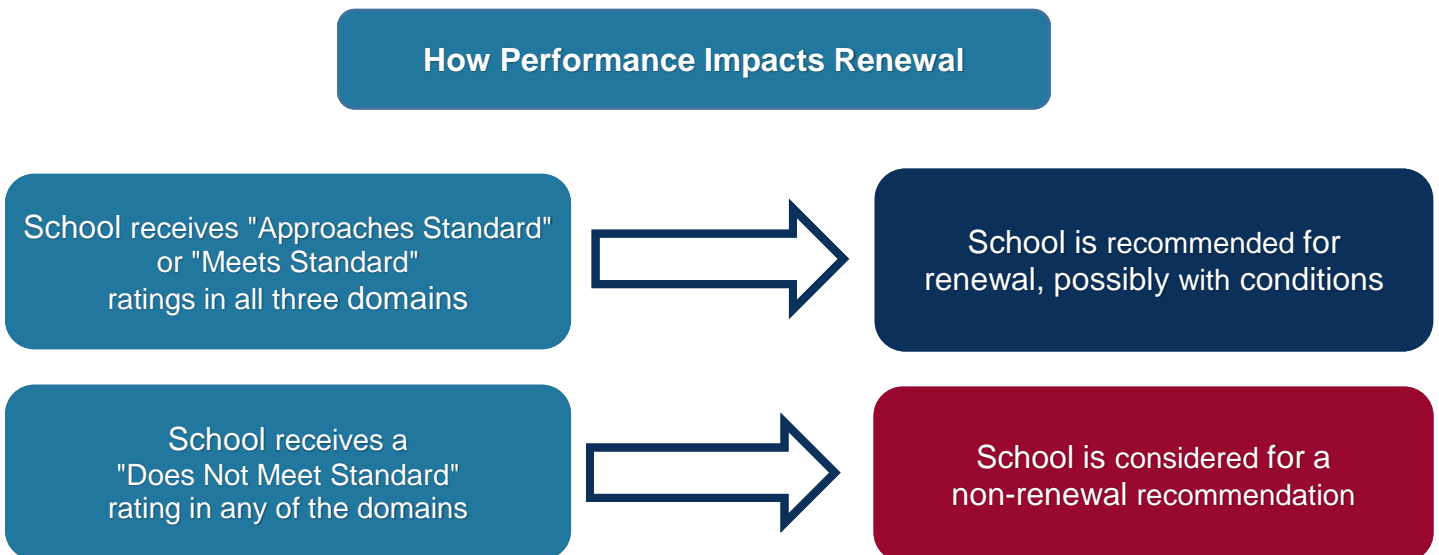


REPORT PURPOSE

This report is the primary means by which the Charter Schools Office (CSO) of The School District of Philadelphia (District) presents its findings and recommendations regarding a charter school's application for charter renewal to the Board of Education. At the end of each charter term, Pennsylvania requires charter school authorizers to conduct a comprehensive review of a charter school's performance during that term.

The CSO bases its recommendation to renew a charter for a subsequent charter term on a comprehensive review of the current charter term across three domains: Academic Success, Organizational Compliance and Viability, and Financial Health and Sustainability. The Charter School Performance Framework provides a detailed outline of the standards and categories that the CSO evaluates within each domain. Each domain receives a rating of "Meets Standard," "Approaches Standard," or "Does Not Meet Standard" based on points and ratings received. The Charter School Performance Framework also outlines the point and rating system.

These ratings and the substance of the evidence within each domain guide the overall renewal recommendation. If a charter school receives a "Does Not Meet Standard" rating in one or more domains, the CSO will review all evidence and data underlying the ratings to determine whether it will recommend a charter school for non-renewal.



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SCHOOL OVERVIEW

General Information

Address	4621 Castor Ave., 19124
Phone	215-289-5606
Website	http://www.northwoodcs.org/
Network	N/A
History	Opened in 2005
Current Term	2015-16 to 2019-20
Admission	Citywide with Neighborhood Preference
Mission	<i>"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."</i>

Leadership, Grades Served, and Enrollment History

School Year	School Leader	Grades Served	Total Enrollment (as of October 1)	Authorized Enrollment
2015-16	Amy Hollister	K-8	781	788
2016-17	Amy Hollister	K-8	793	788
2017-18	Amy Hollister	K-8	763	788
2018-19	Amy Hollister	K-8	784	788
2019-20	Amy Hollister	K-8	768	788

Pennsylvania School Performance Profile Scores

School Year	This School	Charter School Average	District School Average
2015-16	69.9	56.7	52.5
2016-17	61.6	57.6	53.0
2017-18	67.1	57.8	54.8
2018-19	61.1	58.6	54.1

Similar Schools Groups

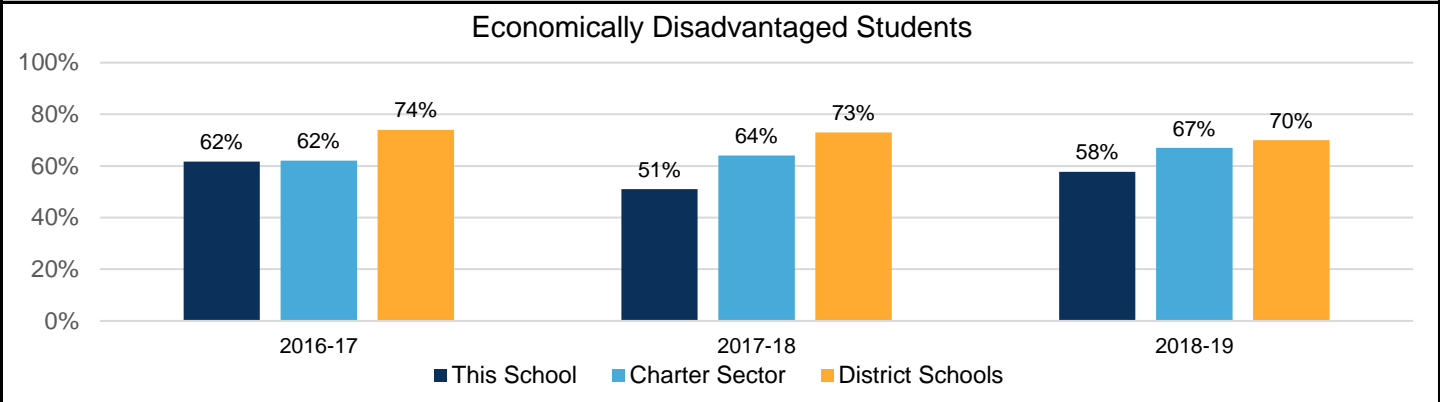
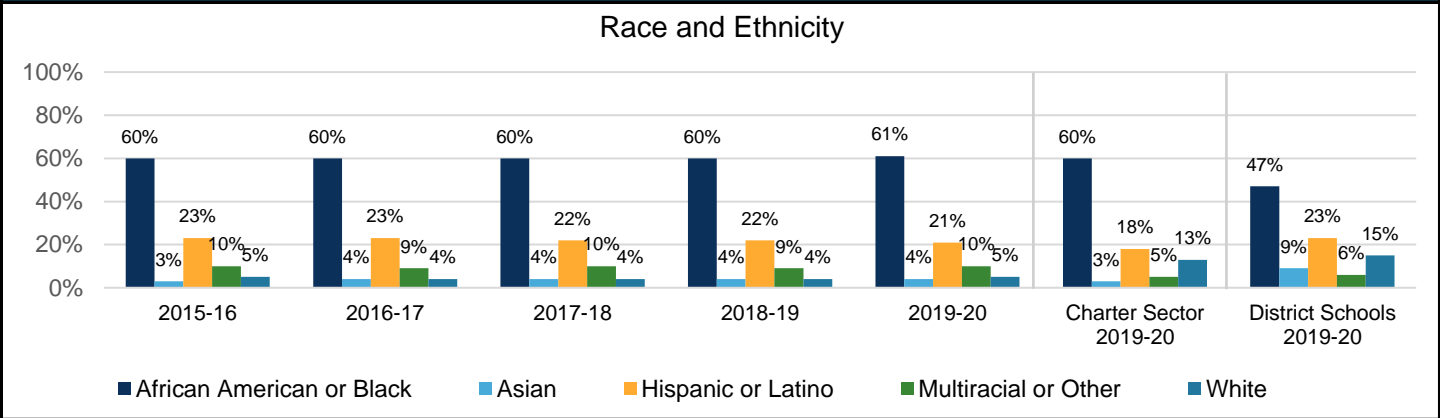
Similar Schools Groups (SSGs) are comprised of District and charter schools that are the same school type (ES, MS, K8, HS) and serve similar populations of students based on the percentages of students who are economically disadvantaged (+/-10%), students with disabilities (+/-5%), and English learners (+/-7.5%).

Schools must fall within all three ranges to be included in a given school's SSG. If a school's SSG has fewer than five schools, the ranges expand to include five schools. The CSO updates SSGs annually.

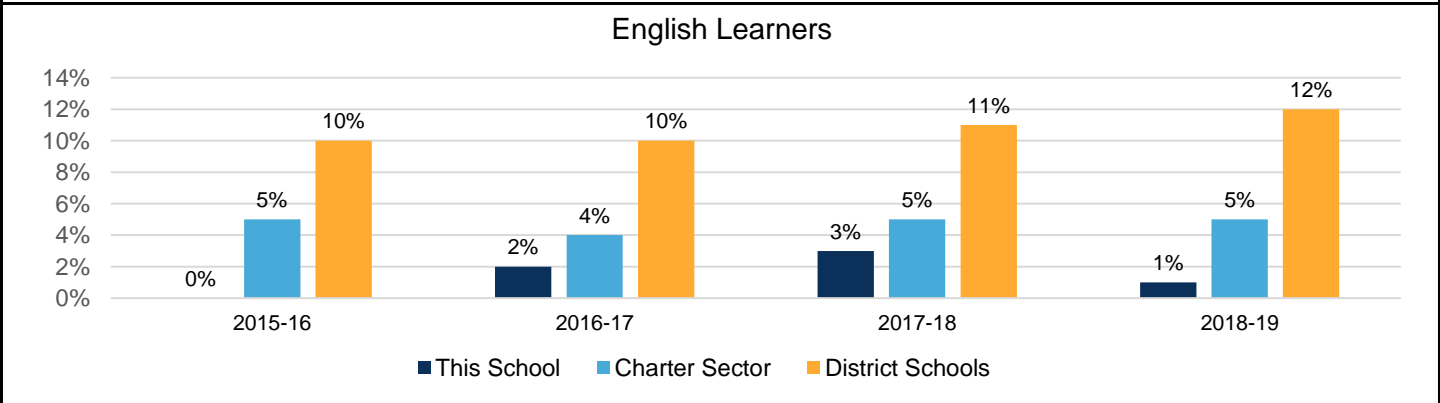
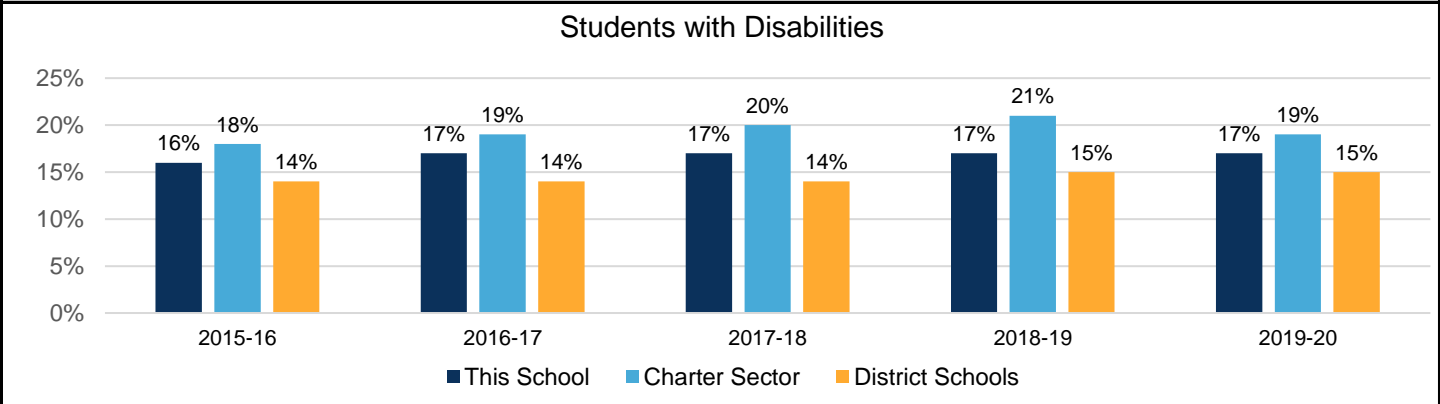
Similar Schools:

A.L. Fitzpatrick School, Ad Prima Charter School, Anna L. Lingelbach School, Bridesburg School, Cook-Wissahickon School, Discovery Charter School, Franklin S. Edmonds School, Franklin Towne Charter Elementary School, Global Leadership Academy Charter School, Independence Charter School, Philadelphia Performing Arts: A String Theory Charter School, Russell Byers Charter School, Shawmont School, Southwest Leadership Academy Charter School, Stephen Decatur School, Tacony Academy Charter School, West Oak Lane Charter School

Student Demographics



Note: Economic disadvantage data was first collected in 2016-17 via PEARS Site Eligibility Reports.



Note: Reports include four years of data because EL status is verified in the fall of the subsequent school year.

EXECUTIVE SUMMARY OVERVIEW

The Executive Summary provides an overview of key indicators for a charter school evaluated during the comprehensive renewal process, which occurs in the last year of a charter term. The length of a charter term is typically five years for charter schools in Pennsylvania. The table below summarizes school performance information for all years of the charter term for which data is available across the three domains evaluated at renewal: Academic Success, Organizational Compliance and Viability, and Financial Health and Sustainability.

The tables below summarize whether the Charter School meets the standard (▲), approaches the standard (■) or does not meet the standard (▼) during the charter term. The Charter School Performance Framework outlines the point allocation for the standards and categories evaluated within each domain.

Renewal Recommendation: 5-Year Renewal

Academic Success		Domain Rating: Meets Standard																
Category	Standard	SY 2015-16			SY 2016-17				SY 2017-18			SY 2018-19						
Proficiency		ELA	Math	Science	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science					
		PSSA	▲	▲	▲	▲	▲	▲	▲	■	▲	▲	▲	▲				
Growth		ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8	ELA	Math	Sci. 4	Sci. 8	
		PSSA All Students	▲	▲	▲	▼	▼	▼	▼	▲	▲	▼	▲	▼	▲	▼	▲	▲
		PSSA Lowest	▲	▲	▲	▼	▲	▼	▲	▲	▲	▲	▲	▲	▼	▲	▼	▲
Attendance	95%+	▲			▲				▲			▲						
	Chronic Absenteeism	▲			▲				▲			▲						

Symbol Key						
▲	Full Credit	■	Half Credit	▼	No Credit	N/A Not Applicable

Points Earned by Category and School Year				
	SY 2015-16	SY 2016-17	SY 2017-18	SY 2018-19
Proficiency	10 / 10	10 / 10	8 / 10	10 / 10
Growth	8.5 / 10	4 / 10	8.75 / 10	5 / 10
Attendance	5 / 5	5 / 5	5 / 5	5 / 5

EXECUTIVE SUMMARY

Organizational Compliance and Viability			Domain Rating: Approaches Standard
Category	Points Earned	Points Possible	Rating
Mission and Educational Program	15	15	▲
Special Education	5	10	■
English Learners	10	10	▲
Enrollment	15	15	▲
Student Discipline	5	10	■
Personnel	10	10	▲
Food, Health, and Safety	0	10	▼
Board Governance	7.5	15	■
Timely Reporting	5	5	▲

Financial Health and Sustainability		Domain Rating: Approaches Standard			
Financial Health Category	FY16	FY17	FY18	FY19	
Total Margin (% of Revenue)	■	▲	▲	▲	
Current Ratio	▲	▲	▲	▼	
Average Days Cash on Hand	▲	▲	▲	▲	
Net Position (% of Revenue)	▲	▲	▲	▲	
Non-Restricted Fund Balance	▲	■	▲	▲	
Debt Ratio	▲	▲	▲	▲	
Debt Service Coverage Ratio	N/A	▲	▲	▼	
Fiscal Management Category	FY16	FY17	FY18	FY19	
Audit Findings	▲	▼	▲	▲	
Delinquency and Default	▲	▲	▲	▲	
PSERS	▲	▲	▲	▲	
Financial Transactions	▼				
Related Parties	▲				
Payroll	▲				

Academic Success Domain Rating: Meets Standard

PROFICIENCY

Proficiency rates are compared to the same grades served by the Charter School in two comparison groups: Similar Schools (charter and District schools with similar demographics) and District Schools. Schools earn full credit if their proficiency rate meets or exceeds both Similar Schools and District Schools and half credit for meeting or exceeding only one of the comparison groups.

PSSA Proficiency: 95% of points possible

PSSA Proficiency Rates									
	ELA Grades 3 - 8			Math Grades 3 - 8			Science Grades 4 & 8		
Points Possible:	4 per year			4 per year			2 per year		
School Year	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools	This School	Similar Schools	District Schools
2015-16	61%	39%	33%	33%	18%	19%	69%	44%	38%
2016-17	62%	41%	35%	30%	18%	20%	55%	39%	33%
2017-18	64%	56%	37%	30%	31%	21%	54%	54%	36%
2018-19	58%	50%	37%	35%	29%	23%	59%	55%	41%

GROWTH

The Pennsylvania Department of Education (PDE) sets the Average Growth Indexes (AGI) standard for all schools (see chart below). Schools earn full credit for overall and lowest performing AGIs at or above -1, the minimum score reflecting evidence that the school met the growth standard, and no credit for AGIs below -1, which indicates that there was evidence that the school did not meet the growth standard.

PSSA Growth: 66% of points possible

PSSA Average Growth Indexes								
	ELA Grades 4 - 8		Math Grades 4 - 8		Science Grade 4		Science Grade 8	
Points Possible:	2.5 per year	1 per year	2.5 per year	1 per year	1.25 per year	0.25 per year	1.25 per year	0.25 per year
School Year	All Students	Lowest Performing	All Students	Lowest Performing	All Students	Lowest Performing	All Students	Lowest Performing
2015-16	1.69	0.07	1.39	0.38	2.95	1.18	-2.74	-1.79
2016-17	0.99	0.65	-1.16	-1.29	-1.87	-0.35	-1.46	-0.22
2017-18	0.82	0.68	3.20	2.00	-1.53	-0.60	0.26	0.28
2018-19	-1.2	-3.74	2.15	-0.88	-1.89	-1.26	-0.63	-0.7

PA Department of Education Growth Measure				
< -2.0	-2.0 to -1.0	-1.0 to 1.0	1.0 to 2.0	> 2.0
Significant evidence that the school did not meet the standard for PA Academic Growth	Moderate evidence that the school did not meet the standard for PA Academic Growth	Evidence that the school met the standard for PA Academic Growth	Moderate evidence that the school exceeded the standard for PA Academic Growth	Significant evidence that the school exceeded the standard for PA Academic Growth

Note: Prior to SY2017-18, the Pennsylvania Department of Education (PDE) provided the AGI for the Lowest Performing 20% of students. Beginning in SY2017-18, PDE calculated the rate for the Lowest Performing 33% of students.

ATTENDANCE & CHRONIC ABSENTEEISM

Attendance rates are compared to the same grades served by the Charter School in two comparison groups: Similar Schools (charter and District schools with similar demographics) and District Schools.

Schools earn full credit if their 95%+ attendance rate (the percentage of students attending 95% or more instructional days) meets or exceeds both Similar Schools and District Schools and earn half credit for meeting or exceeding only one of the comparison groups.

Schools earn full credit if their chronic absenteeism rate (the percentage of students attending fewer than 90% of instructional days) is lower than both Similar Schools and District Schools and half credit if it is lower than one comparison group.

Attendance & Chronic Absenteeism: 100% of points possible

95%+ Attendance Rates			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2015-16	81%	59%	45%
2016-17	72%	53%	41%
2017-18	71%	59%	46%
2018-19	72%	60%	48%

Chronic Absenteeism Rates			
Points Possible:	2.5 per year		
School Year	This School	Similar Schools	District Schools
2015-16	5%	18%	28%
2016-17	7%	20%	30%
2017-18	7%	13%	27%
2018-19	9%	14%	25%

Organizational Compliance and Viability Domain Rating: Approaches Standard

Renewal Site Visit

As a component of the comprehensive renewal evaluation, the CSO led a renewal site visit to evaluate the alignment and execution of the school's mission and educational program and to gather additional evidence to evaluate the standards in the Organizational Compliance and Viability domain.

Mission and Educational Program	Meets Standard (15/15)
Instructional Program and Mission Execution	Date of Site Visit: Oct. 2, 2019
<p>The School identified the following material components of its educational program:</p>	<p>During the RSV, observers saw:</p>
<p>Real-World Learning Teachers provide instruction that allows students to transfer skills to real world applications across all subjects. Opportunities for service learning are also present through collaboration with the Community Coordinator.</p>	<p>Mixed evidence of real-world learning. Teachers were observed using practical, applicable to life examples in instruction, but observers did not see references made to service learning in classrooms.</p>
<p>Arts Education Students receive arts programming in music and/or fine arts. There is a continuum of performance art offered to our students at every grade level offered through theater trips and in-school assemblies. Each year, students have the opportunity to contribute to a permanent art project displayed in the building. Students can explore music through the instrumental program or choir. Students are expected to perform in at least one school-wide concert.</p>	<p>Observers saw significant evidence of arts education in the classroom, as well as artifacts of student art displayed throughout the building.</p>
<p>Social and Emotional Learning Northwood staff provides students with ample opportunity to practice and reinforce positive social skills and emotional responses (i.e., problem solving, coping skills, small group counseling sessions to build social skills). Students are encouraged to work collaboratively in their academic discussions and projects.</p>	<p>Observers saw significant evidence of social emotional learning in classrooms, including environments observed with a "chill corner" or posted visual aids and strategies about how to calm down.</p>
<p>High-Quality Instruction Teachers employ strategies including collaborative learning, debate and discussion, problem solving, and reflective writing to allow students to make connections between ideas and be engaged in their learning.</p>	<p>Observers saw mixed evidence of high-quality instruction, with independent work and collaborative work observed in about 70% of classrooms.</p>
Key Elements of Climate and Culture	
<p>The School identified the following material components of its climate and culture:</p>	<p>During the RSV, observers saw:</p>
<p>Northwood Norms; Student Recognition; Morning Meeting and Closing Circles This schoolwide positive behavior support system uses common language posted in classrooms and throughout the school to reinforce community expectations and core values. Students are recognized informally in the classroom for on-task behavior as well as behavior reflecting the Northwood Norms. Students are also recognized more formally through activities like the Student of the Month Assembly. These meetings encourage social and emotional learning to set tone for the day as well as reflect on the day as a community.</p>	<p>Significant evidence of Northwood Norms, with Norms posted in classrooms as well as teachers making referring to the core value of respect. Observers also saw teachers taking time with students to reflect on positive behaviors and what went well during the day.</p> <p>Observers saw mixed evidence of student recognition, with teachers in grades K-4 specifically using positive narration to respond to on-task behaviors and students working through problems.</p> <p>Observers saw significant evidence of Morning Meeting used to set tone for the day and promote social emotional learning. This included an 8th grade-led assembly for students in grades K-3 that focused on responsibility.</p>

Document Review

As a component of the comprehensive renewal evaluation, the Charter Schools Office reviews schools' records and compiles data from prior annual reports to evaluate Organizational Compliance and Viability standards for Special Education, English Learners, Student Discipline, Enrollment, Personnel, Timely Reporting, Food, Health, and Safety, and Board Governance.

Special Education		Approaches Standard (5/10)	
Child Find Notice. Special education child find policy is accessible on the school website and includes information on program availability, screening activities, and how parents can request services.	▲	2016 ACE	
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
Screening. Implements and provides evidence of universal screening, initial assessments, and/or referral system to determine academic and behavior levels.	▲	Evaluated at Renewal	
Monitoring. Implements and provides evidence of ongoing assessment and progress monitoring to provide information on student progress and behavioral outcomes.	▲	Evaluated at Renewal	
Tiered Instruction. Implements and provides evidence of a multi-tier approach to differentiate instruction and implement academic and behavior interventions.	▲	Evaluated at Renewal	
IEP Progress Monitoring. Provides evidence of tracking students' progress toward meeting annual goals.	▲	Evaluated at Renewal	
Secondary Transition. IEPs include transitional services for all students ages 14 – 21, if applicable.	▼	Evaluated at Renewal	BSE file review (Jan. 14, 2019) found 2 of 3 applicable files reviewed contained present levels related to current postsecondary goals. 0 of 1 applicable files contained: evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment; an appropriate measurable postsecondary goal(s) that covers education, training, employment, and, as needed, independent living; evidence that the postsecondary goal(s) are updated annually; and the Location, Frequency, Projected beginning date, Anticipated Duration, and Person(s)/Agency.
IEP Timeliness. Valid IEPs are in place with evidence of required signatures and parent participation.	▲	Evaluated at Renewal	
BSE Findings. The PA Bureau of Special Education found no significant areas of noncompliance in their most recent review.	▲	Evaluated at Renewal	

English Learners		Meets Standard (10/10)	
ESL Policy. English as a Second Language policy, including notification, identification, programming, and expectations for proficiency, is consistent with Pennsylvania English as a Second Language regulations.	▼	2016 ACE	School did not provide adequate information on instructional models, identification of students, exiting criteria or post-exit monitoring.
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
EL Timely Evaluation. English as a Second Language policy includes expectation for timely evaluation of students, within the first 30 days of school or if transferred, within 14 days of enrollment.	N/A	2016 ACE	Standard was not evaluated.
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
ESL ACCESS. English Learners are administered the ACCESS assessment annually.	▲	2016 ACE	
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
EL Identification. School implements a compliant process for identifying English Learners.	▲	Evaluated at Renewal	
EL Notification. School notifies parents/guardians in writing of placement in ESL program and assessment results in preferred language.	▲	Evaluated at Renewal	
EL Exiting. School exits students from the ESL program when they meet the appropriate exit criteria.	▲	Evaluated at Renewal	

Enrollment	Meets Standard (15/15)		
Enrollment Policy. 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 lottery preferences.	▲	2016 ACE	
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
Student Application. Student application only requires name, address, date of birth or age, gender, grade applying for, current school, guardian information, and sibling information.	N/A	2016 ACE	Standard was not evaluated.
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
Enrollment Materials. Enrollment materials only require proof of age and address, home language survey, immunization record and parent registration statements to enroll. No prohibited items as defined by PDE are included.	▲	2016 ACE	
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
Enrollment Accessibility. School accepts at least two sources of documentation to demonstrate proof of age and address.	N/A	2016 ACE	Standard was not evaluated.
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
Enrollment Language Policy. School ensures that children and families with limited English proficiency are provided translation and interpretation services to the extent needed to help the family understand the enrollment process and enroll the student promptly.	▲	2016 ACE	
	▲	2017 ACE	
	N/A	2018 ACE	Standard was not evaluated.
	N/A	2019 ACE	Standard was not evaluated.
Lottery Process. School selects students at random except that it may give preference in enrollment consistent with the school's charter agreement and charter school law.	▲	Evaluated at Renewal	
Enrollment Process. Only proof of age and address, home language survey, immunization record, and parent registration statement are required to enroll officially.	▲	Evaluated at Renewal	
Renaissance Enrollment Process. Renaissance charter schools only enroll first time entering students who reside in or attend approved feeder schools and siblings if implementing sibling preference.	N/A	Evaluated at Renewal	Applies to Renaissance Charter Schools only.

Student Discipline	Approaches Standard (5/10)		
Code Due Process. The School's Code of Conduct identifies all student due process rights codified in Chapter 12 of the PA Public School Code, including those related to long-term suspensions and expulsions, such as formal hearing and appeal rights.	▼	2016 ACE	Code of Conduct did not fully identify due process rights, including formal and informal hearing rights.
	▼	2017 ACE	Code of Conduct did not fully identify due process rights, including formal and informal hearing rights.
	▲	2018 ACE	
	▲	2019 ACE	
Manifestation Determination. Student Code of Conduct is differentiated for students with disabilities referencing specific, compliant procedures for manifestation determination.	▲	2016 ACE	
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
Truancy Policy. School's truancy policy requires an attendance conference before referral of truancy matters to a legal entity and prohibits suspension, expulsion, or transfer due to truant behavior.	N/A	2016 ACE	Standard was not evaluated.
	▲	2017 ACE	
	▲	2018 ACE	
	▼	2019 ACE	School submitted documentation with inconsistent statements regarding an attendance meeting taking place before making a referral to a legal entity.
Renaissance-District Alignment. Code of Conduct is aligned in intent with District Code of Conduct for out-of-school suspensions and expulsions, including policy on suspensions by grade level, as required by the charter agreement.	N/A	2016 ACE	Standard was not evaluated.
	N/A	2017 ACE	Applies to Renaissance Charter Schools only.
	N/A	2018 ACE	Applies to Renaissance Charter Schools only.
	N/A	2019 ACE	Applies to Renaissance Charter Schools only.
Expulsion Process. Implemented compliant due process procedures for students recommended for expulsion.	N/A	Evaluated at Renewal	School did not recommend any students for expulsion during the charter term.
Manifestation Determination Practice. School implements a compliant manifestation determination process for students with disabilities when it considers a change in placement because of a discipline incident.	N/A	Evaluated at Renewal	School did not recommend any students with disabilities for expulsion during the charter term.

Personnel		Meets Standard (10/10)	
Certified Teachers. At least 75% of teachers are appropriately certified.	▲	2016 ACE	At least 75% of teachers were appropriately certified.
	▲	2017 ACE	At least 75% of teachers were appropriately certified.
	▲	2018 ACE	96% of teachers were appropriately certified.
	▲	2019 ACE	96% of teachers were appropriately certified.
Certified ESL Teachers. ESL teachers are directly employed and appropriately certified.	▲	2016 ACE	100% of ESL teachers were appropriately certified.
	▲	2017 ACE	100% of ESL teachers were appropriately certified.
	▲	2018 ACE	100% of ESL teachers were appropriately certified.
	▲	2019 ACE	100% of ESL teachers were appropriately certified.
Certified SPED Teachers. Special education teachers are appropriately certified.	▲	2016 ACE	100% of Special Education teachers were appropriately certified.
	▲	2017 ACE	100% of Special Education teachers were appropriately certified.
	▲	2018 ACE	100% of Special Education teachers were appropriately certified.
	▲	2019 ACE	100% of Special Education teachers were appropriately certified.
Certified Instructional Leader. Instructional Leader is appropriately certified.	▲	2016 ACE	At least one instructional leader was appropriately certified.
	▲	2017 ACE	At least one instructional leader was appropriately certified.
	▲	2018 ACE	At least one instructional leader was appropriately certified.
	▲	2019 ACE	At least one instructional leader was appropriately certified.
Checks and Clearances. Appropriate, valid employee checks and clearances are in place for staff based on sample file review.	▲	Evaluated at Renewal	

Timely Reporting		Meets Standard (5/5)	
Timely Annual Report. Submits complete annual report information by August 1, annually.	▲	2016 ACE	
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
Timely Financial Audit. Submits final, audited financial statements by December 31, annually.	▲	2016 ACE	
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	

Food, Health, and Safety	Does Not Meet Standard (0/10)		
Food Safety. School provides a safe and clean food facility as evaluated by the City of Philadelphia Department of Public Health and Office of Food Protection.	▲	2016 ACE	
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	1 of 1 inspection was compliant.
Health Services Policy. School's Health Services Policy clearly outlines all mandated student health services and a process for ensuring compliance with student immunization requirements.	N/A	2016 ACE	Standard was not evaluated.
	▼	2017 ACE	Policy did not acknowledge School's responsibility to provide physical and dental exams, and did not include screening requirements.
	▲	2018 ACE	
	▲	2019 ACE	
Emergency Preparedness. School has a complete and up-to-date fire safety and evacuation plan, completed all the required emergency evacuation drills in a timely manner, and has no violations related to portable fire extinguishers.	▲	2016 ACE	
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
Water Quality. School complies with applicable water quality requirements of the Pennsylvania Board of Health and the school posted its most recent water quality testing results on its publicly available website.	N/A	2016 ACE	Standard was not evaluated.
	N/A	2017 ACE	Standard was not evaluated.
	N/A	2018 ACE	Standard was not evaluated.
	▼	2019 ACE	School did not have evidence of testing posted to its website at time of review.
Mandated Health Services. School ensures all required student health exams and screenings occur annually in the appropriate grades.	▼	Evaluated at Renewal	10 of 20 files reviewed did not contain appropriate records of dental exams.
Certified School Nurse. A certified school nurse is available for an appropriate number of students at the school.	N/A	Evaluated at Renewal	Standard was not evaluated.
Food Service Program. School meets requirements under the National School Lunch and Breakfast Programs as evaluated by PDE.	▼	Evaluated at Renewal	School's PDE food service review in 2015-16 resulted in fiscal action.
Insurance Coverage. School meets requirements for insurance coverages and amounts during the charter term.	▼	Evaluated at Renewal	School did not provide evidence of insurance coverage for the 2019-20 school year, the Certificate of Insurance did not provide evidence of sexual abuse/molestation, professional liability, or automobile liability coverage in the amount required by the School's charter.
Certificate of Occupancy. School has a valid certificate of occupancy for all buildings.	▲	Evaluated at Renewal	

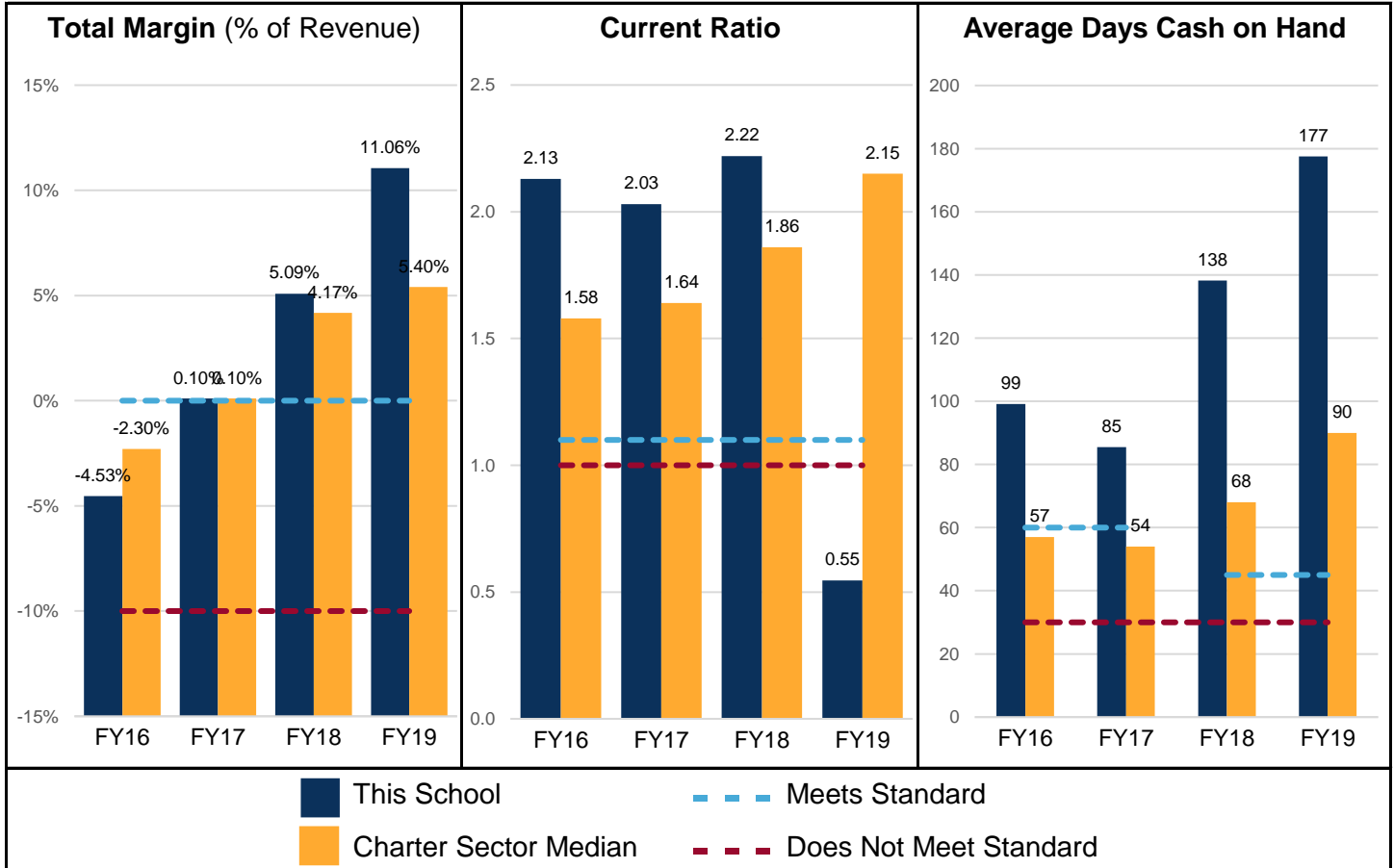
Board Governance		Approaches Standard (7.5/15)	
Sunshine Act. Approved Board minutes reflect practices and contain information consistent with the PA Sunshine Act, including the place, date, and time of meeting; Board members present; and the identities of any public citizens that comment during the meeting.	▼	2016 ACE	Minutes indicated noncompliant use of executive session.
	▲	2017 ACE	
	▲	2018 ACE	
	▼	2019 ACE	Minutes indicated noncompliant use of executive session.
Board Oversight. Approved Board minutes indicate votes on budget, personnel salaries, and the school calendar.	▲	2016 ACE	
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
Board Accessibility. The school provides a reasonable opportunity for members of the public to comment.	N/A	2016 ACE	Standard was not evaluated.
	▲	2017 ACE	
	▲	2018 ACE	
	▼	2019 ACE	
Statements of Financial Interest. Statements of Financial Interest are completed accurately and timely for all Board members and charter school administrators.	N/A	2016 ACE	Standard was not evaluated.
	▲	2017 ACE	
	▲	2018 ACE	
	▼	2019 ACE	2 Statements of Financial Interest were incomplete.
Ethics Act. Board members comply with PA Public Official and Employee Ethics Act including, but not limited to, conflicts of interest.	▲	Evaluated at Renewal	
Bylaws Contents. Bylaws are drafted in a manner consistent with Charter School Law and the school's charter.	▲	Evaluated at Renewal	
Board Structure. Board implements structure, including the number of members, officers and terms of service, consistent with its Bylaws.	▲	Evaluated at Renewal	

Financial Health and Sustainability Domain: Approaches Standard

Financial Health

Evaluative metrics measured the Charter School’s short-term and long-term financial health over each of the four fiscal years of available data. Metrics that do not meet the standard are displayed in red.

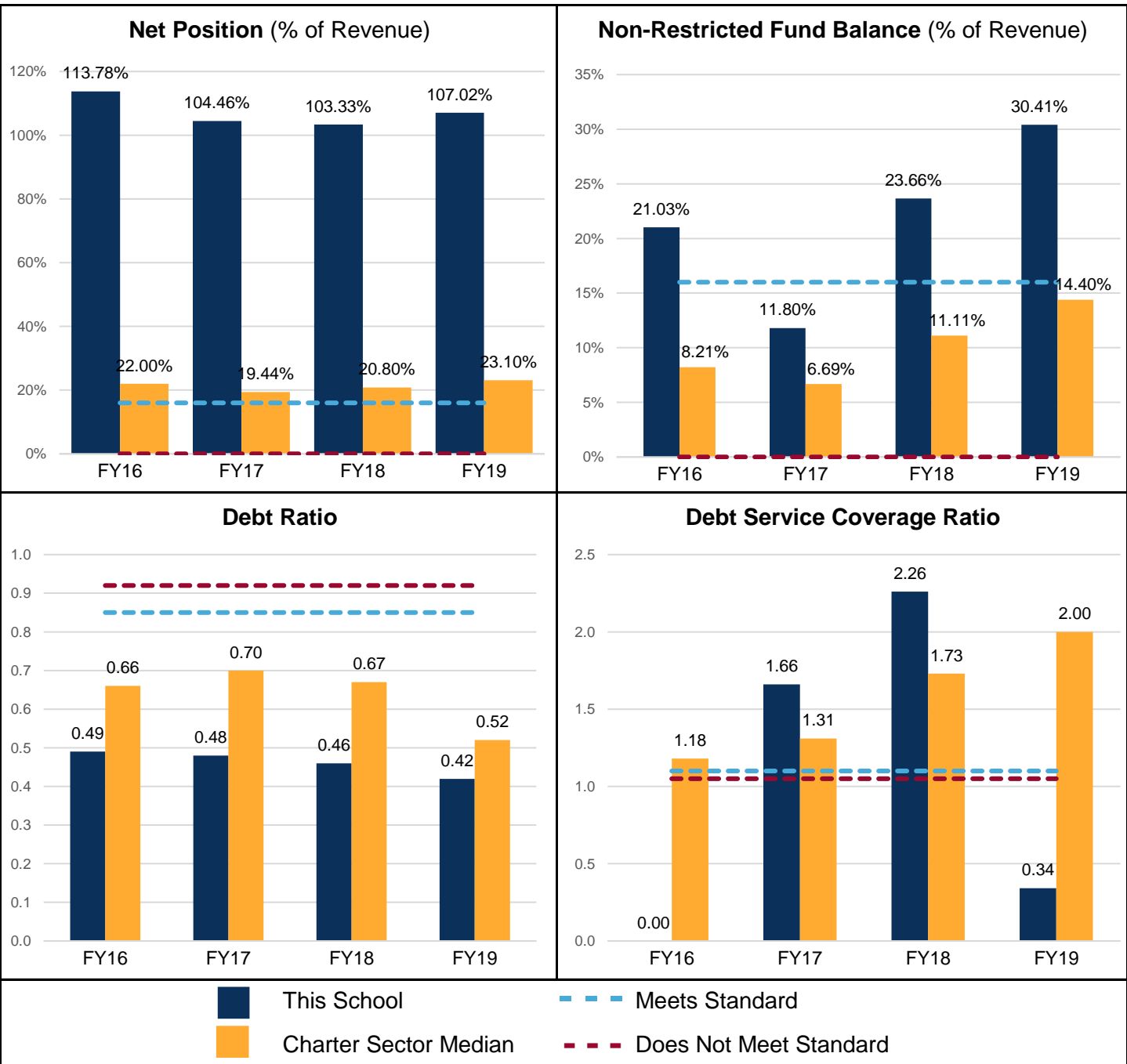
Financial Health		Meets Standard	
Short-Term Metrics			
Fiscal Year	Total Margin (% of Revenue)	Current Ratio	Average Days Cash on Hand
FY16	-4.53%	2.13	99
FY17	0.10%	2.03	85
FY18	5.09%	2.22	138
FY19	11.06%	0.55	177



Long-Term Metrics

Fiscal Year	Net Position (% of Revenue)	Non-Restricted Fund Balance	Debt Ratio	Debt Service Coverage Ratio*
FY16	113.78%	21.03%	0.49	0.00
FY17	104.46%	11.80%	0.48	1.66
FY18	103.33%	23.66%	0.46	2.26
FY19	107.02%	30.41%	0.42	0.34

Note: Negative Debt Service Coverage Ratios are displayed as 0.



Fiscal Management

The Office of Auditing Services (OAS) of the School District of Philadelphia supports the assessment of fiscal management.

Fiscal Management		Does Not Meet Standard	
Compliance Requirements Reviewed by CSO			
Audit Findings. No material audit findings, deficiencies, or weaknesses identified in the annual audit.	▲	2016 ACE	
	▼	2017 ACE	Material Weakness: Prior period adjusting to journal entries was required to correct the school's opening net position in the financial statements.
	▲	2018 ACE	
	▲	2019 ACE	
Debt Delinquency and Default. The school is meeting its debt obligations and covenants.	▲	2016 ACE	
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
PSERS. No missed payments to PSERS that exceed the lower of 1% of revenues or \$100,000.	▲	2016 ACE	
	▲	2017 ACE	
	▲	2018 ACE	
	▲	2019 ACE	
Compliance Requirements Reviewed by Office of Auditing Services			
Financial Transactions. No major findings related to accounting practices.	▼	Evaluated at Renewal	The Office of Auditing Services (OAS) identified overpayments of \$91,359 during FY19, \$8,280 in FY18, and \$6,071 in FY17.
Related Parties. Transactions between related parties are limited to those that support school operations, are formalized with appropriate contracts, and are free of apparent conflicts of interest.	▲	Evaluated at Renewal	
Payroll. No significant findings related to payroll transactions.	▲	Evaluated at Renewal	

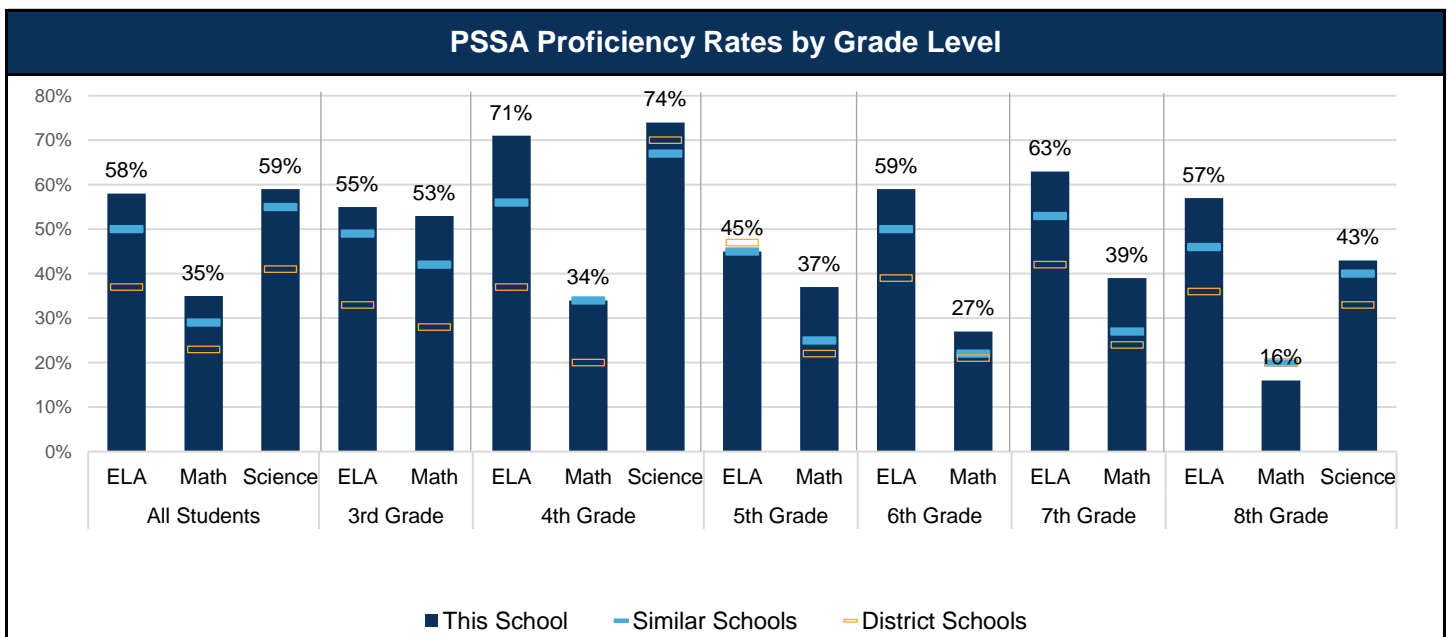
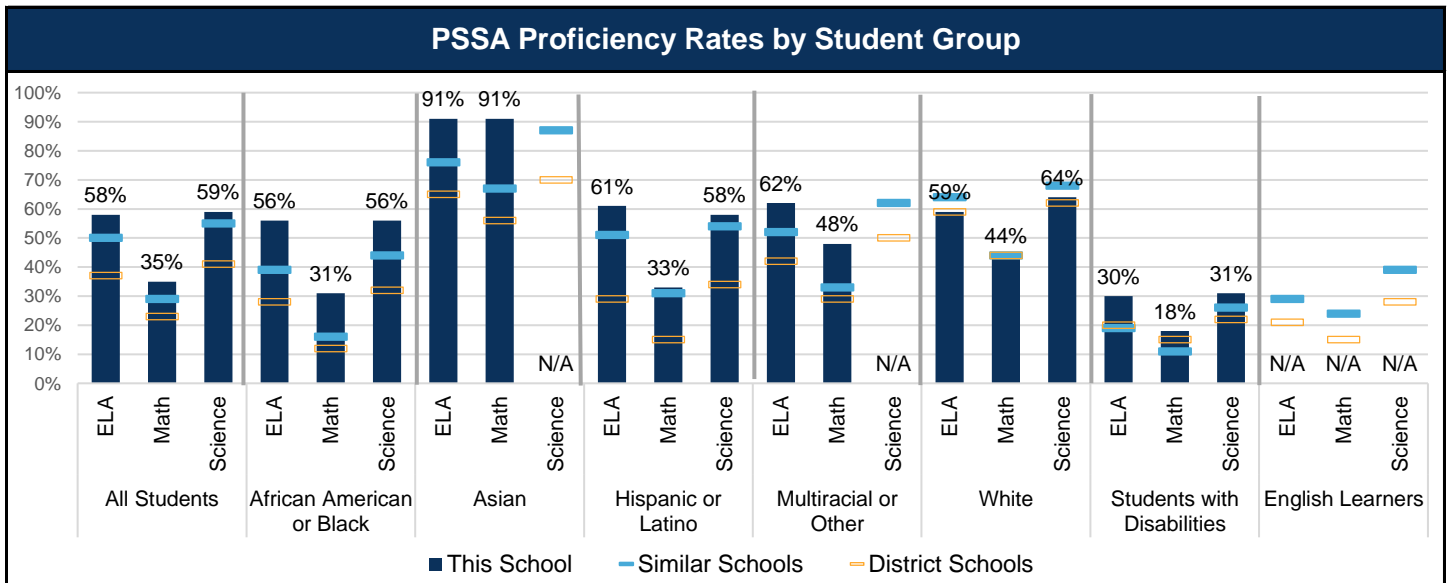
EQUITY AND CLIMATE OVERVIEW

The Charter Schools Office reports additional indicators of Equity and School Climate for informational purposes. When possible, graphs present information disaggregated by student group and grade level to reflect students' experiences throughout their tenure at the school. Similar School and District School rates provide context.

The CSO recognizes that there are multiple dimensions to both equity and climate, many of which are not captured in this report. The CSO encourages stakeholders to use this data, along with other resources, to gain insights into students' experiences, assess the school environment's fairness, and, if necessary, to make adjustments that promote positive experiences and successful outcomes for all students.

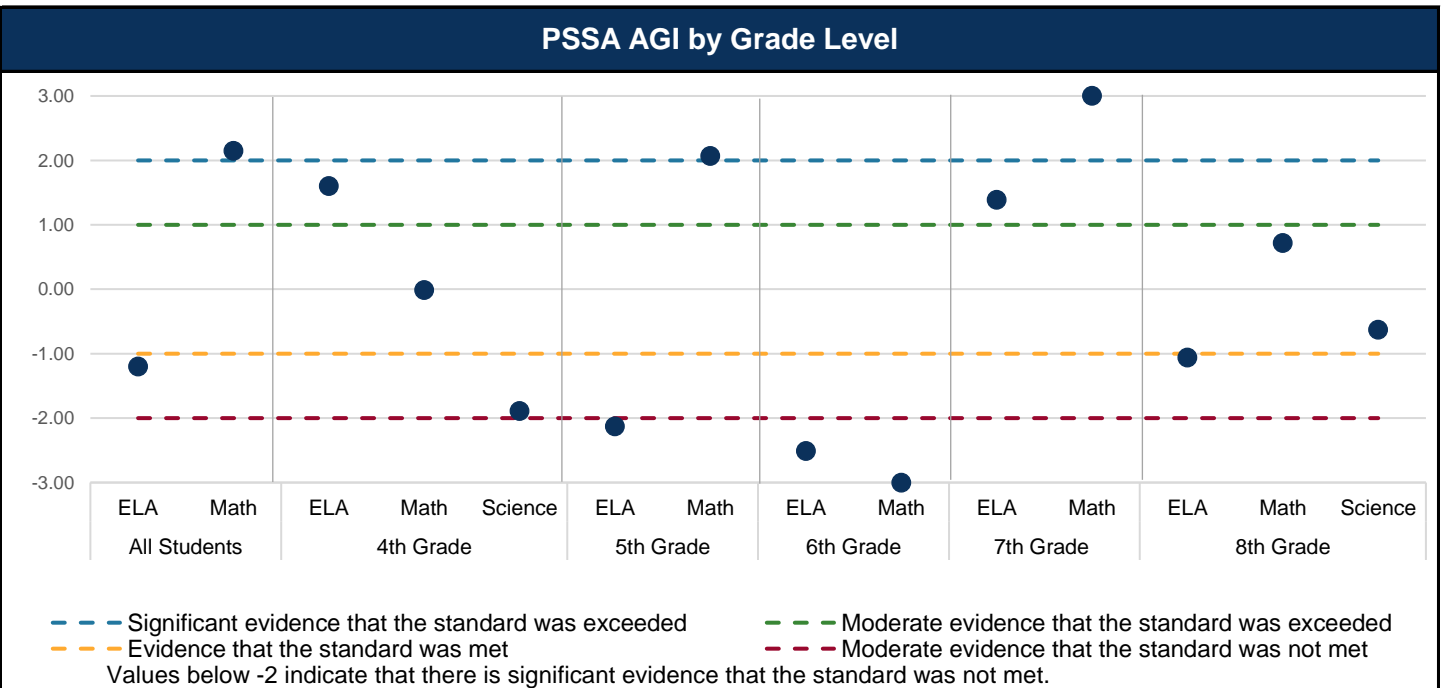
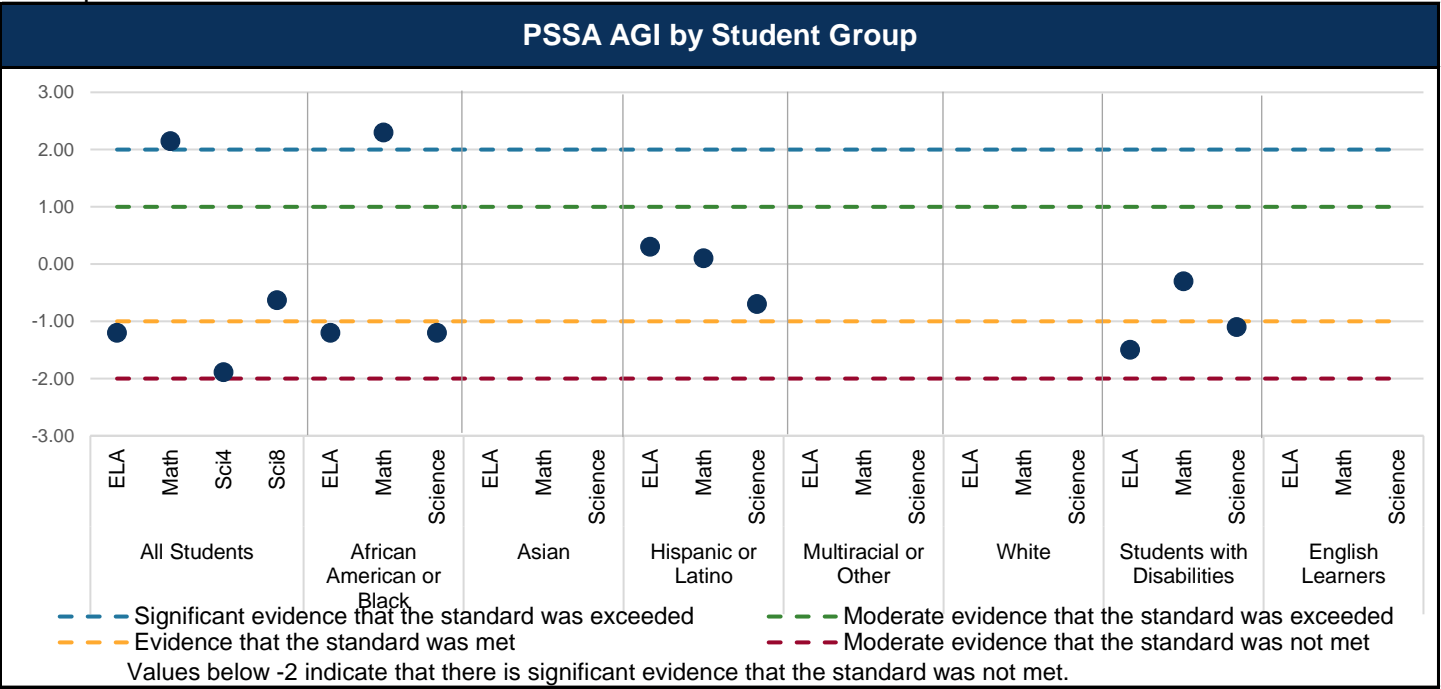
PROFICIENCY RATES

Proficiency rates reflect the percentage of students scoring in the advanced and proficient score categories.



AVERAGE GROWTH INDEXES (AGI)

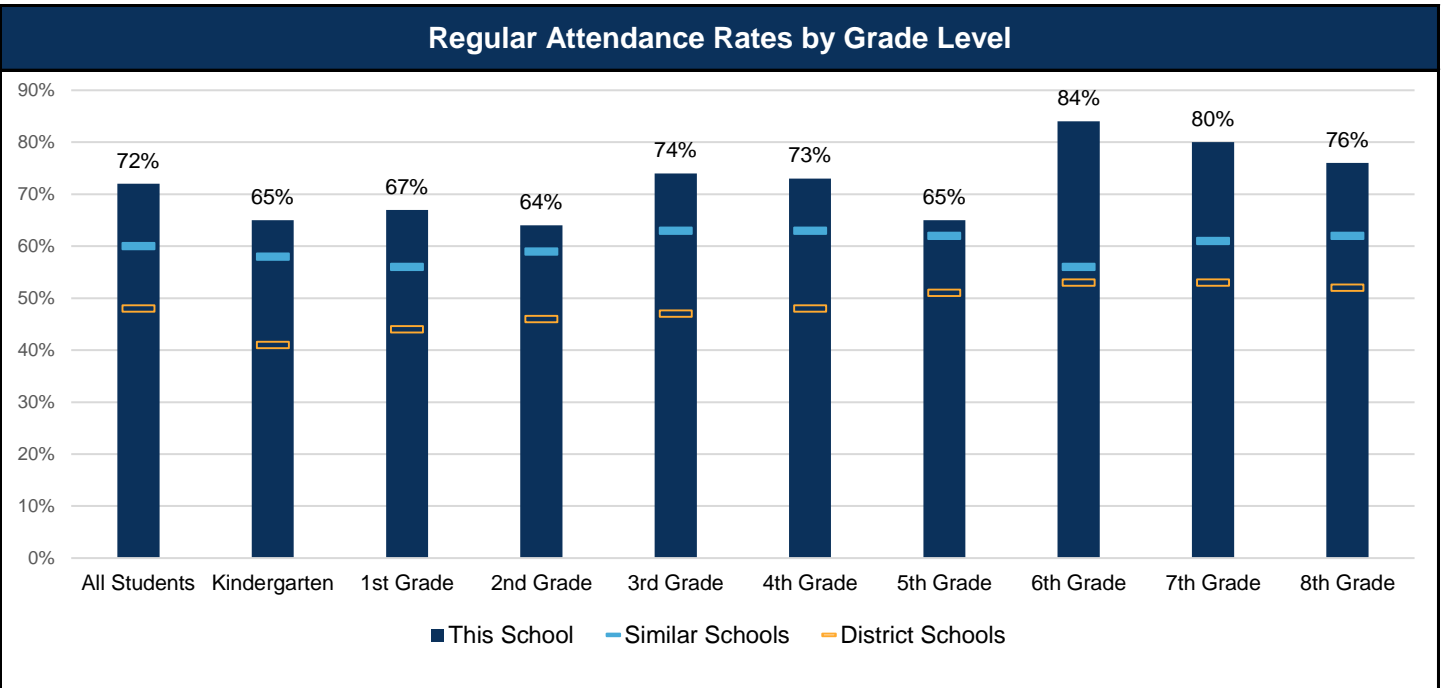
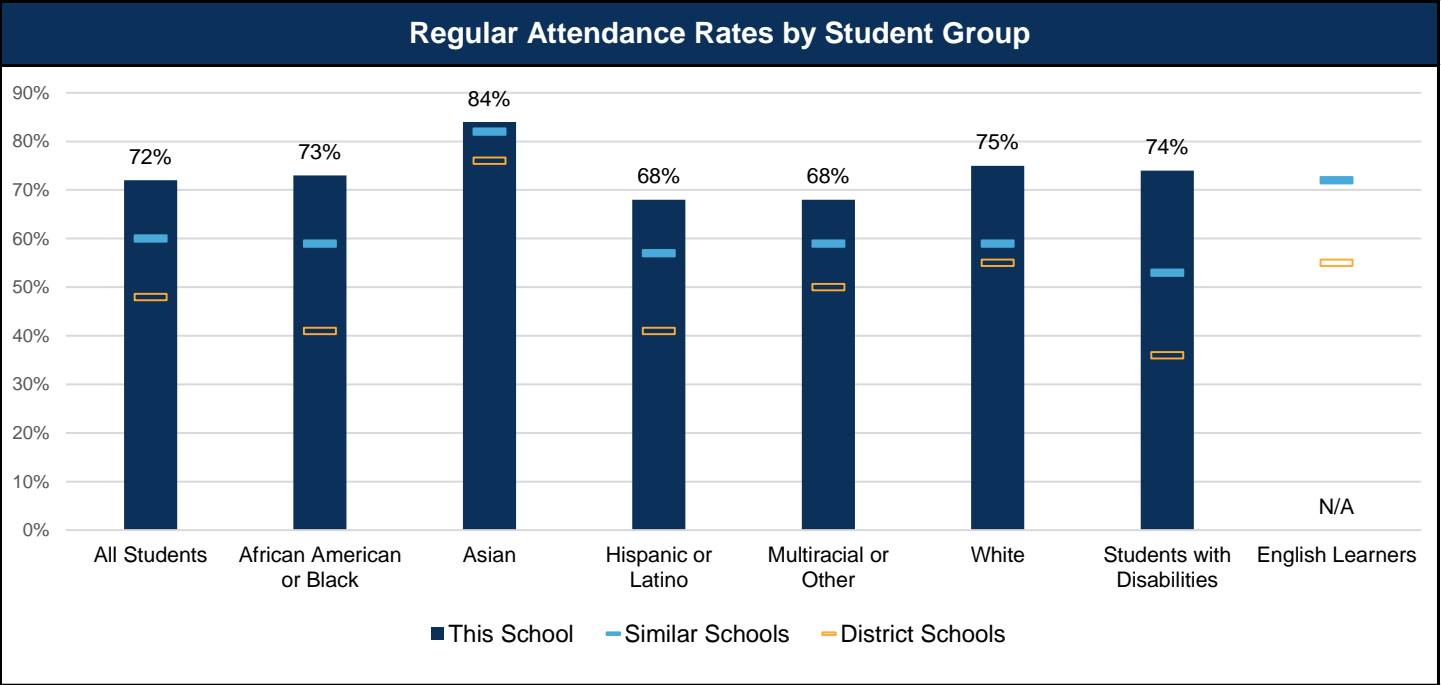
The Pennsylvania Department of Education (PDE) sets the Average Growth Indexes (AGI) standard for all schools (see chart below). In the graphs below, values above 3 are represented as 3 and values below -3 are represented as -3.



PA Department of Education Growth Measure				
< -2.0	-2.0 to -1.0	-1.0 to 1.0	1.0 to 2.0	> 2.0
Significant evidence that the school did not meet the standard for PA Academic Growth	Moderate evidence that the school did not meet the standard for PA Academic Growth	Evidence that the school met the standard for PA Academic Growth	Moderate evidence that the school exceeded the standard for PA Academic Growth	Significant evidence that the school exceeded the standard for PA Academic Growth

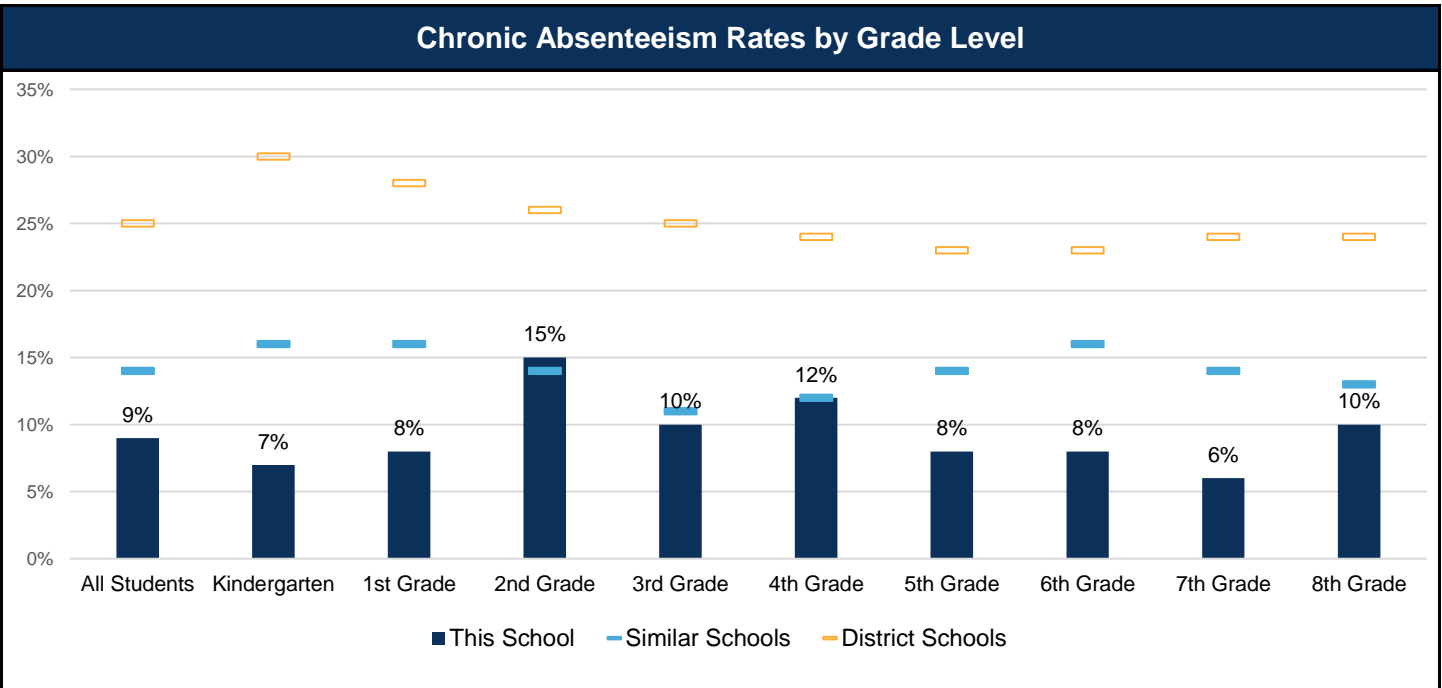
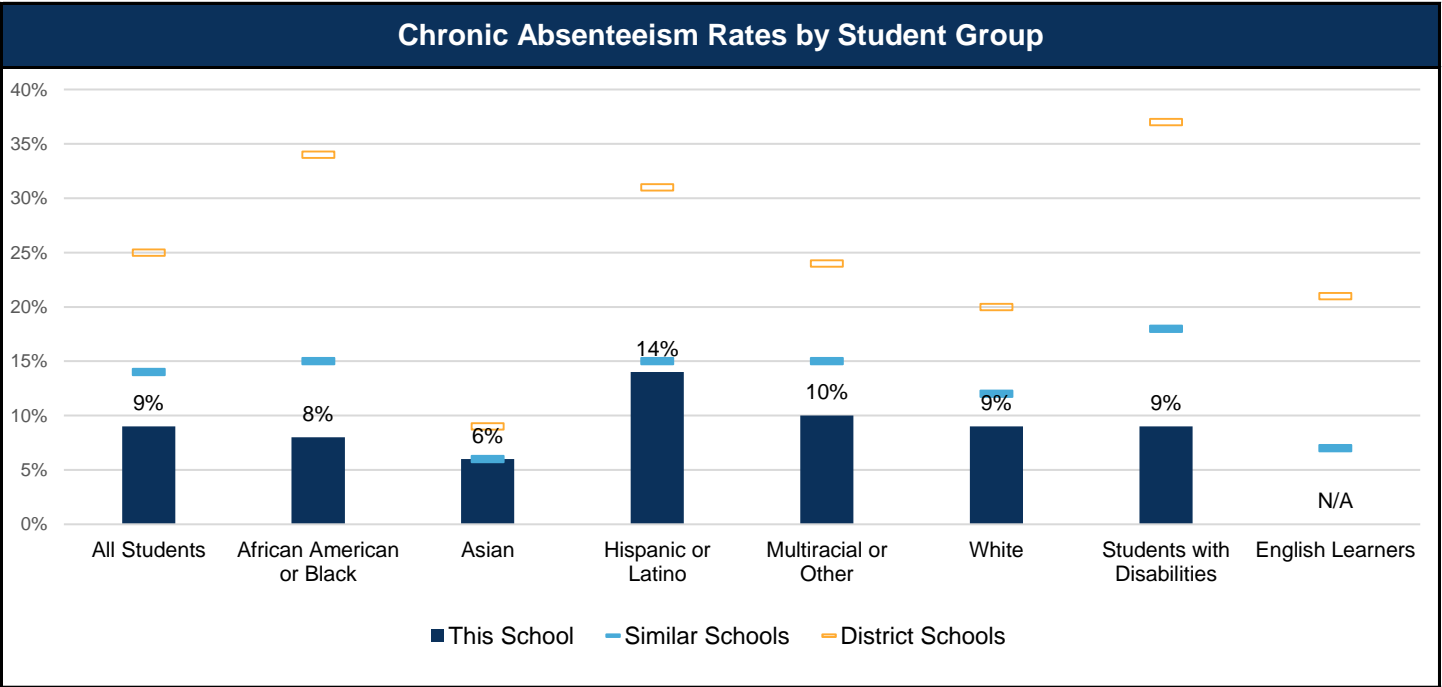
REGULAR ATTENDANCE

Regular Attendance rates reflect the percentage of students that attended 95% or more school days. This is equivalent to having 9 or fewer days of absence during a 180-day school year.



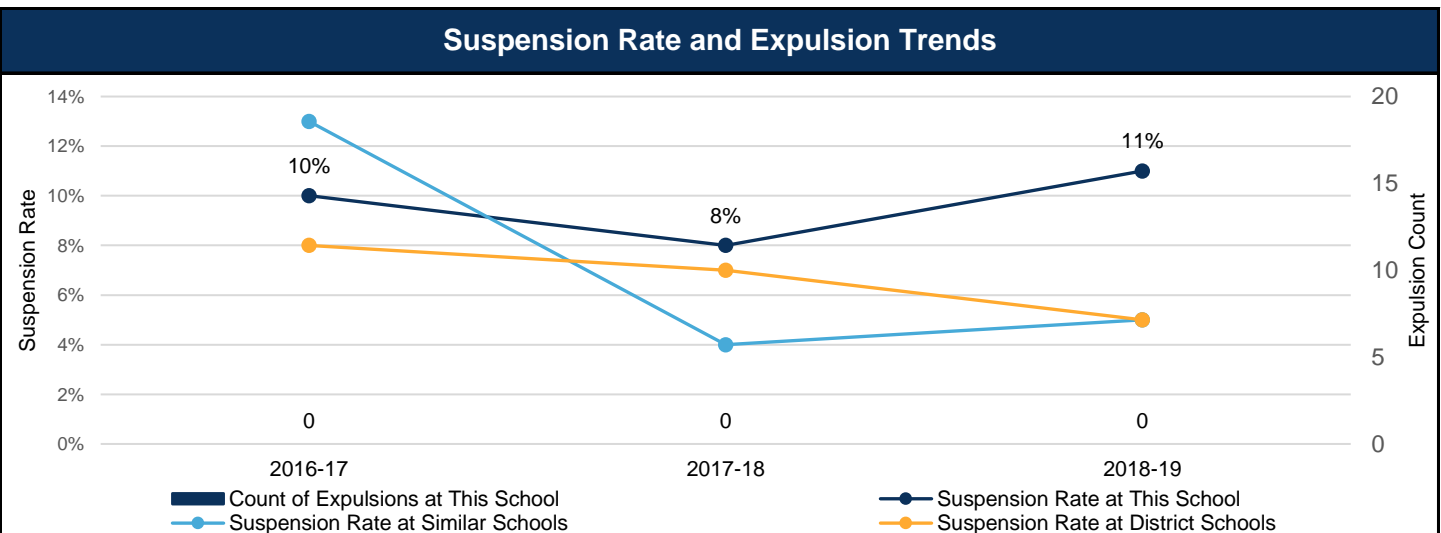
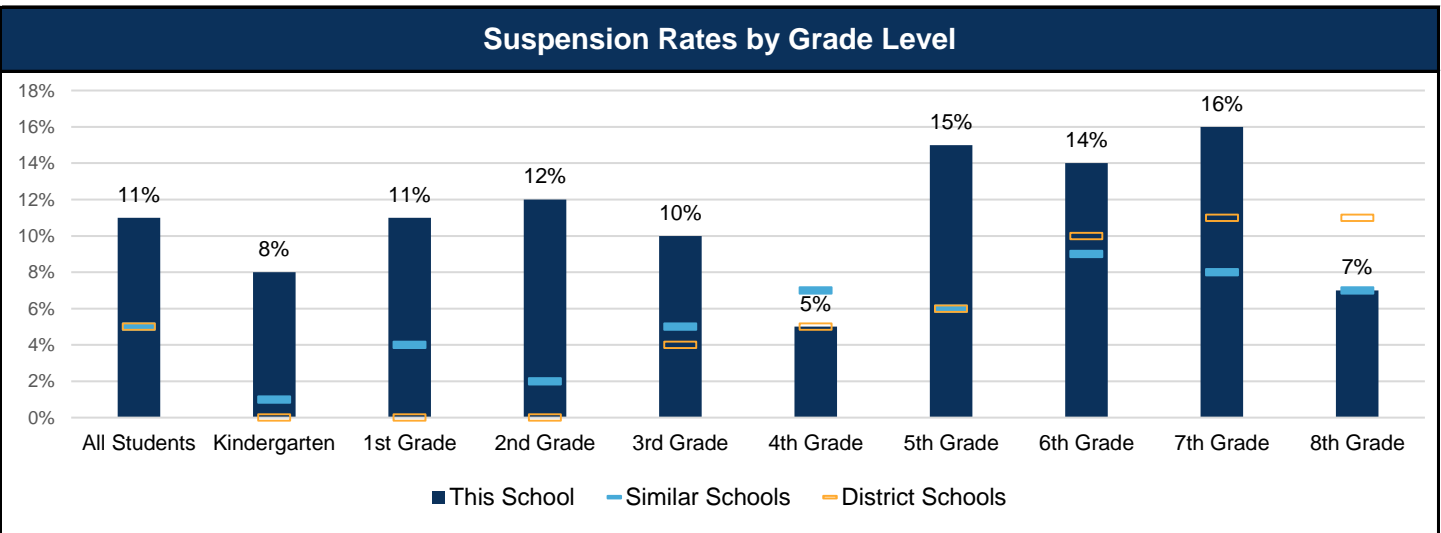
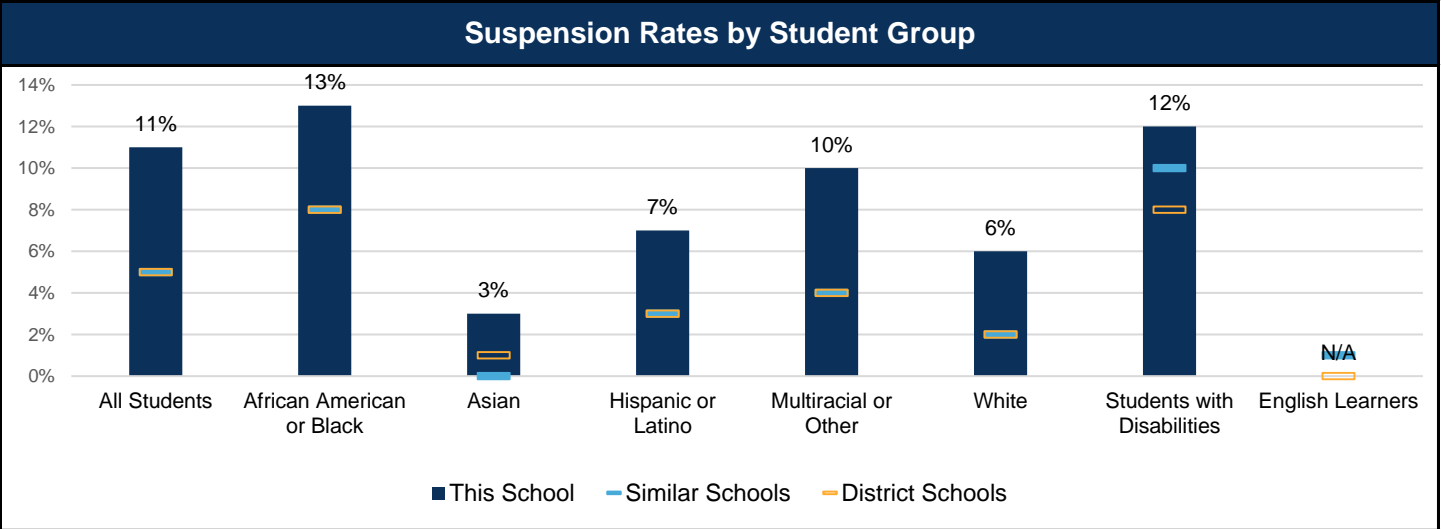
CHRONIC ABSENTEEISM

Chronic Absenteeism rates reflect the percentage of students that were not present for 10% or more school days. This is equivalent to missing at least one day of school every two weeks in a 180-day school year.



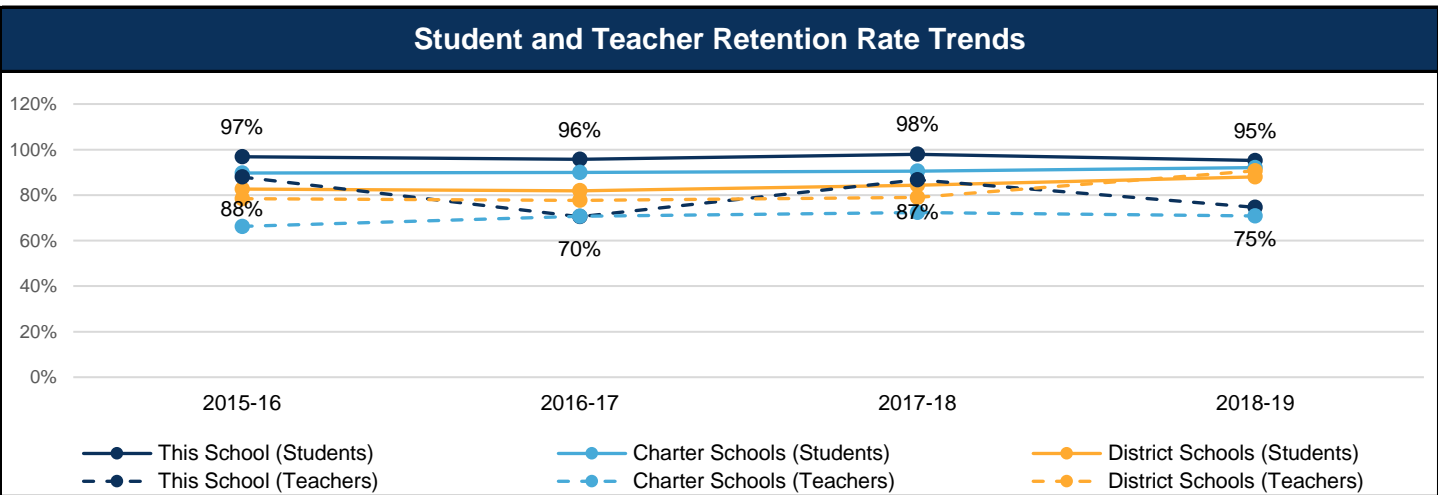
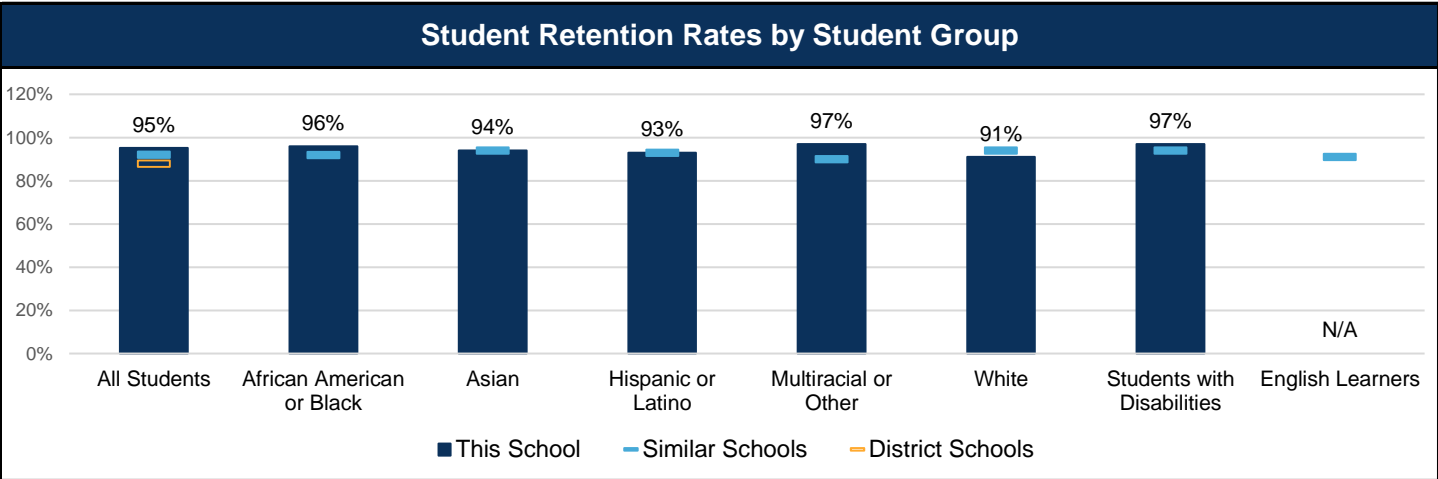
SUSPENSION RATES

Student suspension rates reflect the percentage of the charter school’s students that received at least one out-of-school suspension.



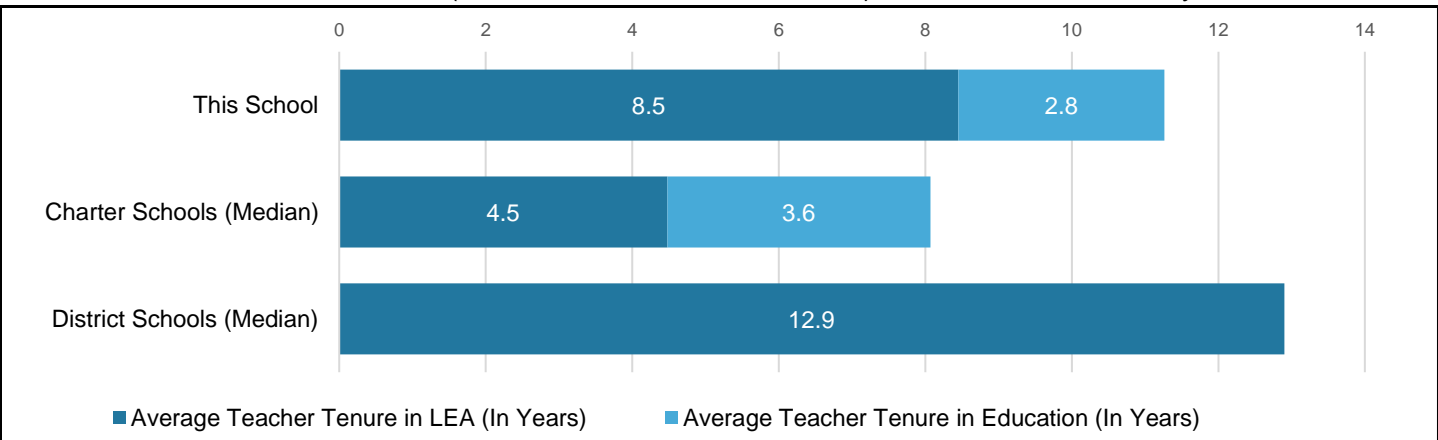
RETENTION

Student retention rates reflect the percentage of students who were enrolled in the charter school at the beginning of the school year and remained enrolled through the beginning of the following school year. Similarly, teacher retention rates reflect the percentage of teachers who were employed by the charter school at the beginning of the school year and remained employed through the beginning of the following year.



TEACHER TENURE

The graph below reflects Pennsylvania Department of Education data about the average number of years teachers have worked at the LEA (charter school or school district) and as educators at any school.



Metric Information

Authorized Enrollment - The maximum number of students a school is allowed to enroll per their charter agreement.

Average Days Cash on Hand - The number of days a school could operate without receiving additional money, calculated as total unrestricted cash divided by the average daily operating expense adjusted to remove non-cash expenses such as depreciation and bad debt.

Chronic Absenteeism - The percentage of students attending fewer than 90% of school days. Student absences are provided to the CSO by each charter school via the annual data packet. Students' days enrolled are obtained through enrollment records that charter schools input to the District's student information system.

Current Ratio - The ratio of short-term assets to short-term liabilities, which measures if a school has enough resources to pay its debt and obligations over the next year.

Debt Ratio - The percentage of a school's total assets that are owed to other individuals or businesses, calculated as total liabilities divided by total assets.

Debt Service Coverage Ratio - Whether a school can meet its debt obligations in the coming year, calculated as net income divided by annual principal, interest, and lease payments.

District Schools Rate - Rate calculated based on all students in District Schools enrolled in the same grades as those served by the Charter School.

First Fall College Matriculation Rate - The percentage of students matriculating into post-secondary institutions in the first fall following high school graduation. Matriculation data is provided by the National Student Clearinghouse.

Graduation Rate - The percentage of students in the 9th grade adjusted cohort that graduate within 4 years. All calculations are based on student records entered into the School District of Philadelphia's student information system by the Charter School.

Growth - The average growth index (AGI) for each student group, based on the PA Department of Education's Growth Measure.

Net Position - 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 - How much a school is worth as a percentage of its total annual revenue after removing certain items such as property, equipment, and long-term debt, calculated as total non-restricted fund balance divided by total revenue.

Proficiency Rate - The percentage of students scoring in the proficient or advanced categories of the PSSA/Keystone exam in math/Algebra I, ELA/Literature and science/Biology. PSSA results also include all PASA and PSSA-M results and are for all test takers by school year. Keystone proficiency rates are based on the banked 11th grade accountability method.

Regular Attendance - The percentage of students attending 95% or more instructional days. Student absences are provided to the CSO by each charter school via the annual data packet. Students' days enrolled are obtained through enrollment records that charter schools input to the District's student information system.

Retention Rate - The percentage of students attending the Charter School at the end of a school year that re-enroll in the fall (excluding students in terminal grades).

SAT/ACT College Ready Rate - The percentage of students scoring at or above the threshold for college-readiness, as determined by the ACT and the College Board.

Similar Schools Rate - Rate calculated based on all students in the school's Similar Schools Group enrolled in the same grades as those served by the charter school.

Suspension Rate - The percentage of students receiving one or more out-of-school suspensions.