		
	This School (K8)	Charter Schools (K8)
ALL	<b>99%</b>	96%
Female	<b>99%</b>	96%
Male	<b>99%</b>	96%
Asian	<b>100%</b>	98%
Black	<b>100%</b>	96%
Hispanic/Latino	<b>99%</b>	96%
Multiracial & Other	<b>100%</b>	97%
White	<b>97%</b>	97%
English Learners	<b>100%</b>	97%
Special Education	<b>99%</b>	96%

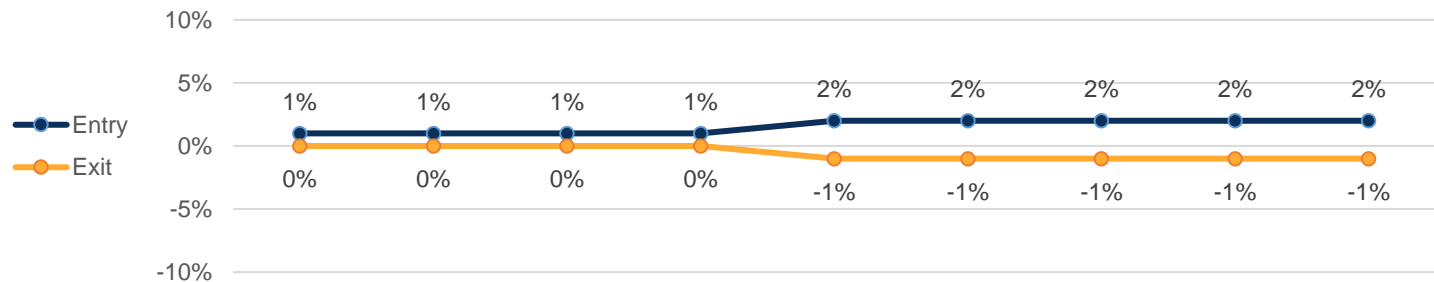
**STUDENT RETENTION**

In the chart to the right, we present the percentage of students who were enrolled in the charter school at the beginning of the 2017-18 school year and remained enrolled through the beginning of the 2018-19 school year. High school graduates and students who complete a terminal grade within a school are not included.

“ – ” indicates grade/student group not served in SY2017-18  
“ \* ” indicates suppressed for sample size

**STUDENT MOBILITY**

In the chart below, the cumulative monthly rate students entered or withdrew from the charter school during the 2017-18 school year is displayed as a percentage of the school’s total enrollment on October 1.



	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Citywide Schools - Entry	1%	1%	2%	2%	2%	3%	3%	3%	3%
Citywide Schools - Exit	-1%	-1%	-1%	-2%	-2%	-3%	-3%	-3%	-4%

## OUT-OF-SCHOOL SUSPENSIONS

Data is presented below for the percentage of the charter school’s students who received at least one out-of-school suspension in school year 2017-18. Suspension rates are also disaggregated by students’ gender, race/ethnicity, and historically underserved student groups as well as suspension rates for the charter school by grade level. The school’s suspension rates are also compared against the rates for Similar Schools (charter and District schools with similar demographics) and all District Schools. Additionally, we present an overview of the suspension rate at the charter school over the past three years, with comparisons to District and charter schools.

“ – “ indicates grade/student group not served in SY2017-18

“ \* “ indicates suppressed for sample size

Suspension Rate by Student Group			
	This School	Similar Schools	District Schools
ALL	8%	4%	7%
Female	4%	2%	5%
Male	12%	6%	9%
Asian	3%	1%	1%
Black	11%	6%	10%
Hispanic/Latino	3%	4%	5%
Multiracial and Other	9%	4%	5%
White	0%	3%	2%
English Learners	9%	2%	2%
Special Education	8%	4%	7%

Suspension Rate by Grade			
	This School	Similar Schools	District Schools
K	7%	1%	0%
1 <sup>st</sup>	12%	3%	3%
2 <sup>nd</sup>	14%	3%	5%
3 <sup>rd</sup>	4%	3%	6%
4 <sup>th</sup>	4%	3%	8%
5 <sup>th</sup>	3%	7%	9%
6 <sup>th</sup>	7%	5%	10%
7 <sup>th</sup>	8%	9%	13%
8 <sup>th</sup>	15%	5%	12%

Suspension Rate Over the Past Three Years			
	SY 2015-16	SY 2016-17	SY 2017-18
This School	10%	10%	8%
Charter Schools*	14%	12%	11%
District Schools*	11%	9%	8%

\*Rates for District Schools and Charter Schools presented in the “Suspension Rate Over the Past Three Years” table above are sector-wide rates that span all grades. The comparison rates presented in the “Suspension Rate by Student Group” for Similar Schools and District Schools reflect the suspension rates for each student group across the particular grades served by this school.

## STUDENT & PARENT SURVEYS

Below, the charter school's student and parent responses are presented on selected questions from the District-Wide Surveys completed during the past three school years. The rates reflect the percentage of students or parents selecting the most positive response. Student Surveys are only administered to students in grades 3-12. Responses from all District and charter schools collectively is also provided for comparison. Parent Survey results are reported if the parent participation rate meets or exceeds 10%; Student Survey Results are reported if the student participation rate meets or exceeds the greater of 25% of the student population or 50 students. More information about the surveys can be found at <https://www.philasd.org/research/programsservices/district-wide-surveys/>. If a school did not participate or did not reach the threshold for reporting, their results display an "NA" value.

<b>Student Surveys</b> (Percentage of Students Responding "Most or All of the Time")						
Survey Item	This School			All District & Charter Schools		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
My school meets my learning needs.	70%	NA	53%	50%	51%	47%
My teachers really listen to what I have to say.	51%	NA	49%	45%	46%	44%
In my classes we stay busy and do not waste time.	37%	NA	22%	40%	39%	35%
In my classes we learn a lot.	73%	NA	66%	56%	55%	55%
I enjoy being in school.	46%	NA	39%	37%	36%	32%
When I am in school, I feel like I belong.	56%	NA	46%	44%	43%	39%
I feel safe in the hallways and bathrooms.	76%	NA	72%	62%	63%	58%
<b>Parent/Guardian Surveys</b> (Percentage of Parents/Guardians Responding "Strongly Agree")						
Survey Item	This School			All District & Charter Schools		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
I am treated with respect in my child's school.	NA	NA	80%	58%	53%	55%
I am satisfied with the response I get when I contact my child's school with questions or concerns.	NA	NA	75%	51%	46%	47%
My child's school communicates with me in a manner that is clear and timely.	NA	NA	80%	55%	50%	55%
My child's school has high expectations for my child's learning.	NA	NA	74%	56%	48%	53%
My child's school meets the specific academic needs of my child.	NA	NA	71%	51%	43%	47%
My child's school meets the specific non-academic needs of my child (for example, behavioral and socio-emotional needs).	NA	NA	64%	44%	37%	40%
I am pleased with the quality of education my child's school is providing for my child.	NA	NA	76%	55%	46%	50%