



**Department of  
Education**

Chancellor Richard A. Carranza

# Renewal Report for Community Roots Charter School

## SCHOOL YEAR 2019-2020

NEW YORK CITY DEPARTMENT OF EDUCATION  
Office of School Design and Charter Partnerships  
100 Gold Street  
Suite 3500  
New York, NY 10038  
Tel: 212-374-5419  
[CharterOversight@schools.nyc.gov](mailto:CharterOversight@schools.nyc.gov)  
[schools.nyc.gov/charters](https://schools.nyc.gov/charters)

## CONTENTS

<b>PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION</b> .....	<b>2</b>
<b>PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS</b> .....	<b>5</b>
<b>PART 3: FINDINGS</b> .....	<b>8</b>
<b>PART 4: SUPPORTING DATA</b> .....	<b>25</b>
<b>APPENDIX A : SCHOOL OVERVIEW</b> .....	<b>35</b>
<b>APPENDIX B : SCHOOL VISIT</b> .....	<b>37</b>
<b>APPENDIX C : ACADEMIC PERFORMANCE</b> .....	<b>38</b>
<b>APPENDIX D : MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME</b> .....	<b>39</b>
<b>APPENDIX E : CHARTER SCHOOL GOALS</b> .....	<b>41</b>
<b>APPENDIX F : RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS</b> .....	<b>50</b>
<b>APPENDIX G : ADDITIONAL ACCOUNTABILITY DATA</b> .....	<b>54</b>
<b>SOURCES</b> .....	<b>55</b>

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

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

## PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

### CURRENT SCHOOL SNAPSHOT

<b>Community Roots Charter School</b>	
DBN	84K536
School Leader(s)	Erin Carstensen; Sara Stone; Perren Peterson; Allison Keil
Board Chair(s)	Tracey Strauss; Scott Strasser
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	13
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(K067) 51 Saint Edwards Street, Brooklyn NY 11205 Grades at Building: K-5 Facility Owner: DOE Owned
	(K287) 50 Navy Street, Brooklyn NY 11201 Grades at Building: 6-8 Facility Owner: DOE Owned
2019-2020 Enrollment <sup>i</sup>	474
2019-2020 Grades Served	K-8
Current Authorized Enrollment	474
Current Authorized Grade Span	K-8
School Opened For Instruction	2006-2007
School Year of First Renewal	2010-2011
School Year of Second Renewal	2014-2015
Current Charter Term <sup>1</sup>	July 01, 2015 - June 30, 2020

<sup>1</sup> Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2018-2019 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

## RENEWAL RECOMMENDATION

Community Roots Charter School (CRCS) has satisfied the conditions placed upon it for future renewal.

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

<b>Recommendation</b>	
Proposed New Charter Term	5 year, Full-Term July 1, 2020 – June 30, 2025
Proposed Authorized Grade Span for New Charter Term	K-8
Proposed Authorized Enrollment for New Charter Term	474
Conditions on Renewal	1. By June 30th of each year of the next charter term, the school must demonstrate growth in meeting the host community school district enrollment rates for Free and Reduced Priced Lunch (FRPLs) OR growth towards meeting the school's design to have 40% of incoming K students eligible for FRPL AND ultimately meet the school's designed enrollment of 40% K students qualifying for FRPL by the end of the charter term.

## PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a full-term renewal, the school's full enrollment plan for the next charter term is included below.

<b>Grade</b>	<b>Current School Year (2019-20)</b>	<b>Year 1 (2020-21)</b>	<b>Year 2 (2021-22)</b>	<b>Year 3 (2022-23)</b>	<b>Year 4 (2023-24)</b>	<b>Year 5 (2024-25)</b>
<b>K</b>	52	52	52	52	52	52
<b>1</b>	52	52	52	52	52	52
<b>2</b>	52	52	52	52	52	52
<b>3</b>	52	52	52	52	52	52
<b>4</b>	52	52	52	52	52	52
<b>5</b>	52	52	52	52	52	52
<b>6</b>	54	54	54	54	54	54
<b>7</b>	54	54	54	54	54	54
<b>8</b>	54	54	54	54	54	54
<b>TOTAL</b>	<b>474</b>	<b>474</b>	<b>474</b>	<b>474</b>	<b>474</b>	<b>474</b>

Community Roots Charter School will extend their current FRPL set-aside to include grades 1-8, starting with the 2020-2021 lottery.

## RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

CRCS received a full five-year term renewal in the 2014-15 academic year with no conditions.

CRCS was not placed on notice during the current charter term.

## CHARTER SCHOOL BACKGROUND

CRCS is a K-8 school located in the Fort Greene neighborhood of Brooklyn. The school does not have a universal pre-kindergarten program. The school's elementary school grades are co-located with P.S. 67 Charles A. Dorsey and P.S. K369 Coy L. Cox School. The school's middle school grades are co-located with P.S. 287 Bailey K. Ashford.<sup>2</sup>

The school is in its third charter term.

## SCHOOL HIGHLIGHTS<sup>3</sup>

As per the school's renewal application: "Community Roots is an inclusive school, aimed at meeting the needs of a diverse group of students. All classrooms are co-taught and we focus on the high impact co-teaching models in order to ensure students have access to the curriculum. The use of co-teaching models and groupings are the first line of differentiation; teachers use the models flexibly and fluently to address learner variability and increase student engagement."

## CURRENT SCHOOL LEADERSHIP TEAM<sup>4</sup>

	<b>School Leader Name</b>	<b>Position</b>	<b>Years at School</b>
1.	Allison Keil	Co-Director	13.0
2.	Erin Carstensen	Middle School Co-Director	3.0
3.	Perren Peterson	Middle School Co-Director	5.0
4.	Sara Stone	Co-Director	13.0
5.	Andrew Ngeseyan	Director of Finance	9.0

---

<sup>2</sup> According to NYC DOE Location Code Generation and Management System.

<sup>3</sup> School Highlights provided directly by the charter school and have not been reviewed for accuracy.

<sup>4</sup> School Leadership Team information is from July 1, 2019 through October 1, 2019.

## PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

### RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 2, 2019.

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

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

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

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

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

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

## STATUTORY BASIS FOR RENEWAL

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

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

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

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

## RENEWAL OUTCOMES

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

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

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

---

### FULL-TERM RENEWAL

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

---

### SHORT TERM RENEWAL

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

---

### NON-RENEWAL

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

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



## PART 3: FINDINGS

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

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

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

Detail on OSDCP's findings for Essential Question 1 is below.

### PERFORMANCE AGAINST STANDARDS

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

Standards	Charter Term Outcomes <sup>5</sup>	Details
<b>Comparative Academic Performance</b>		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates <sup>6</sup>	◐	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> <b>2018-19: Met</b> See Figure 1

<sup>5</sup> ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

<sup>6</sup> The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as “peer groups” and “similar schools”). Please refer to the documentation available at

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	◐	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A <sup>7</sup>	
Total cohort exam pass rates in Regents English Language Arts meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics meet or exceed Citywide rates	N/A	

<https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

<sup>7</sup> The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
Total cohort exam pass rates in Regents Science meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents U.S. History & Government meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography meet or exceed Citywide rates	N/A	
Graduation rates meet or exceed Citywide rates <sup>8</sup>	N/A	
<b>Academic Growth</b>		
NYS ELA exam proficiency rates increase	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: N/A<sup>9</sup></b> <b>2018-19: Met</b> See Figure 1
NYS Math exam proficiency rates increase	◐	<b>2015-16: Not Met</b> <b>2016-17: Met</b> <b>2017-18: N/A</b> <b>2018-19: Met</b> See Figure 2
Total cohort exam pass rates in Regents English Language Arts increase	N/A	
Total cohort exam pass rates in Regents Mathematics increase	N/A	
Total cohort exam pass rates in Regents Science increase	N/A	
Total cohort exam pass rates in Regents U.S. History & Government increase	N/A	
Total cohort exam pass rates in Regents Global History and Geography increase	N/A	
Graduation rates increase	N/A	
<b>Closing the Achievement Gap</b>		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	N/A	

<sup>8</sup> The NYC DOE considers the 4-year August graduation rate for this and all graduation standards.

<sup>9</sup> For NYS assessments administered beginning with the 2017-18 school year, NYS ELA and Math tests were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	N/A	
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	N/A	
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	N/A	
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 4
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 4
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 7
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 7
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) <sup>10</sup> meet or exceed CSD rates	◐	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> <b>2018-19: Met</b> See Figure 6

---

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

Standards	Charter Term Outcomes <sup>5</sup>	Details
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-16: Not Met</b> <b>2018-19: Not Met</b> See Figure 6
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	◐	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 9
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	○	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-16: Not Met</b> <b>2018-19: Not Met</b> See Figure 9
Total cohort exam pass rates in Regents English Language Arts for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Science for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents U.S. History & Government for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography for ELLs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents English Language Arts for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Science for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents U.S. History & Government for SWDs meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography for SWDs meet or exceed Citywide rates	N/A	

<b>Standards</b>	<b>Charter Term Outcomes<sup>5</sup></b>	<b>Details</b>
Total cohort exam pass rates in Regents English Language Arts for FRPL meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Mathematics for FRPL meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Science for FRPL meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents U.S. History & Government for FRPL meet or exceed Citywide rates	N/A	
Total cohort exam pass rates in Regents Global History and Geography for FRPL meet or exceed Citywide rates	N/A	
Graduation rates for ELLs meet or exceeds Citywide rates	N/A	
Graduation rates for SWD meet or exceeds Citywide rates	N/A	
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A <sup>11</sup>	
<b>College &amp; Career Readiness (for grades 9-12 only)</b>		
Postsecondary enrollment rates meet or exceed Citywide rates <sup>12</sup>	N/A	
College & Career Preparatory Course Index meet or exceeds Citywide average	N/A	
College Readiness Index meet or exceeds Citywide average	N/A	

---

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

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

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

At the time of this school's renewal, CRCS has demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix E. These goals relate to school environment, leadership, governance, and compliance. For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix F.

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

---

### CURRENT BOARD OF TRUSTEES<sup>13</sup>

Board Member Name	Position	Committee(s)	Years on Board
1. Scott Strasser	Co-chair	Finance, Board Development	9.0
2. Tracey Strauss	Co-chair	Development, Education, Board Development	13.0
3. David Manheimer	Treasurer	Finance, Board Development	4.0
4. Suzanne Fogarty	Trustee	Development, Education	6.0
5. Beth Lief	Trustee	Education	13.0
6. Brian Shaw	Trustee	Development	4.0
7. Christine Spadaro	Trustee	Development, Education	6.0
8. Josh Thomases	Education Committee Chair	Education, Board Development	4.0
9. Matthew Williams	Trustee	Education	3.0
10. Shawn Clarke	Trustee	Development	<1
11. Cavel Khan	Trustee	Development	<1
12. Jerry Petit-Frere	Trustee	Finance	<1
13. Nigel Pugh	Trustee	Education	<1

---

<sup>13</sup> Board of Trustees as of October 1, 2019.

---

## SCHOOL KEY DESIGN ELEMENTS

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

---

### COMMITMENT TO DIVERSITY AND INCLUSION

CRCS is committed to maintaining a diverse, inclusive learning environment. CRCS students learn and grow side-by-side with peers from varied backgrounds and abilities. Our graduates leave with a sense of community that transcends the traditional borders of race, culture, socioeconomic status, gender, and sexuality. Using research-backed methods and an understanding of our own community, we teach students how experiences and interactions shape identity.

---

### INTEGRATED CO-TEACHING AND ORGANIZATIONAL STRUCTURE

CRCS has an integrated co-teaching (ICT) structure. This means every classroom is staffed with two highly-qualified teachers, with at least one of the pair certified in Special Education. This partnership and extensive professional development around best ICT practices allows for constant differentiation in our classrooms and the ability to meet our very diverse group of students' needs.

---

### ANTI-BIAS APPROACH

CRCS applies an anti-bias approach throughout our program to create and sustain an environment where a diverse student population can thrive. The anti-bias approach prioritizes issues of identity, discrimination, and social justice in our curriculum and our professional development. CRCS strives to be a space where all staff, students, and families feel supported, empowered and fully engaged.

---

### STRONG SCHOOL CULTURE ROOTED IN THE CRCS CORE VALUES

Our core values provide expectations and a shared language and to all stakeholders. Our warm, safe, and welcoming school culture complements the rigor of our academic program. In our middle school, our school culture is reinforced in Crew, where we build community through group activities, academic counseling and guided discussions related to topics affecting our community.

---

### RIGOROUS CURRICULUM FEATURING INTEGRATED STUDIES, HUMANITIES, AND PROJECT-BASED LEARNING

CRCS offers a curriculum aligned with state standards and our mission and philosophy. A hallmark of the CRCS curriculum is our integrated approach.

---

### FAMILY ENGAGEMENT

We believe that education should be a partnership between home and school and that it is the school's responsibility to create an environment where parents are informed about their child's academic and social experience, about their progress as learners, and where parents are included as a valued part of the school community.



---

## STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

---

### STAFFING<sup>ii</sup>

In the 2015-16 school year, no leadership staff left the school; 10 or 18% of instructional staff left the school.

In the 2016-17 school year, 1 or 20% of leadership staff left the school; no instructional staff left the school.

In the 2017-18 school year, no leadership staff left the school; 1 or 2% of instructional staff left the school.

In the 2018-19 school year, no leadership staff left the school; 8 or 16% of instructional staff left the school.

---

### GOVERNANCE

In 2015-16, the Board had 17 members; this was within the minimum to maximum range of 7 to 21 members stated in the bylaws. The 2015-16 calendar listed 12 meetings, and met 12 times, which meets the requirement of the Charter Schools Act to monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 12 times out of the 12 meetings that took place in 2015-16.

In 2016-17, the Board had 15 members; this was within the minimum to maximum range of 7 to 21 members stated in the bylaws. The 2016-17 calendar listed 12 meetings, and met 12 times, which meets the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 10 times out of the 12 meetings that took place in 2016-17.

In 2017-18, the Board had 13 members; this was within the minimum to maximum range of 7 to 21 members stated in the bylaws. The 2017-18 calendar listed 12 meetings, and met 12 times, which meets the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 12 times out of the 12 meetings that took place in 2017-18.

In 2018-19, the Board had 16 members; this was within the minimum to maximum range of 7 to 21 members stated in the bylaws. The 2018-19 calendar listed 12 meetings, and met 12 times, which meets the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 12 times out of the 12 meetings that took place in 2018-19.

---

### PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on January 8, 2020. One hundred and thirty-one (131) individuals attended the hearing. Thirty (30) comments were made in support and none were made in opposition to the proposed charter renewal. 15 letters were received in support of the renewal; no letters were received in opposition. Comments in support primarily focused on the school's diverse and inclusive environment as well as the anti-bias curriculum, which promotes empathy and active citizenship. Speakers described the school as a place in which the needs of all students are met, and learning supports are normalized.

## PERFORMANCE AGAINST STANDARDS

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

Standards	Charter Term Outcomes <sup>14</sup>	Details
<b>Supportive Environment</b>		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b>
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages <sup>15</sup>	◐	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> <b>2018-19: Met</b> See Figure 10
Student attendance rate meets or exceeds CSD average	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 11
Student attendance rate meets or exceeds Citywide average	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 11

<sup>14</sup> ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

<sup>15</sup> To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

Standards	Charter Term Outcomes <sup>14</sup>	Details
Improved student retention rate over prior year	●	<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 12
Decreased student suspension rate over prior year	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 19 and Figure 20
<b>Operational Stability</b>		
School meets all DOE deadlines, including annual reporting requirements	●	<b>2015-16: Not Met</b> The school missed 1 out of 26 deadlines. <b>2016-17 to date: Not Met</b> The school missed 2 out of 26 deadlines. <b>2017-18: Not Met</b> The school missed 2 out of 26 deadlines. <b>2018-19: Met</b>
School has documented teacher evaluation procedures	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b>
School has documented professional development opportunities	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b>
School has a formal process for evaluating progress against charter school goals	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b>

Standards	Charter Term Outcomes <sup>14</sup>	Details
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
Board has developed a succession plan for board and school leadership	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
Board has access to legal counsel	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
Board held the required number of meetings per the charter law	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
Board meetings consistently meet quorum	◐	2015-16: Met 2016-17: Not Met The board did not have quorum at the July and August 2016 meeting. 2017-18: Met 2018-19: Met
<b>Compliance</b>		
School's ELL enrollment meets CSD rate	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met See Figure 15
School's ELL retention meets CSD rate	◐	2015-16: Met 2016-17: Not Met 2017-18: Met 2018-19: Met See Figure 16

<b>Standards</b>	<b>Charter Term Outcomes<sup>14</sup></b>	<b>Details</b>
School's SWD enrollment meets CSD rate	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 13
School's SWD retention meets CSD rate	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 14
School's FRPL enrollment meets CSD rate	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met 2018-19: Not Met See Figure 17
School's FRPL retention meets CSD rate	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met See Figure 18
School has written rules and procedures for student discipline ("discipline policy"), which includes guidelines for suspension and expulsion. The discipline policy must be consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs		2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School has followed all applicable lottery and enrollment laws and regulations	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met

<b>Standards</b>	<b>Charter Term Outcomes<sup>14</sup></b>	<b>Details</b>
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School is in compliance with employee fingerprinting requirements	◐	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Not Met  The school had 1 staff member start prior to their fingerprint clearance date.
School has an appropriate safety plan	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School has appropriate insurance documentation	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School is in good standing with the Department of Health	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School has submitted its Annual Report to NYSED and posted it online	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	2015-16: Met 2016-17: Met 2017-18: Met 2018-19: Met

### ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school's renewal, Community Roots Charter School has demonstrated financial viability.

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

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

---

#### SCHOOL FINANCES

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

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

An independent audit performed for fiscal year 2018 (FY18) showed no material findings.

An independent audit performed for fiscal year 2019 (FY19) showed no material findings.

The school has \$73,032 in escrow, meeting the \$70,000 requirement.

---

#### PERFORMANCE AGAINST STANDARDS

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

Standards	Charter Term Outcomes <sup>16</sup>	Details
<b>Short-term Financial Viability</b>		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	①	<b>2015-16: Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> <b>2018-19: Not Met</b> See Figure 21
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 22
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 23
Debt management – school is meeting all current debt obligations	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b>
<b>Long-term Financial Sustainability<sup>17</sup></b>		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	①	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> <b>2018-19: Met</b> See Figure 24
Aggregated three-year total margin – school operates at a surplus over three-year period	○	<b>2017-16: Not Met</b> <b>2018-19: Not Met</b> See Figure 24

<sup>16</sup> ● = met in all evaluable years; ○ = met in no evaluable year; ① = met in at least one evaluable year and did not meet in at least one evaluable year



Debt to assets ratio less than 1.0	●	<b>2015-16: Met</b> <b>2016-17: Met</b> <b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 26
Aggregate assets to liabilities ratio greater than 1.0	●	<b>2017-18: Met</b> <b>2018-19: Met</b> See Figure 27
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	ⓘ	<b>2015-16: Not Met</b> <b>2016-17: Not Met</b> <b>2017-18: Not Met</b> <b>2018-19: Met</b> See Figure 25
Multi-year cash flow – positive cash flow over previous three fiscal years	○	<b>2017-16: Not Met</b> <b>2018-19: Not Met</b> See Figure 25

---

<sup>17</sup> Aggregate standards and multi-year standards require three years of available data within the current charter term to calculate. As such, only outcomes for 2017-2018 and 2018-2019 are applicable for these standards.

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCE<sup>iii</sup>

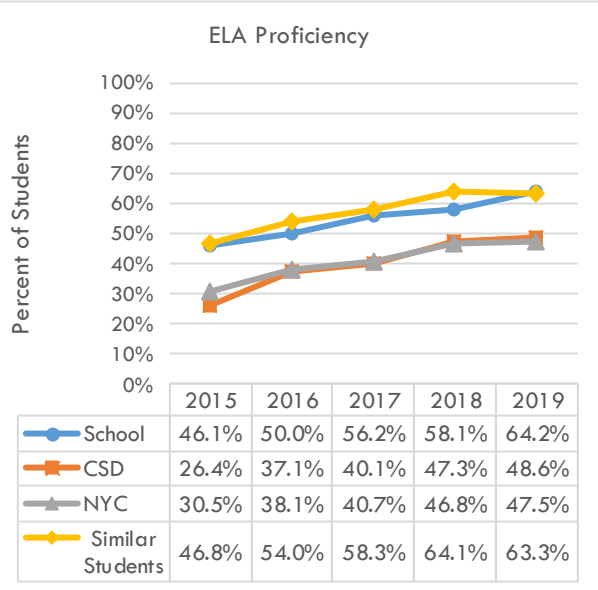


Figure 1

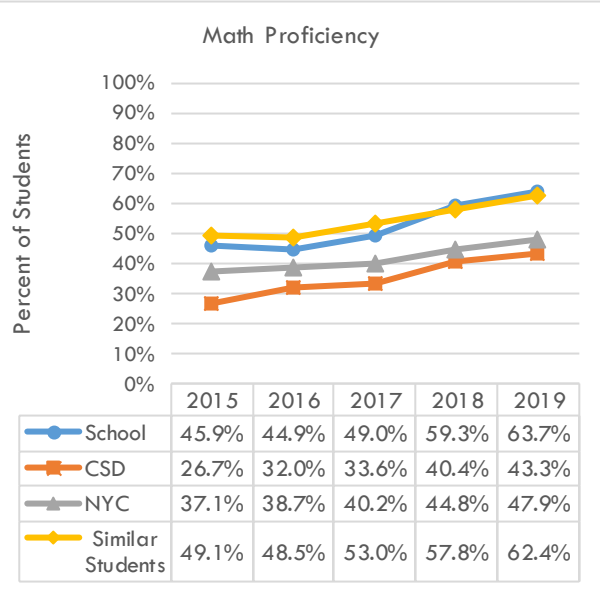


Figure 2

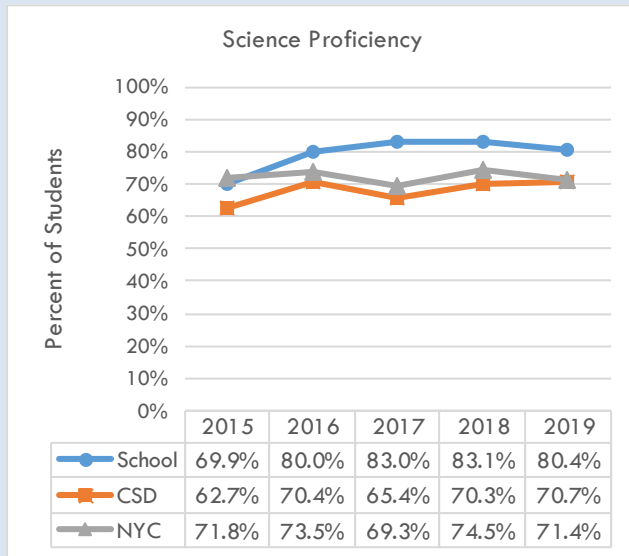


Figure 3

<sup>18</sup> If applicable, results in cases when five or fewer students take the exam are not displayed in the following graphs.

CLOSING THE ACHIEVEMENT GAP - GRADE 3-8 ENGLISH LANGUAGE ARTS<sup>iv</sup>

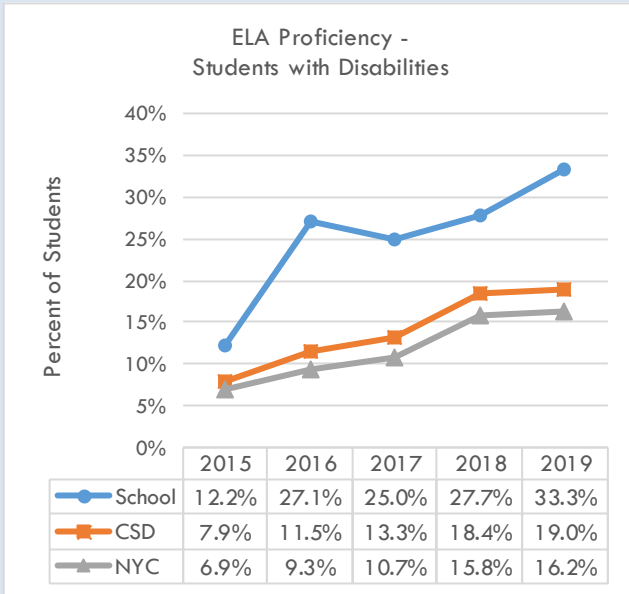


Figure 4

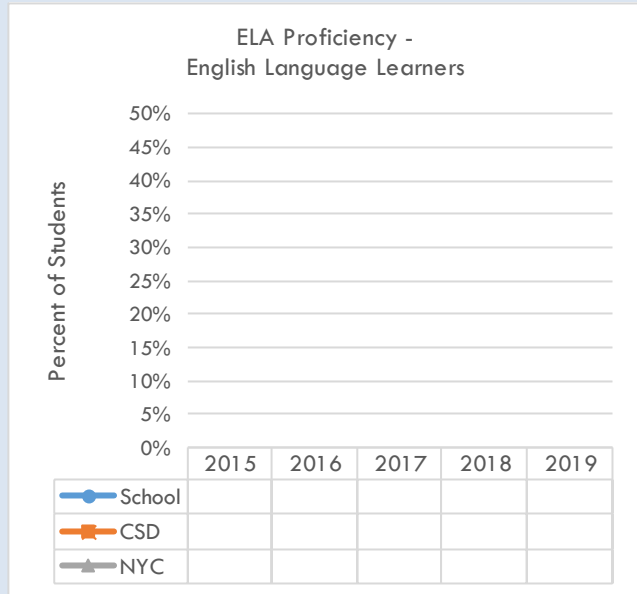


Figure 5

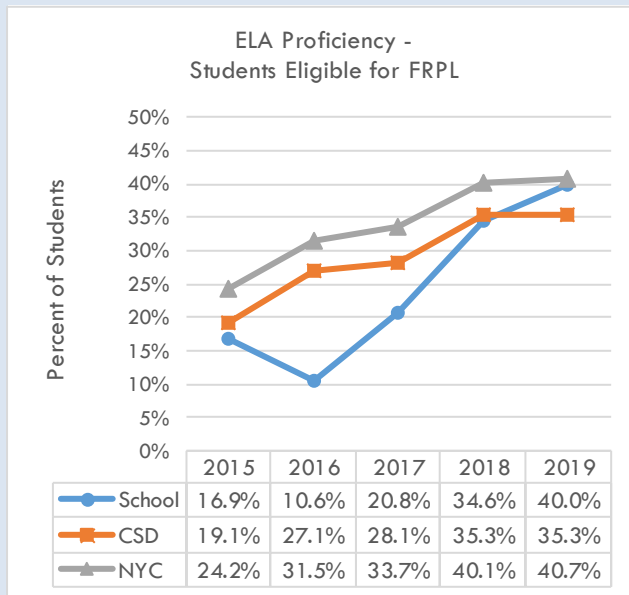


Figure 6

CLOSING THE ACHIEVEMENT GAP - GRADE 3-8 MATH<sup>v</sup>

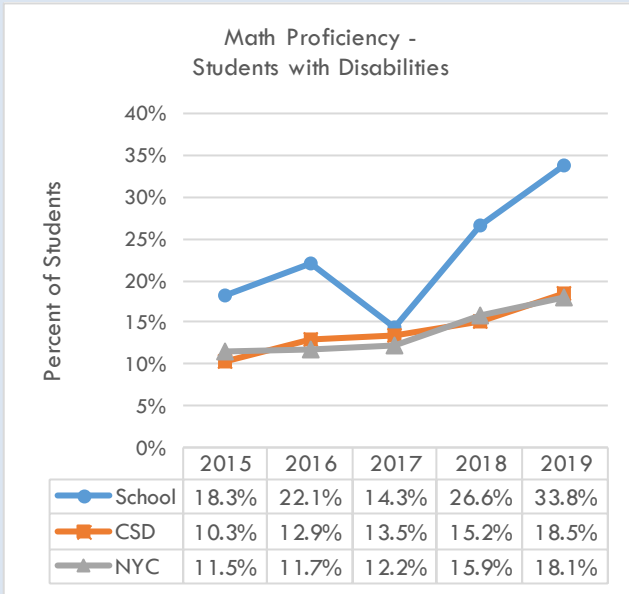


Figure 7

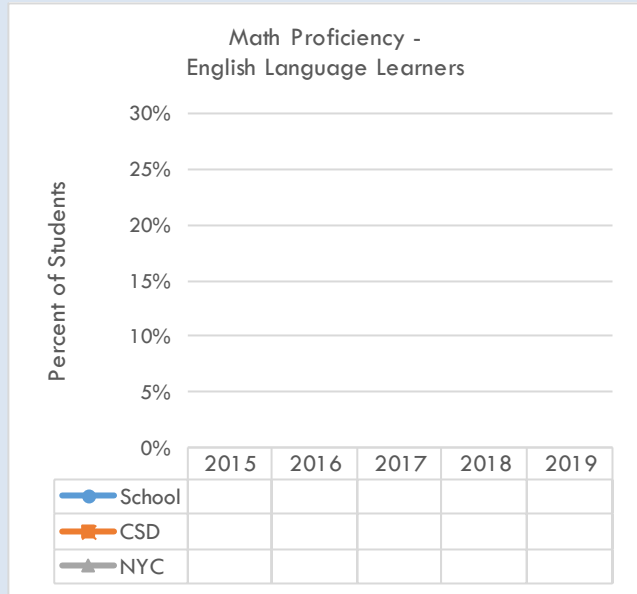


Figure 8

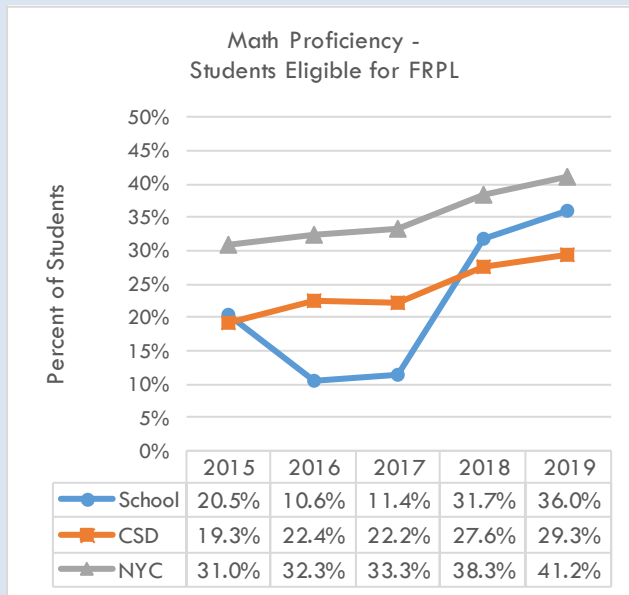


Figure 9

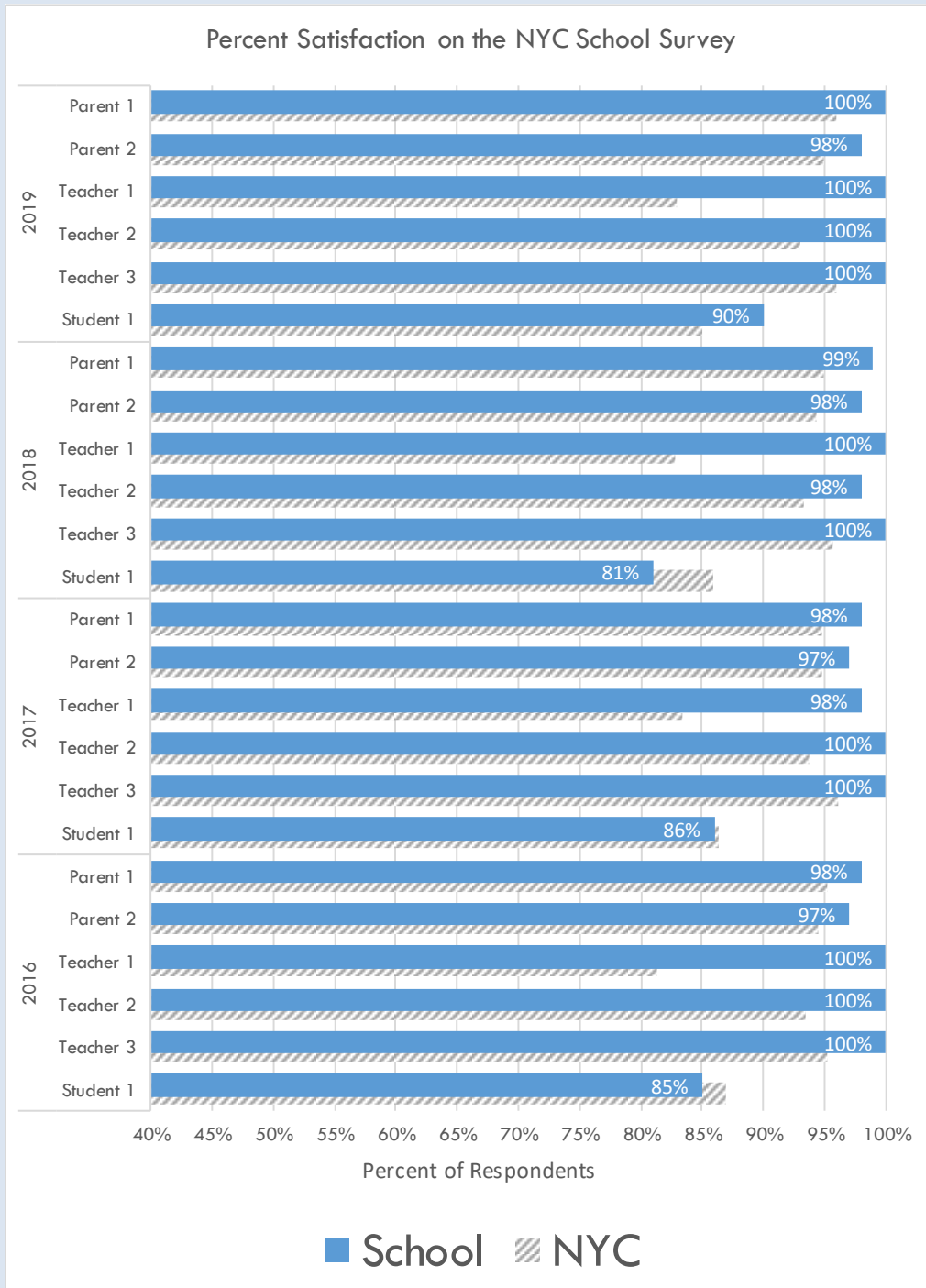


Figure 10

ATTENDANCE, ENROLLMENT<sup>19</sup> AND RETENTION<sup>vii</sup>

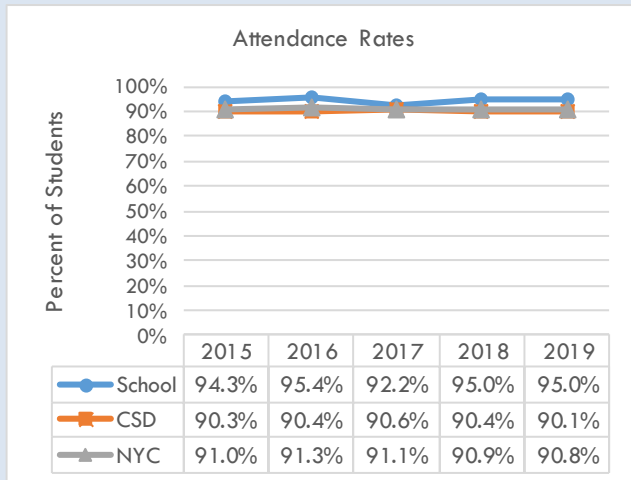


Figure 11

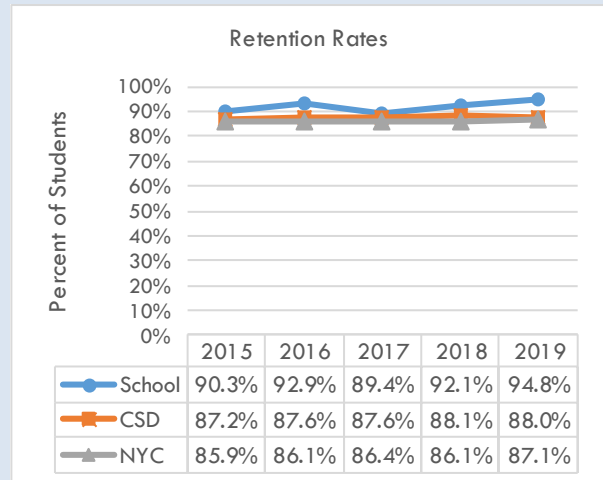


Figure 12

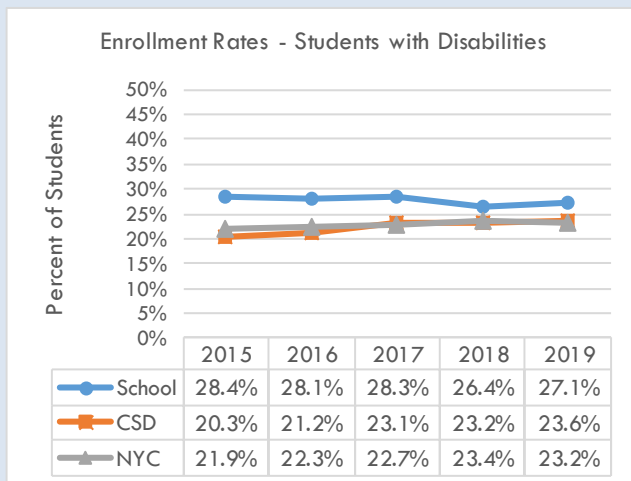


Figure 13

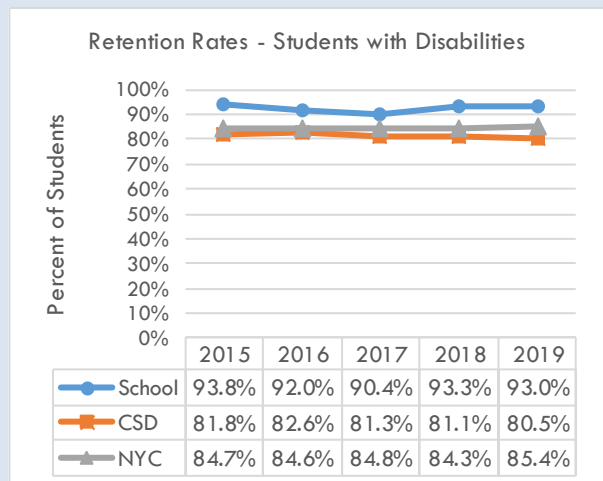


Figure 14

<sup>19</sup> A student is counted towards ELL or SWD enrollment and retention figures for three years post-declassification.

Enrollment Rates - English Language Learners

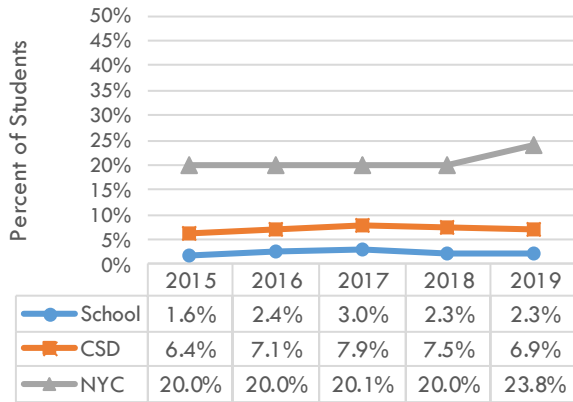


Figure 15

Retention Rates - English Language Learners

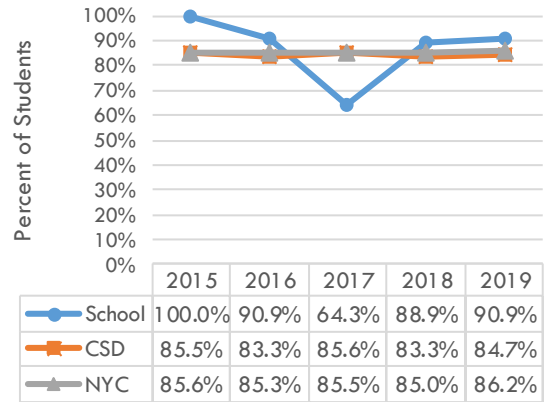


Figure 16

Enrollment Rates - Students Eligible for FRPL

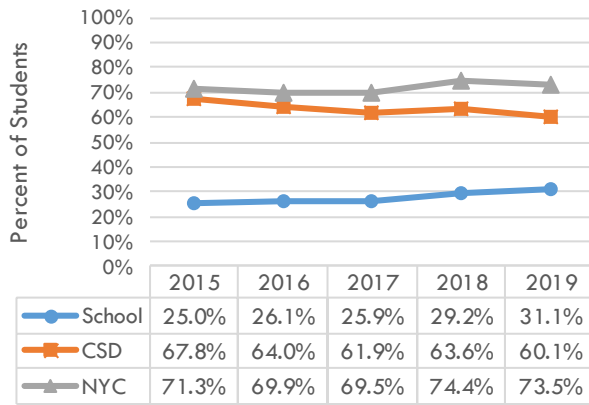


Figure 17

Retention Rates - Students Eligible for FRPL

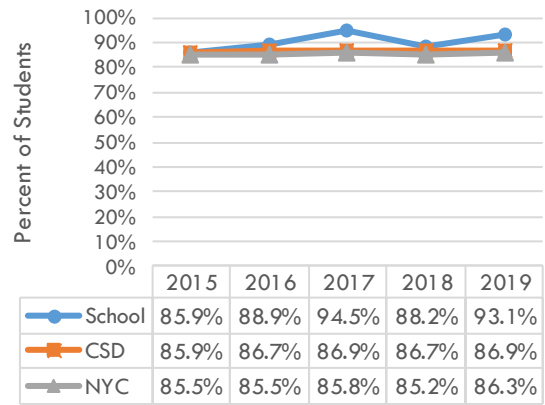


Figure 18

SUSPENSION RATES<sup>viii</sup>

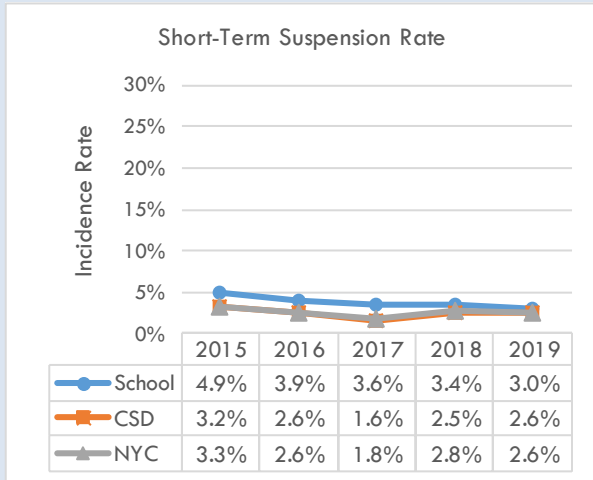


Figure 19

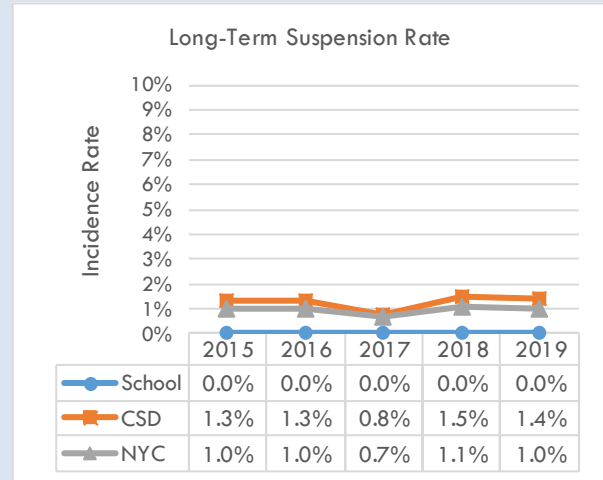
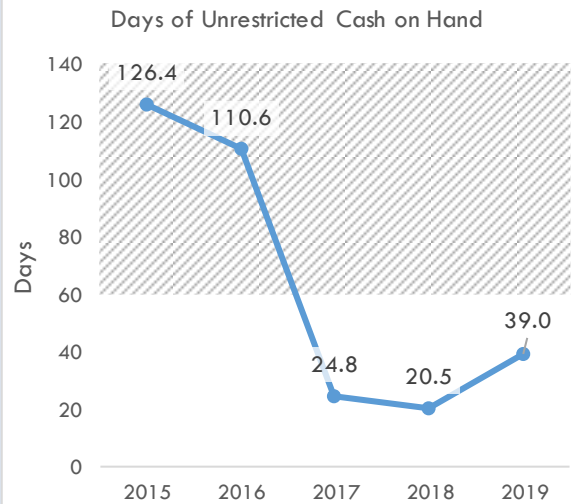


Figure 20

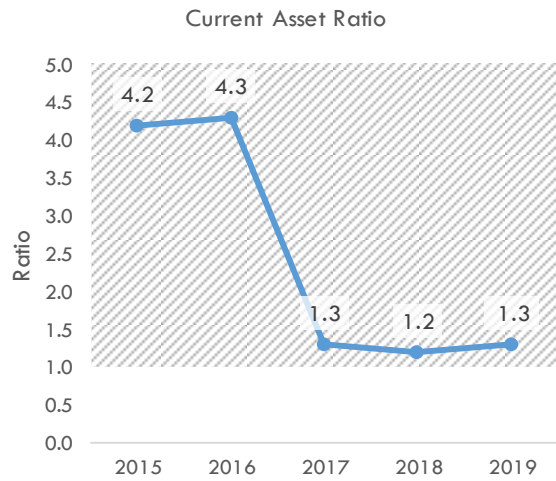


SHORT-TERM FINANCIAL VIABILITY<sup>ix</sup>



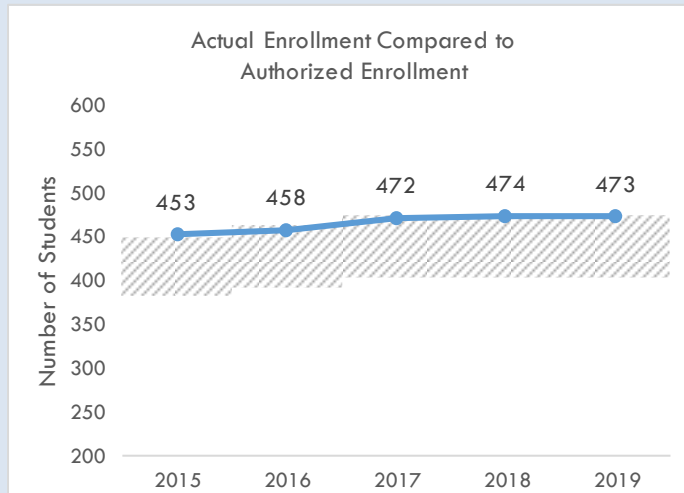
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 21



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

Figure 22



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

Figure 23

LONG-TERM FINANCIAL SUSTAINABILITY\*

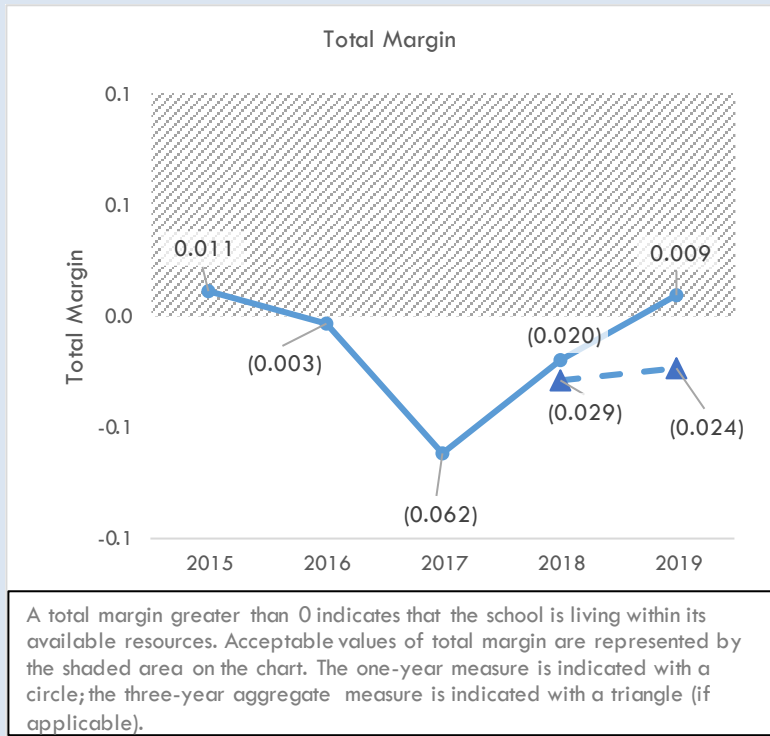


Figure 24

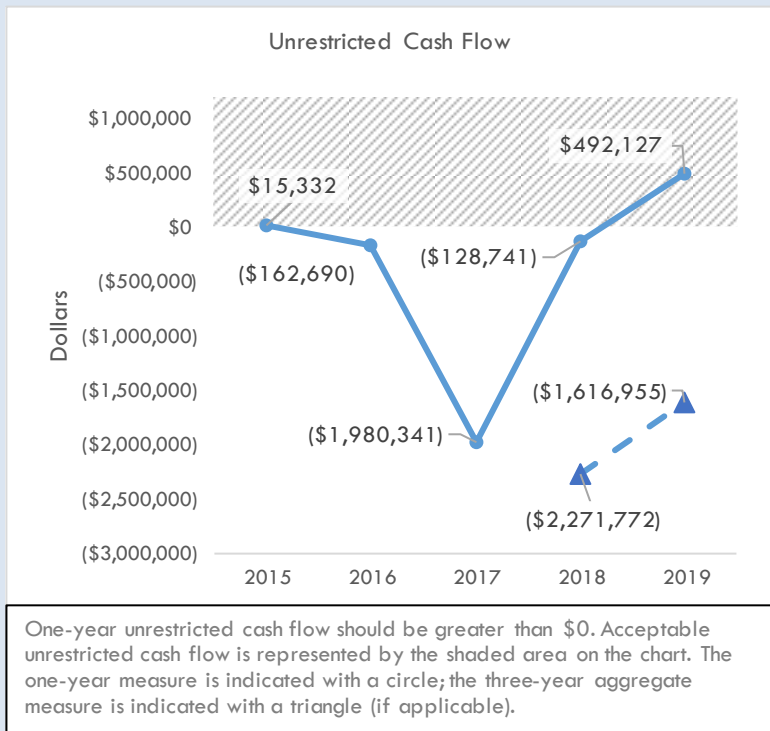
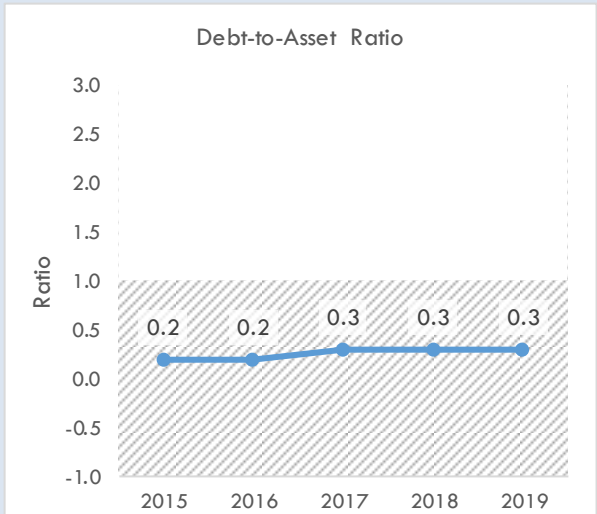
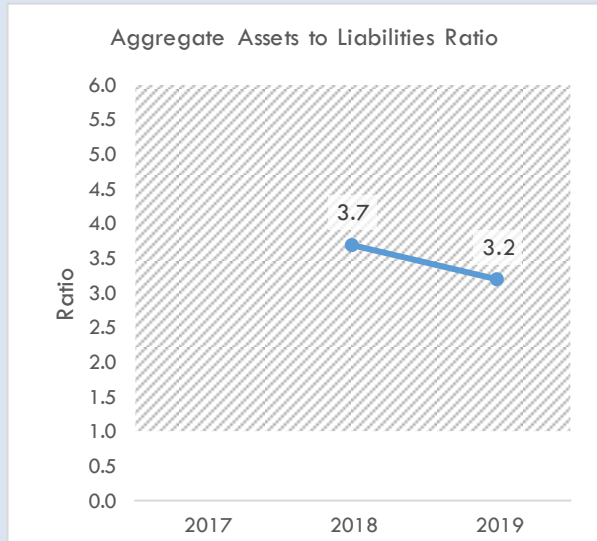


Figure 25



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

Figure 26



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

Figure 27

## APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported and has not been reviewed for accuracy or completeness.

<b>Programming, Admissions, and Lottery</b>	
Number of Instructional Days	180
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes [afterschool]
Summer Academic Program	Yes [summer camp]
Saturday Instruction	No
Sections per Grade	2
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-8
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2019-2020)	1352
Number of Students Accepted via the Lottery (School Year 2019-2020)	72
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	Yes
Eligible for Free or Reduced-Price Lunch	Yes
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	Yes
Unaccompanied Youth	No
Children of Employees of the Charter School or CMO	Yes

CURRENT STUDENT DEMOGRAPHICS<sup>xi</sup>

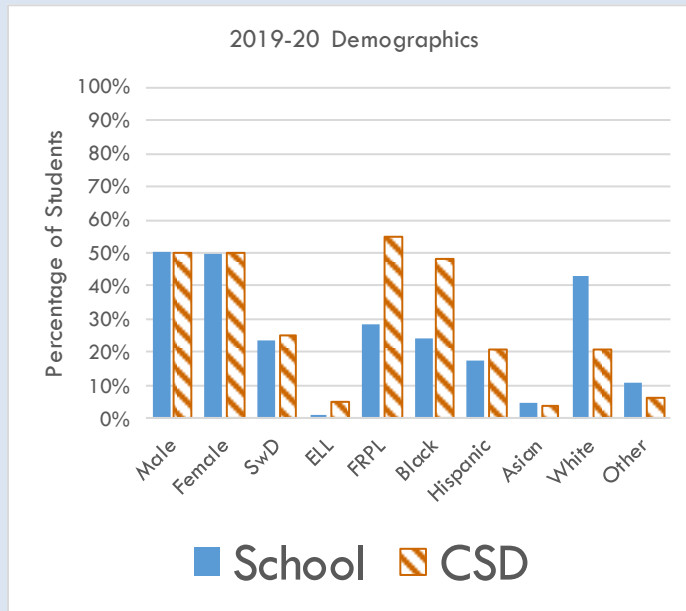


Figure 28

EXPULSION RATES<sup>xii</sup>

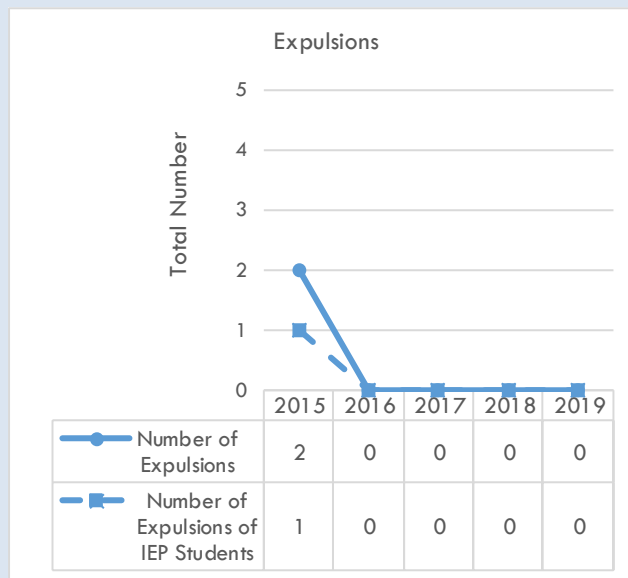


Figure 29

## APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited Community Roots Charter School on January 7, 2020 and January 8, 2020. The school leadership team identified what CAAT team members would see in classrooms based on the school's key design elements and unique school culture. CAAT provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that CAAT did not have the opportunity to observe that item during the visit.

### *Elementary School:*

- Evidence of different models of co-teaching, specifically designed to meet the needs of students; CAAT saw evidence of this.
- Evidence of an anti-bias focused curriculum; CAAT saw evidence of this.
- Evidence of different types of student groupings; CAAT saw evidence of this.
- Evidence of high-levels of engagement and accountability; CAAT saw evidence of this.
- Evidence of joy of learning; CAAT saw evidence of this.

### *Middle School:*

- Evidence of different models of co-teaching, with each teacher having a clear and specific role in the classroom; CAAT saw evidence of this.
- Evidence of student choice; CAAT saw evidence of this.
- Evidence of student discourse and opportunities for students to share their thinking and approaches to problem solving; CAAT saw evidence of this.
- Evidence of opportunities for different entry points into the curriculum, with an emphasis on teachers thinking about removing barriers to learning; CAAT saw evidence of this.
- Evidence of joy of learning; CAAT saw evidence of this.

## GRADE-LEVEL PROFICIENCY IN ELA

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Community Roots Charter School</b>					
Grade 3	64.0%	63.8%	53.8%	58.0%	76.0%
Grade 4	50.0%	62.0%	49.0%	57.7%	74.5%
Grade 5	45.8%	44.9%	77.1%	52.1%	48.1%
Grade 6	45.3%	35.8%	53.7%	67.3%	62.7%
Grade 7	28.8%	51.9%	47.3%	57.1%	71.1%
Grade 8	43.2%	38.7%	59.0%	55.3%	50.0%
<b>DIFFERENCE FROM CSD</b>					
Grade 3	33.7%	16.9%	5.3%	1.5%	16.4%
Grade 4	17.4%	17.8%	0.4%	1.0%	16.0%
Grade 5	16.0%	7.4%	36.5%	9.3%	4.0%
Grade 6	27.7%	11.7%	26.5%	28.2%	24.4%
Grade 7	12.3%	25.4%	15.6%	15.6%	32.5%
Grade 8	16.5%	3.7%	24.8%	14.9%	4.0%

## GRADE-LEVEL PROFICIENCY IN MATH

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Community Roots Charter School</b>					
Grade 3	66.0%	56.5%	51.9%	66.0%	78.0%
Grade 4	49.0%	55.1%	39.2%	59.6%	74.0%
Grade 5	37.5%	51.0%	72.9%	64.6%	55.8%
Grade 6	39.6%	26.4%	41.5%	43.8%	43.1%
Grade 7	38.8%	37.0%	32.7%	70.0%	61.4%
Grade 8	44.7%	47.1%	59.1%	53.2%	69.8%
<b>DIFFERENCE FROM CSD</b>					
Grade 3	29.2%	14.8%	3.1%	11.9%	24.2%
Grade 4	18.0%	14.9%	2.9%	12.5%	25.4%
Grade 5	1.7%	14.7%	37.6%	22.3%	8.8%
Grade 6	23.9%	3.7%	15.1%	16.8%	14.1%
Grade 7	22.7%	21.4%	15.2%	37.5%	30.5%
Grade 8	26.5%	21.8%	31.9%	24.2%	26.4%

ENGLISH/LANGUAGE ARTS

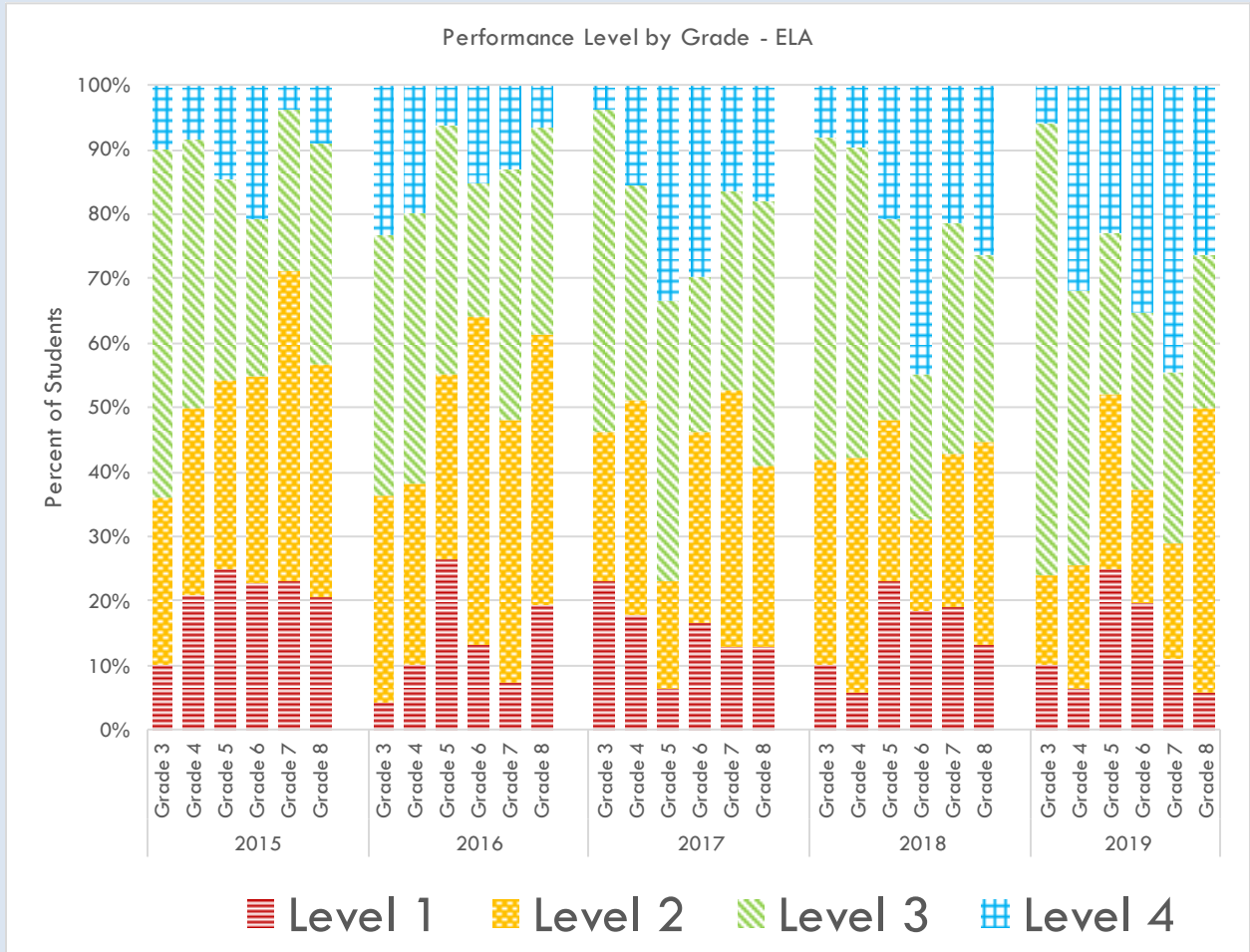


Figure 30



MATH

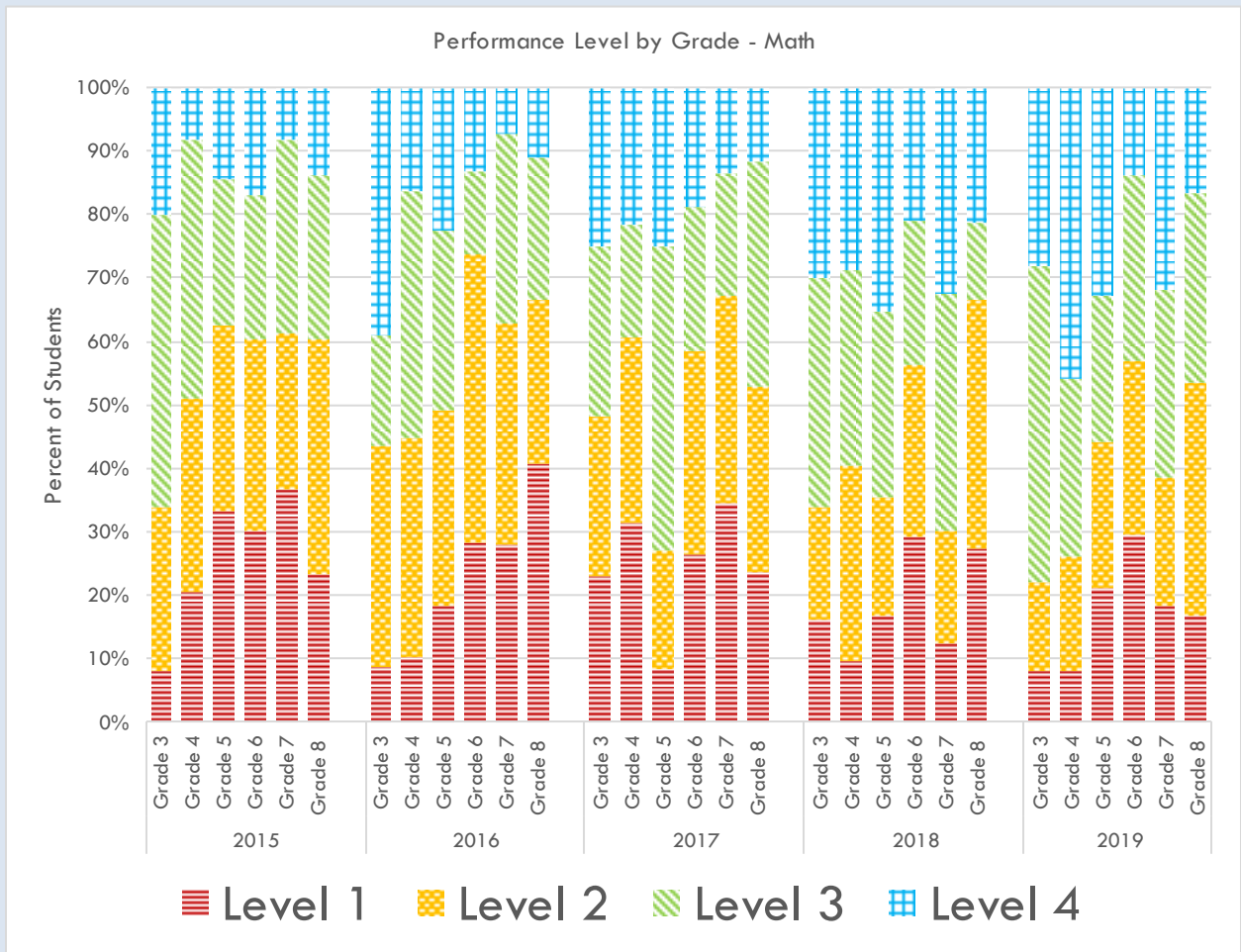


Figure 31

## APPENDIX E: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2018-2019 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as a part of a holistic evaluation of the school.

To see the school's full 2018-2019 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	Each year 75% of CRCS students in grades 3-8 will demonstrate proficiency (i.e. score at or above Level 3) on NYS ELA and Math exams; and 75% of the grades 4 & 8 students will demonstrate proficiency on the NYS Science exams	<p>New York State Standardized Exams</p> <p>Total schoolwide Levels 3 &amp; 4</p> <p>ELA - 64 % MATH - 61 %</p> <p>Science - 80 %</p> <p>Grade - ELA Levels 3 &amp; 4</p> <p>3 - 76 %</p> <p>4 - 74 %</p> <p>5 - 48 %</p> <p>6 - 63 %</p> <p>7 - 71 %</p> <p>8 - 50 %</p> <p>Grade - MATH % Levels 3 &amp; 4</p> <p>3 - 78 %</p> <p>4 - 74 %</p> <p>5 - 56 %</p> <p>6 - 43 %</p> <p>7 - 61 %</p> <p>8 - 47 %</p> <p>GRADE 4 SCIENCE - 94%</p>	Not Met	<p>CRCS is approaching this goal. Between 2017-18 and 2018-19, ELA proficiency increased by 6 points and math proficiency increased by 3 points.</p> <p>Science: While our 4th grade science proficiency substantially exceeded our goal of 75% proficiency, our 8th grade science proficiency did not.</p> <p>After reviewing the 8th grade science performance data for 2018-19, we revised the middle school scope and sequence for science in summer 2019.</p> <p>ELA and math: CRCS made growth in both ELA and math after implementing strategies in the prior year, including an increased focus on vertical teams, the continued strategic use of coaches, a focus on reviewing student work, and introducing targeted reading intervention in middle school. We are carrying these</p>

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
		GRADE 8 SCIENCE - 65%		<p>practices forward to continue our work toward our proficiency goals. In addition, in the 2019- 20 school year, we are also working to address the achievement gap. We will approach this from two major areas: learning culture and the use of data.</p> <p>Learning Culture: We will increase students' sense of belonging and investment in the community, without disparity between subgroups. Teachers will be focused on creating classroom communities where students can identify paths for learning, make requests to modify when needed, identify how to challenge themselves, and advocate for the needs of self, peers and community.</p> <p>Data: We will work to ensure that all k-8 students exhibit growth within a year on a collection of grade appropriate measures. Our work will be primarily focused on (1) refining our use of data, and (2) building a culture of data analysis by collecting, disaggregating, and analyzing data to inform decision making across teams (school directors, department teams, grade teams, restorative practice teams, teaching teams). To do this, CRCS Co- Directors and teachers will regularly</p>

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				<p>analyze disaggregated data. To support students in at-risk subgroups, teachers will plan strategic instructional shifts and opportunities for targeted and varied small group instruction based on the data analysis of subgroup performance. We have hired a Data Specialist who will begin in the 2019-20 school year. This position will support many facets of our progress monitoring, including disaggregating data and providing data visualizations to make data analysis more accessible for faculty and leadership.</p> <p>In addition, the school Co-Directors will work with the CRCS Data Specialist to create a system for analyzing which interventions lead to increased outcomes for students.</p> <p>Finally, we have identified middle school math and k-8 writing as two subjects in need of assessment refinement. Our goal is to be able to track the development of students' math growth and mastery over time. We currently use the Fastbridge assessment, and in 2019-20 we are focused on how to best use the assessment to track math performance. In our vertical team meetings, we will analyze student work and</p>

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
				<p>deepen teachers' use of the Writing Progressions. Teachers will have opportunities to analyze student writing against standards, unit goals, and writing rubrics, in grade teams, departments, and the writing vertical team. In 2019-20, we are beginning to shift from the use of an adapted 6+1 writing rubric to the use of learning progressions from Teachers College Reading and Writing Project. We will also work in our writing vertical team to norm around examination of student writing assessments.</p>
Academic Goal 2	<p>Each year the percentage of Students demonstrating proficiency on NYS ELA and Math exams will increase. In the event that the percentage of students in a grade level cohort of the same students demonstrating proficiency is below 75%, the grade level cohort will reduce by at least one-half each year the difference between the percentage demonstrating proficiency and 75%. In the event that the percentage of students in a grade level cohort of the same students demonstrating proficiency is at or above 75%, the grade level cohort</p>	<p>New York State Standardized Exams            ELA:            -----Percent at Lvl 3 &amp; 4            Grade 2018--&gt;-            -2019            3-----58%--&gt;-            -76%            4-----58%--&gt;-            -74%            5-----52%--&gt;-            -48%            6-----67%--&gt;-            -63%            7-----57%--&gt;-            -71%            8-----59%--&gt;-            -50%            Math:            -----Percent at Lvl 3</p>	Met	<p>The goal was partially met with half of the tested grades demonstrating an increase in proficiency between 2018 and 2019 in ELA and math. Our strategies for improving academic outcomes are described in the response box for goal #1.</p>

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
	will continue to demonstrate growth each year.	& 4 Grade 2018-->- -2019 3-----66%-->- -78% 4-----60%-->- -74% 5-----65%-->- -56% 6-----44%-->- -43% 7-----70%-->- -61% 8-----33%-->- -47%		
Academic Goal 3	Each year at least 75% of CRCS students in grades K- 8 will meet or exceed CRCS Exit Outcomes in all content areas.	Community Roots End of Year Checklist Reports  KINDERGARTEN AVG ELA 86.% MATH 81.% SOCIAL STUDIES 90.% 1ST GRADE AVG ELA 87.% MATH 89.% SOCIAL STUDIES 97.% 2ND GRADE AVG ELA 79.%	Met	At least 75% of students in all grades met or exceeded the CRCS exit outcomes in K-5 and the mastery-based learning targets in grades 6-8.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
		MATH 77.% SOCIAL STUDIES 97.% 3RD GRADE AVG ELA 85.% MATH 83.% SOCIAL STUDIES 97.%  4TH GRADE AVG ELA 82.% MATH 82.% SOCIAL STUDIES 95.% 5TH GRADE AVG ELA 89.% MATH 81.% SOCIAL STUDIES 96.% 6TH GRADE % MS/ES Humanities 95% math 91% science 100% 7TH GRADE % MS/ES Humanities 94% math 77%		

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
		science 98% 8TH GRADE % MS/ES Humanities 79% math 83% science 91%		
Academic Goal 4	The percentage of students demonstrating proficiency on NYS ELA and Math exams will be higher than that of CSD 13.	New York State Standardized Exams CRCS Grade - ELA Levels 3 & 4 3 - 76 % 4 - 74 % 5 - 48 % 6 - 63 % 7 - 71 % 8 - 50 %  Dist.13 Grade - ELA Levels 3 & 4 3 - 60 % 4 - 58 % 5 - 44 % 6 - 38 % 7 - 43 % 8 - 48 %  CRCS Grade-MATH % Levels 3 & 4 3 - 78 % 4 - 74 %	Met	



Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
		5 - 56 % 6 - 43 % 7 - 61 % 8 - 47 %  Dist13 Grade-MATH % Levels 3 & 4 3 - 54 % 4 - 49 % 5 - 47 % 6 - 29 % 7 - 31 % 8 - 25 %		
Academic Goal 5	Each year: 75% of kindergarten students will perform at Levels 1 and 2 on appropriate skill areas in ECLAS-2; 75% of 1st grade students will perform at or above Level 4 on appropriate skill areas in ECLAS-2;	<p>ECLAS-2 was discontinued. Fox in a Box is an identical assessment was used in the 2016-2017 school year. Fox in the Box has now been discontinued. We have now transitioned to Fastbridge Early Reading to replace Fox in the Box. Fastbridge is an adaptive reading assessment that can be used to screen students for intervention needs.</p> <p>In the Spring of 2019 we had 35% of our K students score as high risk, and 65% as some risk or low risk. Our 1st graders came in at 24% identified as high</p>	Met	<p>While we use Fastbridge as a fine focused lense to assist us in designing an intervention approach, we use the DRA data to assess overall reading level as the DRA includes not only rate and fluency but comprehension.</p> <p>In the Spring of 2019 80 % of our Kindergarten Cohort performed at our above Grade level on the DRA</p> <p>In the Spring of 2019 68 % of our First Grade Cohort performed at our above Grade level on the DRA</p> <p>We have found over the last 10 years that we see a dip in the DRA performance in First Grade where students are expected to move from a 4-18 and we see a catch up happen in the 2nd Grade where on average between 75%-80% of our second graders are on</p>

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2018-2019 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
		risk, and 76% as some risk or low risk.		<p>or above grade level which continues through 5th Grade.</p> <p>Chart Below Averages 5 Years of Student Performance in the Spring on the DRA.</p> <p>Grade 1 At or Above - 60.62% Below - 36.68%</p> <p>Grade 2 At or Above - 77.99% Below - 19.31%</p> <p>Grade 3 At or Above - 80.47% Below - 17.19%</p> <p>Grade 4 At or Above - 72.31% Below - 18.46%</p> <p>Grade 5 At or Above - 83.07% Below - 9.06%</p>

## APPENDIX F: RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS

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

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

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

### SCHOOL-PROVIDED EFFORTS

#### ENROLLMENT EFFORTS

##### ECONOMICALLY DISADVANTAGED

###### *Recruitment Efforts in 2018-19*

We worked very hard to ensure that we connected with all head starts and community centers in our District. There are 4 head starts in the District that we focused on. At each one we tried a 4 pronged approach and started this cycle of visits in mid-November:

Set up initial visit/conversation with leadership/coordinators to make contact (or reestablish contact if they have been there since last year) and begin to talk about recruitment/drop of applications Visit and spend more time there, begin to talk to parents Set up Table to talk to families and answer questions, etc. Visit and spend more time there, continue to talk to parents/ask about applications, etc. Postcards were made to advertise the school and application deadline. Postcards were sent to all addresses of families with 2-5 year olds in this neighborhood having a household income of under \$80,000.

Visits were made to the community centers in the area and connections made with the Directors. Applications were left for families visiting the Community Centers. Tours were made available for families on an individual basis. Follow up with all families living in NYCHA who have siblings entering Kindergarten worked with families currently enrolled in our school who live in NYCHA in the immediate neighborhood with students in K-2 grade to spread the word. Gave out bundles of postcards to hand out to families they know with incoming Kindergarten students connected with families who are well established in the neighborhood who have alumni who graduated from our school to hand out postcards and spread the word advertised on our FaceBook account and shared with specific families in our community who live in NYCHA to repost on their personal accounts.

###### *Recruitment Plans in 2019-20*

We will continue to use the strategies from the 2018-2019 school year. In addition, we will:

Host an event (Carnival) in partnership with Fidelis Health Services for members of the community as an effort to connect with families in the community and share with them about Community Roots academic and

social emotional school community. This will be held once in October and once in March before the application deadline. Teachers, staff and some parents that live in the community who have children in our school to mingle with people that attend.

Find community events where Community Roots has a table for further information about its program. Collaborate with teachers/staff to attend.

Make a more concerted effort to become more visible in the community, especially by figuring out some ways our students can offer service to these places. For example, organizing a day or weekend when our students can lend a hand in the local gardens, the park, and around the neighborhood.

Have a larger footprint on social media. Use a media campaign for regular information about application deadline and information about the school. Try to get some testimonials from families in NYCHA and with their consent share it with others

Invite leaders and directors of Community Centers and headstarts to visit the school in order to be best equipped to share about the school and recruit for the school, where applicable.

---

## ENGLISH LANGUAGE LEARNERS

### *Recruitment Efforts in 2018-19*

We use the same strategies described above to retain our ELL and multilingual learners. In addition, postcards were translated into Spanish, and Cantonese, all of the applications that were left at Community Centers were translated into Spanish and Cantonese, and information about the school was left at Chinese restaurants, laundromats, and bodegas in the immediate neighborhood.

### *Recruitment Plans in 2019-20*

Same strategies as indicated above, with the addition that ensuring that translation is available as needed for the above mentioned lines of action.

---

## STUDENTS WITH DISABILITIES

### *Recruitment Efforts in 2018-19*

We use the same strategies described above to recruit and enroll our students with disabilities.

### *Recruitment Plans in 2019-20*

Same strategies as indicated above.

---

## RETENTION EFFORTS

---

## ECONOMICALLY DISADVANTAGED

### *Retention Efforts in 2018-19*

We believe that our high retention rate/low student attrition rate is based on: Meeting the academic and social emotional needs of the child Building meaningful relationships with families

At CRCS we hire and train teachers who understand the connection between student's academic progress and social emotional well being. We regularly assess our students in reading, writing, and math to ensure that adequate progress is being made using a combination of formal and informal assessments. After rounds of data collection team meetings are held where Learning Specialists and faculty come together to initiate intervention plans for students not meeting academic benchmarks or not making adequate progress. In addition each Co-Director meets with co-teaching teams every other week to discuss student progress and one of these meetings each month a social worker joins to focus on social emotional development and well being.

We have open communication between families and teachers to communicate both formally and informally about children's academic progress and social emotional development. This is done through 3 formal reporting cycles a year and through classroom pick up and drop off as well as by ensuring that families have access to teachers via text, email, phone, in person contact (whatever means works best for that family).

In addition we work to build strong relationships with families through opening classrooms every morning for Family Read, inviting families into classrooms to see children's work through classroom culminations 3-4 times a year, and have a robust set of Family Programming; including programs that are adult only, and for families and children together. Childcare is always provided for adult programs. In addition we have regular family workshops focused on the Community Roots approach to teaching and learning.

Additionally, the following retention efforts are in place to support all new economically disadvantaged families: Call all families immediately and directly who have been accepted into this years enrollment schedule a time for them to come in and see the school, if they have not done so already and fill out paperwork; Make available computers/time to help fill out on-line acceptance forms through School Mint; Reach out to invite to Welcome to Kindergarten workshop at the beginning of the year; Special invitations to community programming to ensure connection to the community; Regular meetings/check-ins with teaching staff.

#### *Retention Plans in 2019-20*

Continue the efforts from 2018-2019, and add: Ensure that families can come to the Welcome to Kindergarten workshop at the beginning of the year and if they can not, set up a separate meeting to ensure that the content is covered if any families cannot make it During first 2 weeks of school individually connect with all families to check-in and answer any questions. Monthly meetings with Co-Director, Recruitment Coordinator, and Kindergarten teachers to ensure all families are connected and feel a general sense of belonging. Follow up as needed.

Through on-going conversations throughout the year, identify areas of interest and engagement from new community members and plan to incorporate, as much as possible, those ideas into yearly community programming strategies and approaches.

---

## ENGLISH LANGUAGE LEARNERS

#### *Retention Efforts in 2018-19*

We use the same strategies described above to retain our ELL students as we know that meeting students' academic and social emotional needs as well as building deep relationships with families is essential for all students. CRCS was negatively impacted by the DOE cutting translation services for Charter Schools. We

continue to work with outside translation services to ensure that we are communicating with families for report cards, IEP meetings and conferences in the language the family chooses. We have also expanded our use of phone translation services for all parent phone calls. English Language Learners (ELLs) are identified through the New York State LEP identification process. Once identified, ELL students are supported through a fully inclusive program within their regular classrooms. Students take the NYSESLAT annually to determine their progress and whether they qualify for additional support (learning specialist or additional classroom supports) for the following school year.

#### *Retention Plans in 2019-20*

We will continue the efforts from the 2018 2019 school year, as well as will continue to expand our use of translation services and are researching alternatives to the translation services we are currently using to expand the information we are translating each year. Additionally, we will work towards: Scheduling a time for families to come in and see the school upon lottery acceptance, if they have not done so already and fill out paperwork, ensure translation to help with the process; Reach out with translation to invite to Welcome to Kindergarten workshop at the beginning of the year and setup a separate meeting to ensure that the content is covered if any families cannot make it; Special invitations to community programming to ensure connection to the community and ensure that other families with same language background can participate; Provide translation, where possible, for all community programming opportunities; Ensure that all major correspondence for family programming is shared with translation.

---

## STUDENTS WITH DISABILITIES

#### *Retention Efforts in 2018-19*

We believe our high retention rate/low student attrition rate is based on: Meeting the academic and social-emotional needs of the child; Building meaningful relationships with families; We use the same strategies described above to retain our students with disabilities as we know that meeting students' academic and social-emotional needs as well as building deep relationships with families is essential for all students. We meet with prospective and accepted families in order to discuss student specific needs and supports. We utilize a fulltime co-teaching model and have trained all staff in Universal Design for Learning to increase access to the general education curriculum and state standards. Additionally, a working group of school staff, called the Inclusive Practices Group, meets to examine the level of inclusivity of our program and design opportunities for staff development and program improvement. We worked on revised website language to include additional information regarding special education services and our inclusive education approach. This includes a description of services, our approach to teaching and learning, and structures and strategies to improve access for all of our students (UDL and co-teaching).

#### *Retention Plans in 2019-20*

Update the CRCS website with newly revised section on special education services. Continue with the strategies for the 2018-2019 school year and focus on building a strong and inclusive program in each of our classrooms, allowing all learners to thrive.

## APPENDIX G: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at [https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook\\_2018-19\\_final-docx.pdf?sfvrsn=b721debd\\_8](https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8).

## SOURCES

---

<sup>i</sup> Number of students actively enrolled on October 31, 2019 as recorded in ATS.

<sup>ii</sup> Calculations based on data reported by the school in its renewal data collection form.

<sup>iii</sup> State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

<sup>iv</sup> State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

<sup>v</sup> State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students. For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

<sup>vi</sup> Data from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

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

<sup>vii</sup> Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31<sup>st</sup> of the prior year who are still at the school on October 31<sup>st</sup> of the evaluated year. Subgroup enrollment data comes from an October 31<sup>st</sup> ATS pull for the evaluated year and includes students formerly identified as part of the subgroup when applicable.

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

<sup>ix</sup> Annual school audit

<sup>x</sup> Annual school audit



---

<sup>xi</sup> Number of students actively enrolled on October 31, 2019 as recorded in ATS.

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

<sup>xiii</sup> State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students.

<sup>xiv</sup> State test results are a combination of results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results> and Regents outcomes for middle school students.