

# Application: Achievement First Brownsville Charter School

Achievement First External Reporting - externalreporting@achievementfirst.org  
2023-2024 Annual Report

## Entry 1 – School Information and Cover Page

Completed - Aug 1 2024

### Instructions

#### Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the Annual Report Portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2023-2024 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2024**) or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL 800000061077

**b. Unofficial or Popular School Name**

AF Brownsville

**c. CHARTER AUTHORIZER (As of June 30th, 2024)**

Please select the correct authorizer as of June 30, 2024 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. School Unionized**

Is your charter school unionized?

No

**d. District/CSD of Location**

CSD #23 - BROOKLYN

**e. Date of Approved Initial Charter**

Oct 1 2007

**f. Date School First Opened for Instruction**

Aug 21 2008

**g. Approved School Mission and Key Design Elements**

*(Regents, NYCDOE and Buffalo BOE authorized schools only)*

Achievement First Public Charter Schools prepare every student to excel in college and career, deepen their knowledge of self and community, and lead lives of purpose. In partnership with our families and communities, we work to disrupt the legacy of inequity in education.

**h. School Website Address**

<https://www.achievementfirst.org/school/achievement-first-brownsville-elementary-school/>

**i. Total Approved Charter Enrollment for 2023-2024 School Year**

1011

**j. Total Enrollment on June 30, 2024 - excluding Pre-K program enrollment**

788

**k. Grades Served**

**Grades served during the 2023-2024 school year (exclude Pre-K program students):**

**Responses Selected:**

Kindergarten
1
2
3
4

5

6

7

8

11

12

## I. Charter Management Organization/Educational Management Organization

Do you have a [Charter Management Organization](#)?

Yes

### I1. Charter Management Organization Name

Include contact information (name, email address, telephone number)

Achievement First

### I2. Charter Management Organization Email Address

[info@achievementfirst.org](mailto:info@achievementfirst.org)

### I3. Charter Management Organization Phone Number

203-773-3223

## FACILITIES INFORMATION

**m. FACILITIES: Owned, rented, leased to educate students**

Will the school maintain or operate multiple sites in 2024-2025?

	Yes, 2 sites
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**School Site 1 (Primary)**

**m1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2023-2024 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2024-2025 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	2021 Bergen Street, Brooklyn, NY 11233	347-471-2600	NYC CSD 23	K-4	K-4	No

**m1a. Please provide the contact information for Site 1.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Ana Samper	Principal	[REDACTED]		[REDACTED]
Operational Leader	Kwame McLeod	Director of Operations	[REDACTED]		[REDACTED]
Compliance Contact	Min Kwon	Director of Compliance	[REDACTED]		[REDACTED]
Complaint Contact	Teghan Delane	Counsel			[REDACTED]
DASA Coordinator	Kwame McLeod	Director of Operations	[REDACTED]		[REDACTED]
Phone Contact for After Hours Emergencies					

**m1b. Is site 1 in public space or in private space?**

Public Space

**m1c. Is site 1 in a co-located or not in a co-located facility?**

**Responses Selected:**

Co-Located with a District School

**m1d. Please list the terms of your current co-location.**

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1		No		No		Yes

**School Site 2**

**m2. SCHOOL SITES**

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2023-2024 School Year (K-5, 6-9, etc.)	Grades to Be Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	2021 Bergen Street, Brooklyn, NY 11233	347-471-2610	NYC CSD 23	5-8	5-8	No



**m2a. Please provide the contact information for Site 2.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Elizabeth Harnett	Principal	[REDACTED]		[REDACTED]
Operational Leader	Arian Halsey	Director of Operations	[REDACTED]		[REDACTED]
Compliance Contact	Min Kwon	Director of Compliance			[REDACTED]
Complaint Contact	Teghan Delane	Counsel			[REDACTED]
DASA Coordinator	Arian Halsey	Director of Operations	[REDACTED]		[REDACTED]
Phone Contact for After Hours Emergencies					

**m2b. Is site 2 in public space or in private space?**

Public Space

**m2c. Is site 2 in a co-located or not in a co-located facility?**

**Responses Selected:**

Co-Located with a District School

**m2d. Please list the terms of your current co-location.**

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2		No		No		Yes

**School Site 5**

**m5. SCHOOL SITES**

Please provide information on Site 5 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2023-2024 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2024-2025 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 5						

**m5a. Please provide the contact information for Site 5.**

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader					
Operational Leader					
Compliance Contact					
Complaint Contact					
DASA Coordinator					
Phone Contact for After Hours Emergencies					

**m5b. Is site 5 in public space or in private space?**

(No response)

**m5c. Is site 5 in a co-located or not in a co-located facility?**

**No Responses Selected**

**m5d. Please list the terms of your current co-location.**

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 5						

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m5e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 5 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2024.**

**Fire inspection certificates must be updated annually. For the upcoming school year 2024-2025, please submit a current fire inspection certificate.**

**If the fire inspection certificate will expire between the August 1, 2024, submission of the Annual Report and the November 1 Annual Report submission please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 1, 2024.**

**Site 5 Certificate of Occupancy (COO)**

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**Site 5 Fire Inspection Report**

*This is required, marked optional for administrative purposes.*

**n. List of owned, rented, leased facilities not used to educate students and the purpose of each.**

Separate by semi-colon (;)

None

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**o1. Total Number of School Calendar Days**

182

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**o2. Total Number of Instructional Hours by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)**

January 2024	89
February 2024	89
March 2024	115
April 2024	96
May 2024	115
June 2024	77
July 2023	0
August 2023	31
September 2023	109
October 2023	117
November 2023	89
December 2023	99

**CHARTER REVISIONS DURING THE 2023-2024 SCHOOL YEAR**

**p. Summary of Material and Non-Material Charter Revisions approved or pending in 2023-2024, including updates to the school’s board of trustees’ bylaws, enrollment policy, discipline policy, or complaint policy.**

*Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.*

Does the school have any material or non-material revisions approved or pending?

Yes

**p2. Summary of Charter Revisions**

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Maximum Approved Enrollment	Decrease in enrollment for 2023-2024 school year (Grades K-8, 11-12).		
2				
3				
4				
5				

**More revisions to add?**

No

**ATTESTATIONS**

**q. Name/Position of Person Completing/Submitting the 2023-2024 Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).**

Name	Min Kwon
Position	Director of Compliance
Phone/Extension	(No response)
Email	

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click [YES](#) to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

**Responses Selected:**

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

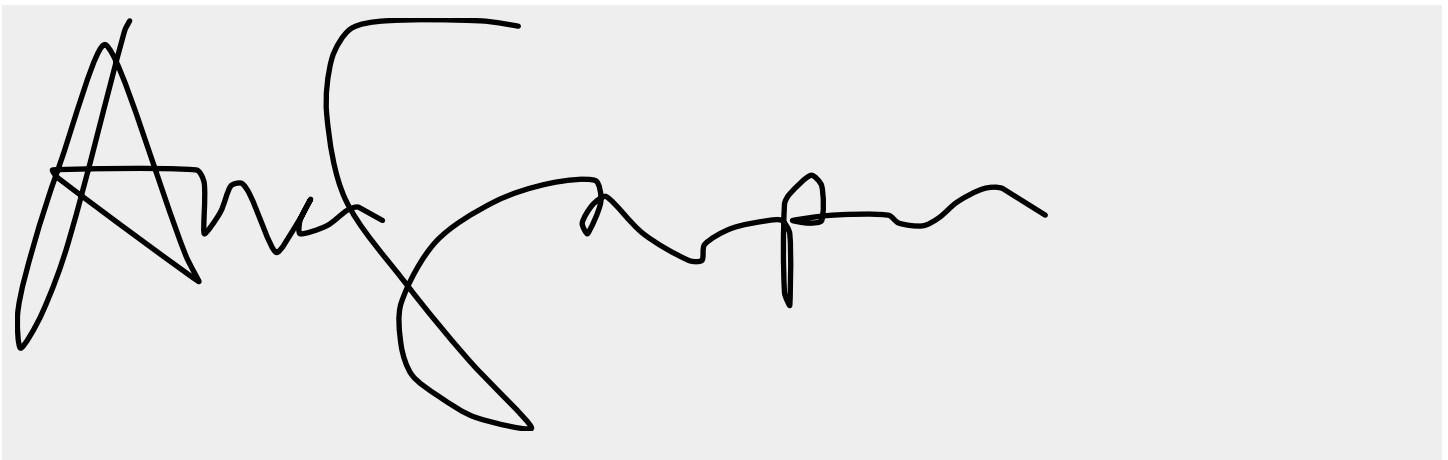
Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click [YES](#) to agree.

**Responses Selected:**

Yes

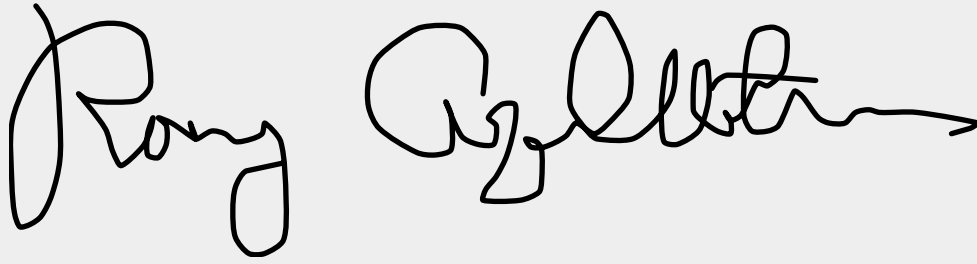
Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

A large, stylized handwritten signature in black ink on a light gray background. The signature is highly cursive and difficult to decipher, starting with a large, looped initial letter, possibly 'A', followed by several more loops and a long, horizontal tail.

Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Date

Jul 30 2024



Thank you.

## Entry 2 – Links to Critical Documents on School Website

Completed - Aug 1 2024

### Instructions

**Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and NYSED-Approved School Discipline Policy)**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items. All links must be readily found on the school's website.

1. Current Annual Report (i.e., 2023-2024 Annual Report);<sup>[1]</sup>
2. Board meeting notices, agendas and documents;
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law;<sup>[2]</sup> (Even if there is no school data yet reported, provide a direct web link to the most recent [New York State School Report Card](#) for the charter school.
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the July 2023 [Emergency Response Plan Memo](#) – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

<sup>[1]</sup> Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

<sup>[2]</sup> SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.



# Entry 2 – Links to Critical Documents on School Website

School Name: Achievement First Brownsville Charter School

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**Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and NYSED-Approved School Discipline Policy)**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link from the school's website](#) for each of the items. All links must be readily found on the school's website.

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2023-2024 Annual Report)	<a href="https://www.achievementfirst.org/schools/new-york/">https://www.achievementfirst.org/schools/new-york/</a> (Reports are located by charter under "Brooklyn School Annual Reports – By Charter")
2. Board meeting notices, agendas and documents	<a href="https://www.achievementfirst.org/about-us/our-board-members/">https://www.achievementfirst.org/about-us/our-board-members/</a>
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law; (Even if there is no school data yet reported, provide a direct web link to the most recent New York State School Report Card for the charter school.	<a href="https://www.achievementfirst.org/schools/new-york/">https://www.achievementfirst.org/schools/new-york/</a> (Reports are located by charter under "School Forms and Information")
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	<a href="https://www.achievementfirst.org/schools/new-york/">https://www.achievementfirst.org/schools/new-york/</a> (Plan is located by charter under "Notices and Policies")
6. Authorizer-approved FOIL Policy	<a href="https://www.achievementfirst.org/schools/new-york/">https://www.achievementfirst.org/schools/new-york/</a> (Plan is located by charter under "Notices and Policies")

7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)

<https://www.achievementfirst.org/schools/new-york/>  
(Plan is located by charter under "Notices and Policies")



Thank you.

## Entry 3 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2024

### Required of ALL Charter Schools

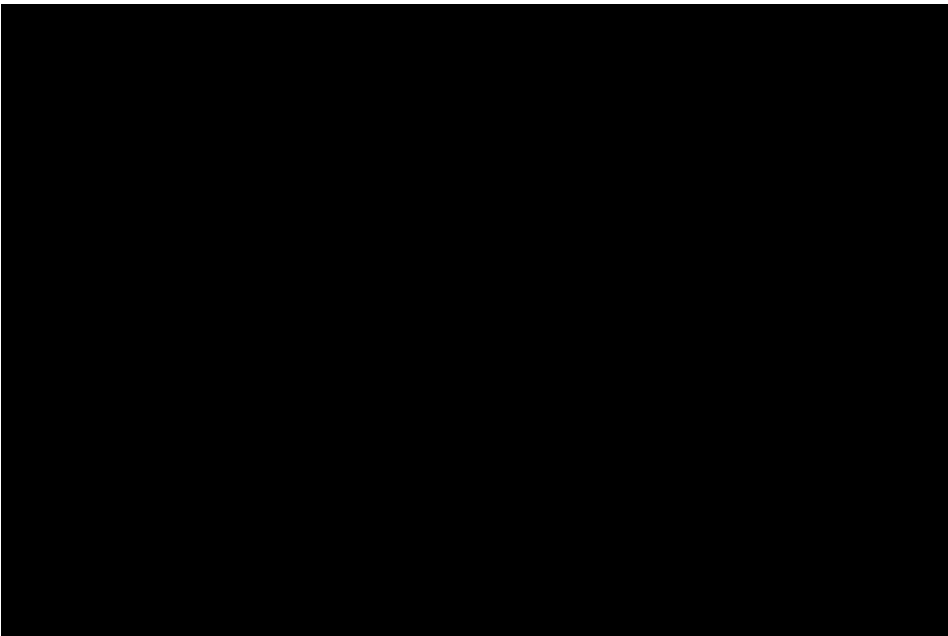
Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2023-2024 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) due **no later than 11:59 PM on August 1, 2024**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2023-2024 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.



## Entry 4 – Board of Trustees Membership Table

Completed - Aug 1 2024

### Instructions

#### Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

## Entry 4 – Board of Trustees Membership Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

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**Authorizer:**

Who is the authorizer of your charter school?

SUNY

**1. 2023-2024 Board Member Information (Enter info for each BOT member)**

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2023-2024
1	Romy Coquillette	[REDACTED]	Chair	Executive, Academic, Facilities	Yes	2	7/1/2022	9/30/2025	6
2	Desiree Dalton	[REDACTED]	Parent Rep	Academic	Yes	3	7/1/2022	6/30/2023	6
3	Tamika Bradley	[REDACTED]	Parent Rep	Facilities	Yes	3	7/1/2022	6/30/2023	5 or less
4	Jonathan Atkeson	[REDACTED]	Trustee/Member	Finance	Yes	2	7/1/2022	6/30/2025	6
5	Amy Arthur Samuels	[REDACTED]	Trustee/Member	Academic, Executive	Yes	2	7/1/2021	6/30/2024	6
6	Kevin Miquelon	[REDACTED]	Trustee/Member	Facilities	Yes	1	7/1/2022	6/30/2025	5 or less
7	Paul Cabana	[REDACTED]	Trustee/Member	Executive	Yes	1	11/16/2022	6/30/2025	5 or less
8	Josh Vidro	[REDACTED]	Trustee/Member	N/A	Yes	1	9/1/2021	6/30/2025	5 or less
9	Akeem Frett	[REDACTED]	Secretary	Executive	Yes	1	7/1/2020	6/30/2025	5 or less

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**1a. Are there more than 9 members of the Board of Trustees?**

Yes

**1b. Board Member Information**

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2023-2024
10	Christopher J. Lynch		Treasurer	Executive, Finance, Facilities	Yes	2	7/1/2022	6/30/2023	6
11	David Pollak		Trustee/Member	Finance	Yes		10/3/2023	6/30/2026	5 or less
12	Brandon Sorlie		Trustee/Member	Academic	Yes		12/20/2023	6/30/2026	5 or less
13									
14									
15									

**1c. Are there more than 15 members of the Board of Trustees?**

No

**2. Number of board meetings conducted in 2023-2024**

6

**3. Number of board meetings scheduled for the 2024-2025 school year**

5

**4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES**

- SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
- REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total number of Voting Members on June 30, 2024	12
b. Total number of Voting Members added during the 2023-2024 school year	2
c. Total number of Voting Members who left the board during 2023-2024 school year	4
d. Total Maximum Number of Voting Members in 2023-2024; as set by the board in bylaws, resolution, or minutes	16

Thank you.

**Entry 6 – Enrollment & Retention**

Completed - Aug 1 2024

[Instructions for submitting Enrollment and Retention Efforts](#)

**Required of ALL Charter Schools**

Describe the good faith efforts the charter school has made in 2023-2024 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWD), English Language Learner(s) (ELL), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2024-2025.

**\*SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

## **Entry 6 – Enrollment and Retention of Special Populations**

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## Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2023-2024	Describe Recruitment Plans in 2024-2025
Students with Disabilities	<p>Efforts to recruit students with disabilities have focused primarily on making clear in promotional materials and presentations that AF is highly effective for students with disabilities, and that we offer services in accordance with Individualized Education Programs (IEPs). In addition, the recruitment team reaches out annually to day care centers that are identified by the NYC Department of Education as serving students with disabilities and participates in an Include NYC fair that focuses on providing resources to families with students with disabilities. The AF student recruitment team has partnered with the network special services team to ensure that marketing materials capture the range of services available. AF has reached out specifically to community members who previously agreed to partner with the community outreach team to conduct a family focus group on how AF schools could best meet their needs. During this focus group, the mother of a student with a disability said that her greatest struggle was finding a public school option that held the highest academic standards for her child despite his disability. The school strives to be this option, committed to getting every scholar who walks through our doors to and through college. We believe that sending this message to families with students who have special needs</p>	<p>We plan to use the the same 2023-2024 plans in the 2024-2025 school year.</p>

	<p>will be a powerful recruiting technique and will help us meet the enrollment target for this population. The lottery also uses a weighted preference for students with disabilities.</p>	
<p>English Language Learners</p>	<p>The AF student recruitment team is bilingual and has made extensive efforts to reach out to families who speak languages other than English. All outdoor signs are in both English and Spanish, as are all brochures and other marketing materials, including the AF website page for student enrollment. In 2021-22, for instance, direct, bilingual recruiting materials reached more than 30,000 families throughout Brooklyn. Additionally, Spanish speaking members of the recruitment team have presented in Spanish at Head Start daycares and community organizations (e.g., The Coalition for Hispanic Family Services and Bushwick United), and multiple members of the “street teams” that recruited directly in the community were Spanish speakers. While these techniques may change year to year, these are representative of recent recruitment methods. The lottery also uses a weighted preference for Multilingual Learners (MLLs), which the schools doubled for the 2016-17 school year in an effort to both admit and enroll more MLLs.</p> <p>The last two recruitment seasons included community outreach, canvassing, and event tabling to engage with potential families as well as a wide variety of tactics including, but not limited to:</p> <ul style="list-style-type: none"> <li>- Distributed thousands of brochures</li> </ul>	<p>The AF student recruitment team is bilingual and makes extensive efforts to reach out to families who speak languages other than English. All outdoor signs are in both English and Spanish, as are all brochures and other marketing materials, including the AF website page for student enrollment. In 2023-24, for instance, direct, bilingual recruiting materials reached more than 30,000 families throughout Brooklyn. Additionally, Spanish speaking members of the recruitment team have presented in Spanish at Head Start daycares and community organizations (e.g., The Coalition for Hispanic Family Services and Bushwick United), and multiple members of the “street teams” that recruited directly in the community were Spanish speakers. While these techniques may change year to year, these are representative of recent recruitment methods. The lottery also uses a weighted preference for Multilingual Learners (MLLs), which the schools doubled for the 2016-17 school year in an effort to both admit and enroll more MLLs.</p>

and other materials in bilingual format (English/Spanish).

- Attended the Include NYC fair on February 11, 2023 which had hundreds of families, including families of MLLs and other at-risk students, in attendance. As with other events, a bilingual community outreach associate was present.
- Over the course of a given lottery cycle, AF drops off and mails Spanish applications to numerous local daycare centers (e.g., approximately 400 community organizations/daycare centers across many sections of Brooklyn). In December 2022 and February 2023, AF hosted several Spanish-language information sessions where the majority of families in attendance primarily spoke languages other than English.
- AF provides translators at orientation and community engagement events at AF schools.
- For our non-fluent Spanish speaking recruitment team members, we also utilized google-translate when we encountered Spanish-only speaking families. Non-Spanish speaking staff members are also paired with a colleague fluent in Spanish that they can call on to support communication with prospective families.
- The refer-a-friend program is shared with families in English and Spanish in the hope of generating word of mouth interest.
- Schools hang recruitment banners outside their facilities in English and Spanish.
- For families that were never selected off of waitlists in previous years and had indicated they were

	<p>not English-speaking families, AF reaches out in subsequent years with native language speakers (i.e., Spanish-speaking) in order to inform the families about the ability to re-apply to AF schools.</p>	
<p>Economically Disadvantaged</p>	<p>The schools partner with the Achievement First (AF) recruitment team to carry out a comprehensive recruitment strategy consisting of direct outreach, Refer A Friend campaigns, information sessions, school-based open houses, presentations at local education agencies and community based organizations, neighborhood canvassing at nearby high density housing and building locations, participating in the NYC Charter Center application, geo targeted mailings, and both online and outdoor advertising. These techniques have been successful in generating applications and in sharing the opportunity to apply with low-income families. AF implements an at-risk preference for low-income families, and as a result the vast majority of all entering families have qualified for free or reduced price lunch. As a result of extensive presentations to community organizations that serve low-income families, including Head Start and NYCHA daycare centers, the applicant pool of families that qualify for free and reduced price lunch has been large, and the preference has been effective at substantially matching the district percentages of low-income students for the incoming classes.</p>	<p>The schools partner with the Achievement First (AF) recruitment team to carry out a comprehensive recruitment strategy consisting of direct outreach, Refer A Friend campaigns, information sessions, school-based open houses, presentations at local education agencies and community based organizations, neighborhood canvassing at nearby high-density housing and building locations, participating in the NYC Charter Center application, geo-targeted mailings, and both online and outdoor advertising. These techniques have been successful in generating applications and in sharing the opportunity to apply with low-income families. In 2009, all AF schools implemented an at-risk preference for low-income families, and as a result the vast majority of all entering families have qualified for free or reduced-price lunch. As a result of extensive presentations to community organizations that serve low-income families, including Head Start and NYCHA daycare centers, the applicant pool of free and reduced-price applicants has been large, and the preference has been effective at substantially matching the district percentages of low-income students for the incoming classes.</p>

**Good Faith Efforts To Meet Retention Targets**

	Describe Retention Efforts in 2023-2024	Describe Retention Plans in 2024-2025
Students with Disabilities	<p>We believe that strong Tier 2 and Tier 3 interventions, complemented by strong family relationships, are the most effective approaches to prevent the attrition of students with disabilities. In addition to the attrition risk factors described above, we believe there are at least two additional factors for families of students with disabilities. First, families of students with disabilities are more likely to leave if they believe that we hold lower expectations for their children than for their regular education peers. Second, these families are at risk for leaving if they do not understand the services being provided for their children, or if they perceive that more extensive services might be available at another school. As described above, our communication with families about the high expectations we hold for every child, and the differentiated supports and services we provide to make sure each child meets these expectations, will begin with our student recruitment process. These messages will be reinforced in family chats (which are requested of all incoming families), family conferences, and all other communication with families of students with disabilities. Additionally, the network support data team and the managing director of special services will provide disaggregated academic and behavioral data for students</p>	<p>We plan to use the the same 2023-2024 plans in the 2024-2025 school year.</p>

	<p>with disabilities directly to the principals on a monthly basis, to flag any student for whom additional support is needed. Our experience has been that when students with disabilities make strong academic progress, their families' bond with the school strengthens and they are more likely to stay with us.</p>	
<p>English Language Learners</p>	<p>In an effort to reinforce the bilingual recruitment strategies of students who are identified as English learners, AF Team Special Services is focusing on accurate identification and assessment procedures that comply with federal and state guidelines. The classification of English learners and subsequent data on language proficiency is an important first step toward effective programming and qualified staffing for appropriate language services. Serving as a three-pronged retention measure, accurate identification, effective programming, and qualified staffing, provide students and families with evidence of prioritizing our understanding of and services for multilingual students and families. In addition, families of students identified as English learners are invited to family meetings twice a year with the Director of Multilingual Learner Education and the Director of Family Engagement. During these meetings, families are made aware of the programming available at AF and of their rights, which include students' access to meaningful participation in all content classrooms and extracurriculars regardless of language proficiency levels, families' access to translators and translated materials, and data</p>	<p>In an effort to reinforce the bilingual recruitment strategies of students who are identified as English learners, AF Team Special Services is focusing on accurate identification and assessment procedures that comply with federal and state guidelines. The classification of English learners and subsequent data on language proficiency is an important first step toward effective programming and qualified staffing for appropriate language services. Serving as a three-pronged retention measure, accurate identification, effective programming, and qualified staffing, provide students and families with evidence of prioritizing our understanding of and services for multilingual students and families. In addition, families of students identified as English learners are invited to a family meeting with the Director of Multilingual Learner Education and the Director of Family Engagement. During this meeting, families are made aware of the programming available at AF and of their rights, which include students' access to meaningful participation in all content classrooms and extracurriculars regardless of language proficiency levels, families' access to translators and translated materials, and data results on their</p>

	<p>results on their children’s language proficiency progress. Finally, the AF network is moving toward a more inclusive, assets-based mindset that embraces multilingualism and multiculturalism as the goal rather than focus on academic identity as English-only. This vision is being carried out in professional development for all AF teachers and serves to support not only retention of students at AF, but also students’ and families’ retention of their own languages and cultures.</p>	<p>children’s language proficiency progress. Finally, the AF network is moving toward a more inclusive, assets-based mindset that embraces multilingualism and multiculturalism as the goal rather than focus on academic identity as English-only. This vision is being carried out in professional development for all AF teachers and serves to support not only retention of students at AF, but also students’ and families’ retention of their own languages and cultures.</p>
<p>Economically Disadvantaged</p>	<p>Our systems and data team conducted an analysis to identify which data is the best predictor of a family exiting. We learned that attending to family satisfaction, as indicated on our family engagement survey, is the most important data point to inform intervention. AF schools analyze their family engagement data and create a plan to respond to family feedback. Additionally, the network Director of Family Engagement analyzes all of the data and synthesizes the biggest themes heard from families to prioritize and improve network practices.</p>	<p>Our Systems and Data team conducted an analysis to identify which data is the best predictor of a family exiting. We learned that attending to family satisfaction, as indicated on our family engagement survey, is the most important data point to inform intervention. AF schools analyze their family engagement data and create a plan to respond to family feedback. Additionally, the network Senior Director of Family Engagement analyzes all of the data and synthesizes the biggest themes heard from families to prioritize and improve network practices. In efforts to also respond to family feedback proactively, Team Student Recruitment and Enrollment also sends out annual Intent to Return surveys to families in the Spring. Families are given an opportunity to express any feedback through this survey and all schools are expected to use this opportunity to engage with families and address any concerns if they were expressed.</p>

**Entry 7 – Employee Fingerprint Requirements Attestation**

# Entry 7 – Employee Fingerprint Requirements Attestation

## A. TEACH System – Employee Clearance

### Required of ALL Charter Schools

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

<sup>[1]</sup> Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at [NYSED CSO Employee Clearance and Fingerprint Memo](#) or visit the NYSED website at [Who Must Be Fingerprinted Charts](#) for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

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## **B. Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo](#).

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### **Attestation**

#### **Responses Selected:**

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## **Entry 9 – School Calendar**

Completed - Aug 1 2024

[Instructions for submitting School Calendar](#)

### **Required of ALL Charter Schools**

If the charter school has a tentative calendar based on available information and guidance at the time, please submit it **no later than 11:59 PM on August 1, 2024**. Charter schools must upload a final school calendar into the portal and may do so at any time but **no later than 11:59 PM on September 16, 2024**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

Sample Calendar:

**12 Month Calendar 2021-2022**  
**184 Instructional Days**

**July**

Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

**January (20)**

Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

**August**

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

**February (15)**

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

**September (18)**

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

**March (23)**

Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**October (20)**

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**April (15)**

Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**November (18)**

Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

**May (21)**

Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

**December (17)**

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**June (17)**

Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Staff Report - August 23rd
  Early Dismissal Days
  Holiday/Recess (No Students or Staff)

Superintendent's Conference Day (No School for Students)
  Regents and School-level Exams

September 8, 2021 All Grade Levels Report
  June 24, 2022 - Last Day of School

[24-25 Regional Calendars - NY ES MS 24-25](#)

Filename: 24-25\_Regional\_Calendars\_-\_NY\_ES\_M\_fwbeSg9.pdf Size: 1.3 MB

**Entry 11 – Progress Toward Goals**

Incomplete

**Instructions**

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system **no later than 11:59 PM on September 16, 2024**.

**Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY**

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 1, 2024**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## **Entry 11 – Progress Toward Goals**

### **PROGRESS TOWARD CHARTER GOALS**

**Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY**

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2024.

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#### **1. ACADEMIC STUDENT PERFORMANCE GOALS**

**Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY**

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2024**.

**2023-2024 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

**2. Do have more academic goals to add?**

(No response)

**2023-2024 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
Academic Goal 44				
Academic Goal 45				
Academic Goal 46				
Academic Goal 47				
Academic Goal 48				
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Academic Goal 50				
Academic Goal 51				
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Academic Goal 54				
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Academic Goal 56				
Academic Goal 57				
Academic Goal 58				
Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

**4. ORGANIZATION GOALS**

**For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.**

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**2022-2023 Progress Toward Attainment of Organization Goals**

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				



**5. Do have more organizational goals to add?**

(No response)

**6. FINANCIAL GOALS**

**2022-2023 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

**7. Do have more financial goals to add?**

(No response)

**2021-2022 Progress Toward Attainment of Financial Goals**

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

**Thank you.**

## Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools Only)

Completed - Oct 22 2024

### Instructions

#### SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system by September 15, 2024.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

#### [2023-24-Accountability-Plan-Progress-Report-K-12-Template](#)

Filename: 2023-24-Accountability-Plan-Progre\_PwV7ydL.pdf Size: 867.1 kB

## Entry 12 – Audited Financial Statements

Completed - Nov 1 2024

#### Required of ALL Charter Schools

**ALL SUNY-authorized charter schools** must upload the financial statements and related documents in PDF format into the Annual Report Portal and into the SUNY Epicenter document management system **no later than 11:59 PM on November 1, 2024**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

**ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools** must upload final, audited financial statements to the Annual Report Portal **no later than 11:59 PM on November 1, 2024**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

**PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2024 but will be identified as a required task thereafter and due on November 1, 2024. This is a required task, and it is marked optional for administrative purposes only.**

#### [Achievement First Brooklyn Charter Schools - 2024 FINAL](#)

Filename: Achievement\_First\_Brooklyn\_Charter\_EsFxRSZ.pdf Size: 1.5 MB

## Entry 12a – Audited Financial Report Template (SUNY)

Incomplete

#### [Instructions - SUNY-Authorized Charter Schools ONLY](#)

The Audited Financial Statement Template is no longer required by the SUNY Charter Schools Institute for school year 2023-24 annual reporting. This section is marked optional and no response is required for this section.

## Entry 13 – Fiscal Year 2024-2025 Budget

Completed - Oct 31 2024


**SUNY-authorized charter schools** should download the [2024-2025 Budget and Quarterly Report Template and the 2024-2025 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due no later than 11:59 PM on November 1, 2024.**

**Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY25 Budget using the [2024-2025 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due**


**no later than 11:59 PM on November 1, 2024.**

The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**



**Filename:** 24-25\_Budget\_Narrative\_Questionnai\_g2BJY9p.pdf **Size:** 223.3 kB



**Filename:** 2024-2025\_Budget-Quarterly-Report\_vcQxMDt.xlsx **Size:** 529.4 kB

## **Optional Additional Documents to Upload (BOR)**

Incomplete

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Dave W. Piliak

**Name of Charter School Education Corporation:**

Achievement First

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

*None*

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

<b>Organization conducting business with the school(s)</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest</b>	<b>Steps taken to avoid conflict of interest</b>

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

\_\_\_\_\_

**Business Address:**

\_\_\_\_\_

**E-mail Address:**

\_\_\_\_\_

**Home Telephone:**

\_\_\_\_\_

**Home Address:**

\_\_\_\_\_

\_\_\_\_\_

**Signature** *Paul RL* **Date** *7-17-21*

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Amy Arthur Samuels

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**Name of Charter School Education Corporation:**

Achievement First

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

[REDACTED] \_\_\_\_\_

**Business Address:**

[REDACTED] \_\_\_\_\_

**E-mail Address:**


[REDACTED] \_\_\_\_\_

**Home Telephone:**

[REDACTED] \_\_\_\_\_

**Home Address:**

[REDACTED] \_\_\_\_\_

  
Amy Arthur Samuels (Jul 15, 2024 10:44 EDT)

Jul 15, 2024

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Romy Coquillette

---

**Name of Charter School Education Corporation:**

Romy Coquillette

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>



7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

n/a

---

**Business Address:**

n/a

---

**E-mail Address:**

[REDACTED]

---

**Home Telephone:**

[REDACTED]

---

**Home Address:**

[REDACTED]

---

Romy Coquillet  
Romy Coquillet (Jul 15, 2024 17:44 EDT)

Jul 15, 2024

---

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Brandon Sorlie

---

**Name of Charter School Education Corporation:**

Achievement First

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

[REDACTED] \_\_\_\_\_

**Business Address:**

[REDACTED] \_\_\_\_\_

**E-mail Address:**

[REDACTED] \_\_\_\_\_

**Home Telephone:**

[REDACTED] \_\_\_\_\_

**Home Address:**

[REDACTED] \_\_\_\_\_

*Brandon Sorlie*  
Brandon Sorlie (Jul 15, 2024 11:18 EDT)

Jul 15, 2024

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Chris Lynch

---

**Name of Charter School Education Corporation:**

Achievement First

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.



4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

\_\_\_\_\_

**Business Address:**

\_\_\_\_\_

**E-mail Address:**

\_\_\_\_\_

**Home Telephone:**

\_\_\_\_\_

**Home Address:**

\_\_\_\_\_

*Chris Lynch*  
Chris Lynch (Jul 16, 2024 09:49 EDT)

**Jul 16, 2024**

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Akeem Frett

---

**Name of Charter School Education Corporation:**

Achievement First Brooklyn

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

**Yes**  **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

**Yes**  **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest



*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

[Redacted]

**Business Address:**

[Redacted]

**E-mail Address:**

[Redacted]


**Home Telephone:**

[Redacted]

**Home Address:**

[Redacted]

Jul 18, 2024

  
Akeem Frett (Jul 18, 2024 10:19 EDT)

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Desiree Dalton

---

**Name of Charter School Education Corporation:**

Desiree Dalton

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

[Redacted]

**Business Address:**

[Redacted]

**E-mail Address:**

[Redacted]

**Home Telephone:**

[Redacted]

**Home Address:**

[Redacted]

*Desiree Dalton*  
Desiree Dalton (Jul 23, 2024 20:37 EDT)

Jul 23, 2024

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Jonathan Atkeson

---

**Name of Charter School Education Corporation:**

Achievement First

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.



6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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**Business Telephone:**

[Redacted]

**Business Address:**

[Redacted]

**E-mail Address:**

[Redacted]

**Home Telephone:**

[Redacted]

**Home Address:**

[Redacted]

*Jonathan Atkeson*  
Jonathan Atkeson (Jul 15, 2024 10:21 EDT)

Jul 15, 2024

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Josh Vidro

---

**Name of Charter School Education Corporation:**

Achievement First

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

**Yes**  **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

**Yes**  **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

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**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

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**Business Telephone:**

[Redacted]

**Business Address:**

[Redacted]

**E-mail Address:**

[Redacted]


**Home Telephone:**

[Redacted]

**Home Address:**

[Redacted]

Jul 15, 2024

  
Josh Vidro (Jul 15, 2024 13:34 EDT)

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Kevin Miquelon

---

**Name of Charter School Education Corporation:**

Kevin Miquelon

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

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**Business Address:**

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**E-mail Address:**

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**Home Telephone:**

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**Home Address:**

\_\_\_\_\_

*Kevin Miquelon*  
Kevin Miquelon (Jul 21, 2024 20:54 EDT)

Jul 21, 2024

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Paul Cabana

---

**Name of Charter School Education Corporation:**

Achievement First

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

**Yes**  **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

**Yes**  **No**

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**None**

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**E-mail Address:**

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**Home Telephone:**

\_\_\_\_\_

**Home Address:**

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*Paul Cabana*  
Paul Cabana (Jul 15, 2024 10:25 EDT)

Jul 15, 2024

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Tamika Bradley

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**Name of Charter School Education Corporation:**

Achievement First

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

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**Business Address:**

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**E-mail Address:**


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**Home Telephone:**

\_\_\_\_\_

**Home Address:**

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Tamika Bradley (Jul 23, 2024 12:23 EDT)

Jul 23, 2024

**Signature**

**Date**

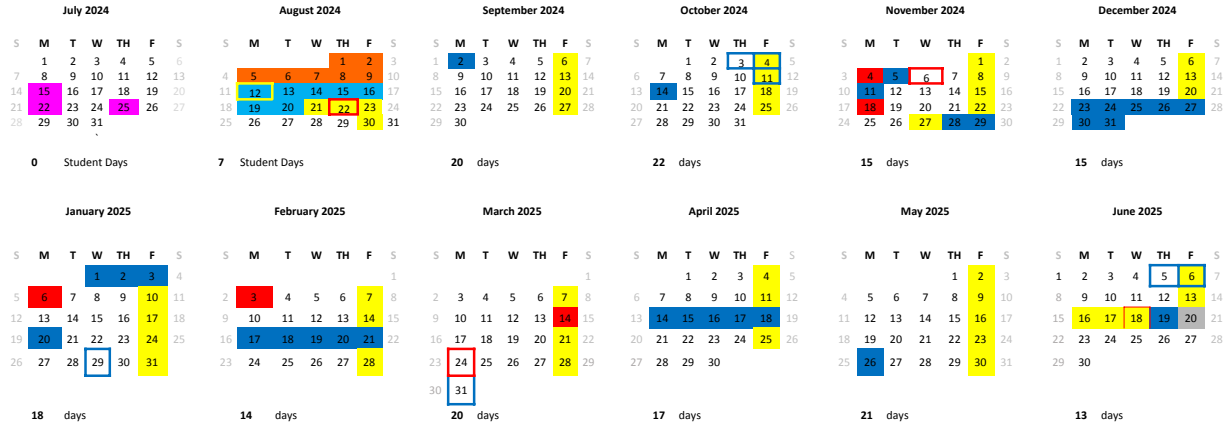
Acceptable signature formats include:

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### 2024-2025 New York ES/MS School Calendar

- 2024-25 School Year Calendar**
- JULY**  
 1-12 Principal, Dean, Ops Staff Vacation  
 15 Ops Teams Return  
 17 New External Deans start - New Leader Training  
 24 New Leader Training all new deans  
 22 Principals return  
 23 Principal Cohort Kick-Off  
 25 First Day for Returning Deans  
 29-31 All Leader Training  
 31 New Team Training
- AUGUST**  
 1-9 New Team Training  
 12 Teachers/Non-Ops Staff Return Date  
 21 First day of school for Grades K,5,9 (early dismissal)  
 22 First day of school for all scholars (early dismissal)  
 22 Trimester 1 begins
- SEPTEMBER**  
 2 Labor Day (AF closed)
- OCTOBER**  
 3-4 Rosh Hashanah (District Closed / AF schools open)  
 11 Yom Kippur (District Closed/ AF schools open)  
 14 Indigenous Peoples' Day (AF closed)
- NOVEMBER**  
 4 Staff PD: Reflection Day #1 (No school for students)  
 5 Election Day (AF closed)  
 6 Trimester 2 begins  
 11 Veterans Day Observed (AF closed)  
 18 Staff PD: Day of Practice (No school for students)  
 27 Day of Gratitude- 1/2 Day for students & staff  
 28-29 Thanksgiving Break (AF closed)
- DECEMBER**  
 23-31 Winter Break (AF closed)

New Team Training	Holidays (No school for scholars)	Trimester/Quarter Dates
BOY Training (ATT & School Site)	District Holidays (AF Open)	Early Dismissal
Returning Teacher/Non-Ops Start Date	Staff PD	
Leader & Ops Return Days		



- JANUARY**  
 1-3 Winter Break (AF closed)  
 6 Staff PD (No school for students)  
 20 Martin Luther King Jr. Day (AF closed)  
 29 Lunar New Year (District Closed/ AF Open)
- FEBRUARY**  
 3 Staff PD: Reflection Day #2 ES/MS (No school for students)  
 17-21 February Break (AF closed)
- MARCH**  
 14 Staff PD: School Leader Summit (No school for students)  
 24 Trimester 3 Begins  
 31 Eid al-Fitr Observed (District closed/ AF open)
- APRIL**  
 14-18 Spring Break (AF Closed)
- MAY**  
 26 Memorial Day (AF closed)
- JUNE**  
 5 Eid-Al Adha (District closed/ AF open)  
 6 Clerical Day (District closed for ES/MS schools / AF open)  
 16-17 Early dismissal for scholars  
 18 Last Day of School for scholars (early dismissal)  
 19 Juneteenth (AF closed)  
 20 Make-up day if need to add days due to inclement weather (early dismissal)



# Achievement First Brooklyn K-12 Charters

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:  
October 15, 2024  
By: Min Kwon

Charter	School Address	School Phone Number
Aspire	982 Hegeman Ave. Brooklyn, NY 11208	347-471-2055
Brownsville	2021 Bergen Street Brooklyn, NY 11233	347-471-2600
Crown Heights	790 East New York Avenue, Brooklyn, NY 11203	347-471-2580
East New York	557 Pennsylvania Avenue Brooklyn, NY 11207	718-485-4924



## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

John Sharkey and Meaghan Ross prepared this 2023-24 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Romy Coquillette	Chair	Executive, Academic, Facilities
Desiree Dalton	Parent Representative	Academic
Tamika Bradley	Parent Representative	Facilities
Jonathan Atkeson	Trustee/Member	Finance
Amy Arthur Samuels	Trustee/Member	Academic, Executive
Kevin Miquelon	Trustee/Member	Facilities
Paul Cabana	Vice Chair	Executive
Josh Vidro	Trustee/Member	N/A
Akeem Frett	Secretary	Executive
Christopher J. Lynch	Treasurer	Executive, Finance, Facilities
David Pollack	Trustee/Member	Finance
Brandon Sorlie	Trustee/Member	Academic

### School Leaders

Charter	Principal
<b>Aspire</b>	Jordan Hardy has served as the elementary school principal since 2020. Shailah Phillips has served as the interim middle school principal since 2023. Nana Effah has served as the high school principal since 2021.
<b>Brownsville</b>	Ana Samper has served as the elementary school principal since 2021. Liz Hartnett has served as the middle school principal since 2024. Thomas Ng has served as the high school principal since 2023.
<b>Crown Heights</b>	Mallory Bodhuin has served as the elementary school principal since 2023. Victoria Pierre has served as the middle school principal since 2020. Damen Scott has served as the high school principal since 2022.
<b>East New York</b>	Meryl Senter has served as the elementary school principal since 2020 Shamel Duncan has served as the middle school principal since 2022-2023. Jason Coalter has served as the high school principal since 2020

## SCHOOL OVERVIEW

Achievement First Public Charter Schools prepare every student to excel in college and career, deepen their knowledge of self and community, and lead lives of purpose. In partnership with our families and communities, we work to disrupt the legacy of inequity in education.

The first Achievement First Schools to open in New York were Crown Heights and East New York in 2005. Brownsville opened in 2008, followed by Aspire in 2013.

Core elements of the Achievement First model that support our ambitious goal of closing the achievement gap by preparing our students for success include:

- An Unwavering Focus on Breakthrough Student Achievement
- Use of a Consistent, High-Quality, Standards-Aligned Curriculum
- Strategic Use of Assessments to Monitor and Address Student Performance
- Principals have the Power to Lead their School to Execute their Vision
- Principals Provide Increased Supervision Over the Quality of Instruction
- Aggressive Recruitment and Development of Talent
- Disciplined, Achievement-Oriented School Culture
- Rigorous, High-Quality, Focused Training for Principals and Leaders
- Valuing Families as Partners

In the 2023-24 school year, AF implemented a large-scale adoption of externally developed high-quality instructional materials in ELA, math, and science in middle school and in ELA in Elementary School. We have also adopted curricula in our high school English and math courses and have begun piloting adoption in science as well. These curricular materials were chosen after a thorough review of EdReports data, teacher and school leader input, as well as alignment to our value of Leading for Racial Equity and ensuring we would be able to leverage materials in ways that are culturally responsive and empowering. We are continuing to use our middle school history curriculum which is a standards-based program designed internally and with the collaboration of experts in the field. We are considering adoption of externally created high-quality instructional materials in elementary school math and science over the next several years. At present, we are continuing to use our current curricula while piloting Context for Learning Mathematics and PhD Science programs as potential options. This shift will continue to provide the strong foundation for instruction that is characteristic of AF and expected by teachers and leaders, while allowing us to prioritize supporting implementation and responding to student learning data gathered from instruction and assessment.

## ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### School Enrollment by Grade Level and School Year

	School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Aspire	2021-22	51	58	87	86	84	90	87	99	100	98				840
	2022-23	57	60	56	76	72	93	85	77	90	102				768
	2023-24	49	49	65	51	67	71	83	73	76	105	125			814
Brownsville	2021-22	50	78	67	62	88	90	87	85	91	97	104	100	99	1098
	2022-23	41	57	71	60	65	88	84	83	91	70	93	82	84	969
	2023-24	53	44	74	74	65	71	95	88	91		1	67	68	791
Crown Heights	2021-22	79	73	79	93	87	102	91	92	78	161	151	104	102	1292
	2022-23	49	77	66	77	94	89	86	91	92	161	177	130	97	1286
	2023-24	49	51	78	66	85	92	89	92	88	189	189	153	127	1348
East New York	2021-22	79	84	96	87	96	65	62	62	60	112	125	105	102	1135
	2022-23	73	88	82	95	86	66	64	66	55	107	118	113	105	1118
	2023-24	80	78	86	84	86	59	72	62	63	119	107	105	108	1109

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9<sup>th</sup> grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9<sup>th</sup> grade anywhere in the 2020-21 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

### Fourth-Year High School Accountability Cohorts

	Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
Aspire	2021-22	2018-19	2018	N/A	N/A	N/A
	2022-23	2019-20	2019	N/A	N/A	N/A
	2023-24	2020-21	2020	N/A	N/A	N/A
Brownsville	2021-22	2018-19	2018	93	3	90

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	2022-23	2019-20	2019	86	1	85
	2023-24	2020-21	2020	70	2	68
Crown Heights	2021-22	2018-19	2018	95	0	95
	2022-23	2019-20	2019	101	1	100
	2023-24	2020-21	2020	130	0	130
East New York	2021-22	2018-19	2018	100	0	100
	2022-23	2019-20	2019	109	0	109
	2023-24	2020-21	2020	106	1	105

### TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9<sup>th</sup> grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

### Fourth Year Total Cohort for Graduation

	Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
Aspire	2021-22	2018-19	2018	N/A	N/A	N/A
	2022-23	2019-20	2019	N/A	N/A	N/A
	2023-24	2020-21	2020	N/A	N/A	N/A
Brownsville	2021-22	2018-19	2018	90	3	93
	2022-23	2019-20	2019	85	3	88
	2023-24	2020-21	2020	68	4	72
Crown Heights	2021-22	2018-19	2018	95	1	96
	2022-23	2019-20	2019	100	0	100
	2023-24	2020-21	2020	130	1	131
East New York	2021-22	2018-19	2018	100	0	100
	2022-23	2019-20	2019	109	0	109
	2023-24	2020-21	2020	105	1	106

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Fifth Year Total Cohort for Graduation

	Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were <b>Not</b> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
Aspire	2021-22	2017-18	2017	N/A	N/A	N/A
	2022-23	2018-19	2018	N/A	N/A	N/A
	2023-24	2019-20	2019	N/A	N/A	N/A
Brownsville	2021-22	2017-18	2017	64	2	66
	2022-23	2018-19	2018	90	3	93
	2023-24	2019-20	2019	82	6	88
Crown Heights	2021-22	2017-18	2017	100	3	103
	2022-23	2018-19	2018	95	0	95
	2023-24	2019-20	2019	99	1	100
East New York	2021-22	2017-18	2017	89	0	89
	2022-23	2018-19	2018	100	0	100
	2023-24	2019-20	2019	109	0	109

### PROMOTION POLICY

AF has moved to a credit accumulation model in which there are no longer any dragging credit requirements that impact scholars moving to the next grade. Instead of using the language of retention, students will now be deemed “credit deficient” if they are not on track to graduate in 4 years. Students keep all credits for courses they passed.

Grade progression and graduation will depend on credits accumulated. This was modeled after the NYC DOE HS policies for credit standing.

## GOAL 1: HIGH SCHOOL GRADUATION

Our students will graduate high school prepared to succeed personally and academically at their college of choice.

### Graduation Goal Measure 1 - Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

### Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2023-24

	Cohort Designation	Number in Cohort during 2023-24	Percent promoted
Aspire	2022	107	95.3%

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	2023	84	96.4%
Brownsville	2022	1	100%
	2023	N/A	N/A
Crown Heights	2022	162	90.1%
	2023	164	78.0%
East New York	2022	108	90.7%
	2023	115	90.4%

### Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

### Percent of Students in their Second Year Passing Three Regents Exams by Cohort

	Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
Aspire	2020	2021-22	N/A	N/A
	2021	2022-23	N/A	N/A
	2022	2023-24	107	52.3%
Brownsville	2020	2021-22	72	76.4%
	2021	2022-23	60	65.0%
	2022	2023-24	1	0%
Crown Heights	2020	2021-22	131	75.6%
	2021	2022-23	147	50.0%
	2022	2023-24	162	47.5%
East New York	2020	2021-22	106	66.0%
	2021	2022-23	107	44.0%
	2022	2023-24	108	75.9%

### Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

The school's graduation requirements appear in this document above the graduation goal.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent of Students in the Total Graduation Cohort who have Graduated After Four Years<sup>1</sup>

	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Aspire	2018	2021-22	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A
Brownsville	2018	2021-22	93	88	94.6%
	2019	2022-23	88	82	93.2%
	2020	2023-24	72	66	91.7%
Crown Heights	2018	2021-22	96	95	99.0%
	2019	2022-23	100	96	96.0%
	2020	2023-24	131	121	92.4%
East New York	2018	2021-22	100	99	99.0%
	2019	2022-23	109	104	95.4%
	2020	2023-24	106	99	93.4%

### Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

	Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
Aspire	2017	2021-22	N/A	N/A	N/A
	2018	2022-23	N/A	N/A	N/A
	2019	2023-24	N/A	N/A	N/A
Brownsville	2017	2021-22	66	64	97.0%
	2018	2022-23	93	89	95.7%
	2019	2023-24	88	82	93.2%
Crown Heights	2017	2021-22	103	100	97.1%
	2018	2022-23	95	95	100%
	2019	2023-24	100	99	99.0%
East New York	2017	2021-22	89	89	100%
	2018	2022-23	100	100	100%
	2019	2023-24	109	109	100%

#### Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

### Percent of Students in the Total Graduation Cohort who

<sup>1</sup> These data reflect August graduation rates.



## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Graduate in Four Years Compared to the District<sup>2</sup>

	Cohort Designation	School Year	Charter School			School District	
			Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
Aspire	2018	2021-22	N/A	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A	N/A
Brownsville (District 23)	2018	2021-22	93	88	94.6%	402	63.0%
	2019	2022-23	88	82	93.2%	456	57.0%
	2020	2023-24	72	66	91.7%	456	57.0%
Crown Heights (District 17)	2018	2021-22	96	95	99.0%	1,767	82.0%
	2019	2022-23	100	96	96.0%	1,832	81.0%
	2020	2023-24	131	121	92.4%	1,832	81.0%
East New York (District 19)	2018	2021-22	100	99	99.0%	1,294	84.0%
	2019	2022-23	109	104	95.4%	1,360	85.0%
	2020	2023-24	106	99	93.4%	1,360	85.0%

### Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

### Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type<sup>3</sup>

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
[Write name of exam here]	N/A	N/A	N/A
[Write name of exam here]	N/A	N/A	N/A
[Write name of exam here]	N/A	N/A	N/A
Overall	[Total number tested]	[Number passing]	[Percentage passing]

<sup>2</sup> Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2022-23 results as a temporary placeholder for the district's 2023-24 results.

<sup>3</sup> As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, students planning to take a pathway examination during those canceled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22		
2019	2022-23		
2020	2023-24		

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Aspire: YES Brownsville: YES Crown Heights: YES East New York: YES
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Aspire: NO Brownsville: NO Crown Heights: NO East New York: NO
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Aspire: N/A Brownsville: YES Crown Heights: YES East New York: YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Aspire: N/A Brownsville: NO Crown Heights: YES East New York: YES
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Aspire: N/A Brownsville: YES Crown Heights: YES East New York: YES
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Aspire: N/A Brownsville: N/A Crown Heights: N/A East New York: N/A

### EVALUATION OF THE GRADUATION GOAL

All AF Brooklyn high schools met 3/5 of the applicable measures of the high school graduation goal and all but one AF Brooklyn charter met 4/5 of the applicable measures.

For **Graduation Goal Measure 1** all Achievement First NY Charters met this measure for the 2023-2024 school year. Over 75% of students in first and second year cohorts earned the number of credits required to be promoted. Six out of seven cohorts exceeded the 75% goal by at least 15 percent and two out of seven cohorts exceeded the 75% goal by 15%.

**Graduation Goal 2** was not met. Not all cohorts had at least 75% of students in their second year score at least proficient on three different Regents exams.

Three out of ten cohorts met the goal of 75% of students in their second year scoring at least proficient on three different Regents exams. While the data reports on ten cohorts, there are nine true cohorts since one cohort reported for our Brownsville Charter only has one student and represents a student who is credit deficient.

The 2020 Cohort at our Brownsville and Crown Heights Charters met the goal and our East New York Charter was within 10 points of the goal.

The 2021 Cohort for each Achievement First NY Charter did not meet the goal, but our Brownsville Charter was within 10 points of the goal.

The 2022 Cohort at our East New York Charter met the goal, but no other charters met the goal.

For **Graduation Goals 3 and 4**, as a rigorous college preparatory program, Achievement First NY high schools have an internal goal of 100% graduation rates. Our schools have attained the 4-year graduation rate of 75% by a wide margin and have passed the 5-year graduation rate of 95% across all charters in eight out of nine cohorts. Only one cohort, the 2019 cohort from our Brownsville Charter, did not meet Goal 4. It missed by less than 2%.

For **Graduation Goal 5**, Achievement First NY Schools have consistently had higher four year graduation rates than the geographic districts of comparison for each respective school. Nine out of nine Achievement First Cohorts have a graduation rate above 90% and four out of nine cohorts have a graduation rate above 95%. The comparison graduation rates at the local school districts range from 57% to 85%.

**Graduation Goal 6** is not applicable as AF Brooklyn high schools do not have an alternative pathway for graduation

### ADDITIONAL CONTEXT AND EVIDENCE

For **Graduation Goal 1**, each of the AF Brooklyn high schools have historically met this measure by a wide margin and we have continued to do so for almost all cohorts.

For **Graduation Goal 2**, AF Brooklyn high schools have historically achieved this measure prior to the COVID pandemic. We are focused on addressing the decrease in this indicator during the past three years largely due to the impact of COVID-19 and remote instruction. We have begun the adoption of external High Quality Instructional Materials in ELA and Math along and have prioritized the redesign of our internal assessment strategy which in turn should improve Regents pass rates by improving our core curriculum and our ability to respond to formative data and make differentiated instructional choices based on formative data. On the June 2024 Regents we saw ELA Regents pass rates improve by at least 10 percentage points at all of high schools after one year of using our new ELA curriculum, StudySync. This is an encouraging sign and we attribute our improvement there to our curriculum implementation strategy. Math results have not yet improved as a result of our first year of Illustrative Math curriculum

implementation, but our Aspire charter has grown back to Algebra 1 results that are similar to pre-pandemic levels.

For **Graduation Goals 3 and 4**, AF Brooklyn high schools have historically achieved the 4th and 5th year graduation rate measure and we have continued to do so in almost all cases.

For **Graduation Goal 5**, AF Brooklyn high schools have consistently exceeded the graduation rates of their district peers and we have continued to do so.

**Graduation Goal 6** is not applicable as AF Brooklyn high schools do not have an alternative pathway for graduation.

### ACTION PLAN

We believe that the High Quality Instructional Materials curriculum adoption of Illustrative Math for Algebra 1, Geometry, and Algebra 2 and StudySync for ELA will bring continued long-term improvement. We have also initiated a strategy anchored in strengthening Tier 1 instruction for this school year to support curriculum implementation and instruction across all courses. Each quarter we have prioritized a set of foundational instructional indicators for teacher skill-building through professional development and coaching and for evaluation and goal-setting. We believe the attention to data paired with the coordination of school teams with network teams will also lead to improved academic outcomes. We have also strengthened the systems and structures for our interim assessments and response to data. In math we are continuing to partner with the Achievement Network for our interim assessments to ensure they are high quality and aligned to the standards. In ELA, we are using the assessments from the curriculum we have adopted, StudySync. EdReports has highly rated StudySync in all areas, including assessment. We are also piloting in some of our core science classes the adoption of OpenSciEd, a high-quality external curriculum for science. More information about our supports and professional development can be found in later subject-specific sections.

## GOAL 2: COLLEGE PREPARATION

Write the school's college preparation goal here.

Achievement First (AF) exists to deliver on the promise of equal educational opportunity for all of America's children. One of our most important goals over the next several years is to ensure that our schools deliver on this promise to our scholars, by having a strong plan to respond to challenges caused by the COVID pandemic and continue to bolster and improve our educational model so that all of our students are prepared to succeed in life post K-12.

In partnership with the Achievement First network, AF Brooklyn provides its high school scholars with a great level of support to attend and graduate from the nation's top colleges. Key to this strategy is a dedicated team – Team College & Career

Team College & Career seeks to create a scalable model for our country that defies the current 8% college graduation rate for low-income students. Using a six-levered college access and completion approach, Team College & Career guides schools in setting and reaching audacious goals for each lever in order to meet our goals. By 2028-29, we strive for at least 98% of the graduating cohort to have a post-secondary plan, for at least 90% of the graduating cohort to matriculate to college, a career and technical education (CTE) program, or the military, and for at least 80% of the graduating cohort to matriculate into a Bachelor's or Associate degree program. Team College & Career leads the charge in refining and codifying best practices for each key lever: (1) support through the college process and/or career/CTE process (2) Foundations of Leadership, a core class in grades 11-12 (3) college entrance exam preparation, (4) a K-12 college-going culture, (5) a summer programs requirement, and (6) alumni support and programming. We employ a data-driven approach toward ensuring that all scholars are accepted to and graduate from our country's top colleges. Our approach encompasses:

- Tracking data on high school scholars and alumni as they apply to, attend, and graduate from college
- Alumni programming and college partnerships
- College initiatives in our high schools including summer opportunities, SAT prep, and family and community engagement

In addition to the support from our Network College and Career team, we have aligned our high school academic program to meet our goals. We expect our high schools to provide four year pathways in each core content area with an opportunity to take advanced level courses such as College Board Advanced Placement courses or dual enrollment courses. We provide a central network curriculum that is a mix of adopted external programs and internal curriculum for the four year pathway in each core content area along with professional development for school leaders and teachers to support curriculum implementation.

We have begun developing partnerships for dual enrollment. At the high school within our Brownsville charter, we offered during SY 23-24 one course each semester through the [National Education Equity Lab](#). This organization partners with a number of colleges and universities across the country to deliver and support online college credit-bearing courses into teacher-led high school classrooms across the country. For SY 23-24, we will continue to maintain that partnership with our Brownsville charter high school and we have expanded this partnership to our East New York charter high school. For the future we are considering further expansion of this partnership. We are also exploring dual enrollment opportunities through CUNY College Now, a FREE college transition/dual enrollment program for New York City Department of Education high school students.

### College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

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- **Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;**
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- **Achieving the college and career readiness benchmark on the SAT;**
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator<sup>4</sup>

	Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Aspire	Passing an AP exam with a score of 3 or higher	N/A	N/A	N/A
	College & Career Readiness Benchmark on SAT	N/A	N/A	N/A
	<b>Overall</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Brownsville	Passing an AP exam with a score of 3 or higher	66	9	13.6%
	College & Career Readiness Benchmark on SAT	66	7	10.6%
	<b>Overall</b>	<b>66</b>	<b>13</b>	<b>19.7%</b>
Crown Heights	Passing an AP exam with a score of 3 or higher	121	76	62.8%
	College & Career Readiness Benchmark on SAT	121	30	24.8%
	<b>Overall</b>	<b>121</b>	<b>79</b>	<b>65.3%</b>
East New York	Passing an AP exam with a score of 3 or higher	99	50	50.5%
	College & Career Readiness Benchmark on SAT	99	42	42.4%

<sup>4</sup> Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

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	<b>Overall</b>	<b>99</b>	<b>61</b>	<b>61.6%</b>
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### College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

Matriculation Rate of Graduates by Year<sup>5</sup>

	Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
Aspire	2018	2021-22	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A
Brownsville	2018	2021-22	95	85	89.5%
	2019	2022-23	83	71	85.5%
	2020	2023-24	67	64	95.5%

<sup>5</sup> Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

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Crown Heights	2018	2021-22	101	91	90.1%
	2019	2022-23	96	92	95.8%
	2020	2023-24	127	111	87.4%
East New York	2018	2021-22	100	99	99.0%
	2019	2022-23	105	102	97.1%
	2020	2023-24	104	94	90.4%

### SUMMARY OF THE COLLEGE PREPARATION GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Aspire: N/A Brownsville: NO Crown Heights: NO East New York: NO
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Aspire: N/A Brownsville: YES Crown Heights: YES East New York: YES

### EVALUATION OF THE COLLEGE PREPARATION GOAL

Our matriculation data comes both from our alumni college success counselors confirming matriculation status with individual AF graduates and then later from the National Student Clearinghouse when their data is released.

None of our NY Achievement First high schools met **College Preparation Goal 1**. Our high school within our East New York charter came within 15% of the goal measure, our high school within our Crown Heights charter was within 10% short of the goal measure (an improvement from the year before), and our high school within our Brownsville charter was approximately 55% short of the goal measure. Our high schools within the East New York and Crown Heights charters have maintained the greatest offering of AP courses. Access to AP courses makes it more likely for more students to earn a qualifying score and can also support SAT performance.

All of our NY Achievement First HS Cohorts met **College Preparation Goal 4** by wide margins. Every cohort exceeded the goal by at least 10%. Our high schools are college preparatory high schools with robust College and Career teams to support students in college preparation, selection, admissions, and matriculation.



### ADDITIONAL CONTEXT AND EVIDENCE

For **College Preparation Goal 1**, we have seen declines from historical performance in all cohorts that graduated after June of 2020. Our pre-pandemic cohorts had high rates of AP participation with strong performance relative to peer charter high schools. AP participation declined during the pandemic and students were less academically prepared for success in AP courses. AP participation is starting to rebound, but performance on the AP exam is still not at historical levels in most courses. Our current focus within our HS program is on ensuring students are demonstrating proficiency in the grade level standards across all content areas. This foundation is necessary for students to find success in AP level courses. We will continue to both provide access to AP classes, but also ensure students have the necessary foundations for success in those classes. As we continue to respond to the learning effects from the pandemic, we will prioritize developing proficiency with grade level standards. Over time, this will eventually translate to gains in AP achievement.

Also, many colleges adopted an SAT optional admissions policy during the pandemic. With that change to the external admissions context, we have deemphasized the SAT beginning with the 2020-21 school year. This de-emphasis has continued which has affected the number of students meeting the SAT College and Career Readiness benchmark. Although the SAT is not emphasized as much as it has been pre-pandemic, we believe the efforts we are making to strengthen academic foundations, especially in Algebra 1 and 9th and 10th grade ELA courses will eventually result in gains in SAT achievement.

For **College Preparation Goal 2**, our NY Achievement First high schools have historically met this measure by wide margins and we are continuing to do so.

### ACTION PLAN

Our strategy here is quite similar to our overall strategy to improve academic outcomes. The biggest obstacle to stronger results on AP exams and the SAT for our students is an academic foundation with gaps. Students will achieve more success in AP courses and the SAT when they have mastered the foundational grade level standards, particularly those from the core courses in 9th and 10th grade such as Algebra 1, 9th grade ELA, Geometry, 10th grade ELA, and Algebra 2. These are all Regents courses and we are doubling down on our strategy to improve achievement in these courses as described in the Action Plan for Goal 1. We believe that the High Quality Instructional Materials curriculum adoption of Illustrative Math for Algebra 1, Geometry, and Algebra 2 and StudySync for ELA will bring continued long-term improvement. We have also initiated a strategy anchored in strengthening Tier 1 instruction for this school year to support curriculum implementation and instruction across all courses. Each quarter we have prioritized a set of foundational instructional indicators for teacher skill-building through professional development and coaching and for evaluation and goal-setting. We believe the attention to data paired with the coordination of school teams with network teams will also lead to improved academic outcomes. We have also strengthened the systems and structures for our interim assessments and response to data after assessment administration. In math we are continuing to partner with the Achievement Network for our interim assessments to ensure they are high quality and aligned to the standards. In ELA, we are using the assessments from the curriculum we have adopted, StudySync. EdReports has highly rated StudySync in all areas, including assessment. We are also piloting

in some of our core science classes the adoption of OpenSciEd, a high-quality external curriculum for science. We will also continue to provide access to a wide variety of AP courses and we are improving our network talent recruitment and retention strategies so that we have the qualified teachers needed to maintain access to these courses. We are also exploring other methods to provide access to AP or other college level classes even when we do not have the teacher or enough students to justify offering the class. These other methods include partnerships with the National Education Equity Lab to offer college dual enrollment classes or other dual enrollment options.

### GOAL 3: ENGLISH LANGUAGE ARTS

All students at Achievement First Charter Schools will be proficient readers and writers of the English language.

#### BACKGROUND

In Achievement First's K-8 ELA program, the purpose of ELA instruction is to build a love of reading among students, to create knowledge and language-rich learning experiences, as well as to ensure that every scholar leaves elementary school proficient at reading and writing grade-level standards. In doing so, students will enter their middle school experience prepared for the academic learning ahead.

In the 2023-24 school year, our schools began a full-scale implementation of new curriculum:

- Foundations & Heggerty (K-2, sometimes 3)
- Geodes (K-2, sometimes 3)
- *Wit and Wisdom* across all of our K-8 campuses.

Through a rigorous adoption process, we identified these programs as the best choice for our students, over several other HQIM options, for a number of reasons:

- Aligned with the Science of Reading
- Intentional word and world knowledge building throughout and across grade levels
- Aligned to knowledge and skill demands of state exams (RICAS, NYSE, SBAC) (grades 3-4)
- Highly rated in EdReports
- Aligned with NY NextGen Standards
- W&W supports foundational reading skills across grades K through 4
- W&W (and thus Geodes) is built and organized into cohesive units that follow the principles of backwards design.
- Starting in kindergarten, students are positioned to ask questions, read rich, complex texts, write across various genres, make use of textual evidence, and construct explanations and arguments.
- Regular formative & summative assessments to monitor student learning are part of every module

To support strong data practices, we invest in both curriculum-based and external formative and summative assessments:

- Universal Screeners: mCLASS (K-4) and STAR (5-8) (3x; BOY, MOY, EOY)
- Foundations (K-3): Unit Exams
- Wit and Wisdom: New Reads, Focusing Question Tasks, End of Module Tasks
- Gr 3-8: Interim Assessments and Mock Exam (used as proxies for NYSE state exams)

Regarding professional development, a focus in 2023-2024 was ensuring that teachers taught the new curriculum with fidelity and integrity and that teachers were receiving regular feedback from school leaders to support their learning and development. Leaders were supported through professional development focused IPP skill building, module unpacking, and analyzing and responding to student work. Teachers were developed via professional developments based on module unpacking, lesson planning and facilitation, and response to scholar data.

In our high school ELA program, students deeply engage with texts through research-based, structured close reading cycles, carefully reading diverse texts from many genres and writing in a variety of formats that deepen thinking and learning. Scholars practice the discipline in order to construct understanding; they are the “doers” (reading, analyzing, unpacking, posing questions, thinking critically, discussing, researching, writing) and teachers are facilitators who support scholars in leading the learning. The high school ELA program supports the development of adolescent literacy at all stages of readiness and leverages structured reading approaches and supports that seek to mitigate learning barriers for struggling readers accessing grade level texts. We use research-based instructional approaches to develop vocabulary and background-knowledge and focus on student engagement as a means for developing literacy and facilitating deep and authentic conversation with text, each other, and the world.

In the 2023-2024 school year, our high schools began full scale implementation of the StudySync curriculum across grades 9 and 10, with optional unsupported implementation in grades 11 and 12. We identified StudySync as the best choice for our students, over several other HQIM options, for a number of reasons.

- Greater diversity of representation of authors
- Most aligned to knowledge and skill demands on AP, Regents, and SAT/PSAT exams
- Highly rated by EdReports
- Aligned with NY NextGen State Standards
- Aligned with the Science of Reading
- Provides detailed guidance for implementing instructional approaches to support literacy development in students who enter high school reading below grade level
- Includes resources for addressing foundational reading skills like phonics and fluency
- Greatest support for flexibly differentiating instruction for all learners, including students who are MLL and exceptional learners.

In the first year of implementation of the StudySync curriculum in school year 2023-2024, we aligned across schools on implementing units 1-4, though schools were encouraged to select the “version” of the unit that best met the needs/interests of their students. All StudySync curriculum units have four “versions,” all of which address the same NY NextGen Standards and have the same summative

assessments—a multi genre unit that includes lesson-level resources for all texts, skill lessons, and writing lessons across the unit, and three novel-study units, each of which provide a “teacher’s guide” for the novel and lesson level resources for shorter comparative texts included in the unit. Teachers are expected to build their own daily lesson resources from the “teacher guide” for the novel sections of the unit. We heard feedback throughout the year about a need for greater support from network for novel study units, and this feedback has informed a shift in our approach to supporting novel study units in the 2024-2025 school year to aligned units and aligned versions of units across all schools and grades, with the network high school ELA team providing daily lesson resources for the novel study unit selections.

In school year 2023-2024 we piloted mandatory Extended Writing Projects (EWPs) across grades 9 and 10. Students complete these process-based writing pieces, involving multiple drafts, with least invasive scaffolding. The EWPs are curricular assessments aligned to unit standards and provide students with additional opportunities to demonstrate their learning, both as readers and writers. The EWP requires both cumulative knowledge built across unit texts and facility with writing in a target genre for which the unit provides mentor texts and several “at bats” for students to build skill in a specific genre of writing. As a result of the positive impacts from the pilot, in school year 2024-2025 we have moved to have EWPs mandatory across all grades and units.

In addition to EWPs, we leveraged assessment resources provided by StudySync to develop network interim assessments, broad benchmark assessments that track progress against a wide array of NY NextGen Literacy and Writing Standards across the year.

Professional learning for ELA teachers focused on a scope and sequence of support for new curriculum implementation. The year began with technical training to support teachers in developing facility with the various tools offered with the StudySync curriculum, including a suite of online tools and teacher guides. We then shifted our focus to developing skill with the Close Reading Cycle, a Science of Reading-aligned approach to reading that is the fulcrum of the StudySync curriculum. The approach involves multiple reads of a text interspersed with targeted skills lessons to develop students ability to independently apply analytical skills as they read and develop their own evidence-based interpretations of texts.

We leveraged quarterly continuous improvement cycles, which included targeted support for individual academic deans and instructional walkthroughs to track progress and collaborate directly with school leaders on observing instruction, and aligning on prioritized feedback and action steps for moving instruction forward.

### ELEMENTARY AND MIDDLE ELA

#### ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

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The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam Number of Students Tested and Not Tested									
	Grade	Total Tested	Not Tested					Total Enrolled	
			Absent	Refusal	ELL/IEP	Admin error	Medically excused		Other reason
Aspire	3	47						3	50
	4	59		1				1	61
	5	60	5			2			67
	6	79	4						83
	7	62	1	2					65
	8	75	1						76
	All	382	11	3		2		4	402
Brownsville	3	71		6					77
	4	58		8					64
	5	67							67
	6	88	3	2					93
	7	84	2	2					88
	8	79	2	4					85
	All	447	7	22					476
Crown Heights	3	65		1					66
	4	81		4					85
	5	91		2					93
	6	87							87
	7	85	1	2					88
	8	86	2	4					92
	All	495	3	13					511
East New York	3	80		3					83
	4	80		5					85
	5	62							62
	6	69							69
	7	60		1					61
	8	59	1	2					62
	All	410	1	11					422
Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year <sup>6</sup>									
	Grade	All Students				Enrolled in at least their Second Year			

<sup>6</sup> Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	3	47	26	55.3%	43	25	58.1%
	4	59	26	44.1%	56	26	46.4%
	5	60	20	33.3%	38	14	36.8%
	6	79	37	46.8%	67	32	47.8%
	7	62	35	56.5%	52	29	55.8%
	8	75	54	72.0%	66	50	75.8%
	All	382	198	51.8%	322	176	54.7%
Brownsville	3	71	30	42.3%	61	23	37.7%
	4	58	24	41.4%	51	20	39.2%
	5	67	19	28.4%	56	18	32.1%
	6	88	37	42.0%	75	33	44.0%
	7	84	44	52.4%	72	38	52.8%
	8	79	43	54.4%	70	39	55.7%
	All	447	197	44.1%	385	171	44.4%
Crown Heights	3	65	40	61.5%	55	36	65.5%
	4	81	55	67.9%	63	44	69.8%
	5	91	34	37.4%	76	29	38.2%
	6	87	43	49.4%	69	32	46.4%
	7	85	56	65.9%	74	51	68.9%
	8	86	60	69.8%	73	49	67.1%
	All	495	288	58.2%	410	241	58.8%
East New York	3	80	41	51.3%	62	32	51.6%
	4	80	42	52.5%	78	40	51.3%
	5	62	18	29.0%	37	8	21.6%
	6	69	30	43.5%	62	25	40.3%
	7	60	28	46.7%	54	27	50.0%
	8	59	39	66.1%	57	38	66.7%
	All	410	198	48.3%	350	170	48.6%

### ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.<sup>7</sup>

### English Language Arts 2023-24 Performance Index (PI)

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Aspire	382	21.7%	26.4%	32.5%	19.4%

$$\begin{aligned}
 \text{PI} &= 26.4\% + 32.5\% + 19.4\% = 78.3\% \\
 &\quad\quad\quad 32.5\% + 19.4\% = 51.9\% \\
 &\quad\quad\quad + (.5)*19.4\% = 9.7\% \\
 \text{PI} &= 139.9
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Brownsville	447	28.7%	27.3%	30.2%	13.8%

$$\begin{aligned}
 \text{PI} &= 27.3\% + 30.2\% + 13.8\% = 71.3 \\
 &\quad\quad\quad 30.2\% + 13.8\% = 44.0 \\
 &\quad\quad\quad + (.5)*13.8\% = 6.9 \\
 \text{PI} &= 122.2
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Crown Heights	495	16.4%	25.6%	39.7%	18.3%

$$\begin{aligned}
 \text{PI} &= 25.6\% + 39.7\% + 18.3\% = 83.6 \\
 &\quad\quad\quad 39.7\% + 18.3\% = 58.0 \\
 &\quad\quad\quad + (.5)*18.3\% = 9.2 \\
 \text{PI} &= 150.8
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
East New York	410	22.4%	29.4%	34.1%	14.1%

$$\begin{aligned}
 \text{PI} &= 29.4\% + 34.1\% + 14.1\% = 77.6 \\
 &\quad\quad\quad 34.1\% + 14.1\% = 48.2 \\
 &\quad\quad\quad + (.5)*14.1\% = 7.1 \\
 \text{PI} &= 132.9
 \end{aligned}$$

### ELA Measure 3 - Comparative

<sup>7</sup> You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>8</sup>

### 2023-24 State English Language Arts Exam Charter School and District Performance by Grade Level

	Grade	Percent of Students at or Above Proficiency			
		Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Aspire (District 19)	3	58.1%	43	32.4%	1,163
	4	46.4%	56	40.2%	1,165
	5	36.8%	38	34.7%	1,206
	6	47.8%	67	26.8%	1,237
	7	55.8%	52	39.8%	1,313
	8	75.8%	66	39.7%	1,406
	All	54.7%	322	35.7%	7,490
Brownsville (District 23)	3	37.7%	61	44.2%	450
	4	39.2%	51	33.3%	486
	5	32.1%	56	27.9%	480
	6	44.0%	75	31.8%	528
	7	52.8%	72	36.6%	527
	8	55.7%	70	37.5%	584
	All	44.4%	385	35.2%	3,055
Crown Heights (District 17)	3	65.5%	55	38.9%	827
	4	69.8%	63	46.3%	871
	5	38.2%	76	41.4%	886
	6	46.4%	69	43.8%	1,040
	7	68.9%	74	51.7%	1,056
	8	67.1%	73	48.8%	941
	All	58.8%	410	45.4%	5,621
East New York (District 19)	3	51.6%	62	32.4%	1,163
	4	51.3%	78	40.2%	1,165
	5	21.6%	37	34.7%	1,206

<sup>8</sup> Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.



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	6	40.3%	62	26.8%	1,237
	7	50.0%	54	39.8%	1,313
	8	66.7%	57	39.7%	1,406
	All	48.6%	350	35.7%	7,490

### ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.<sup>9</sup>

### 2022-23 English Language Arts Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Aspire	3	85.5%	442.0	439.5	0.25
	4	93.2%	447.0	440.9	0.61
	5	88.3%	443.0	440.5	0.27
	6	85.7%	436.0	440.2	-0.50
	7	90.9%	453.0	442.6	1.20
	8	85.6%	461.0	447.3	1.57
	All	88.0%	447.3	442.0	0.59
Brownville	3	92.1%	442.0	438.1	0.38
	4	98.6%	448.0	439.7	0.81
	5	83.2%	446.0	441.6	0.47
	6	88.4%	448.0	439.7	0.97
	7	79.1%	449.0	444.7	0.47
	8	77.9%	458.0	448.5	0.99
	All	85.2%	449.3	442.7	0.71

<sup>9</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Crown Heights	3	89.2%	454.0	438.7	1.47
	4	83.8%	453.0	442.9	0.99
	5	85.9%	444.0	441.0	0.32
	6	79.2%	452.0	441.6	1.14
	7	79.2%	454.0	444.7	1.02
	8	83.2%	459.0	444.7	1.17
	All	83.3%	452.6	442.9	1.01
East New York	3	90.6%	447.0	438.4	0.83
	4	82.0%	449.0	443.2	0.56
	5	83.1%	444.0	441.6	0.26
	6	79.7%	445.0	441.5	0.39
	7	86.2%	455.0	443.5	1.32
	8	80.4%	461.0	448.1	1.34
	All	84.0%	449.7	442.4	0.76

### ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

#### METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.<sup>10</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

#### 2022-23 English Language Arts Mean Growth Percentile by Grade Level

	Grade	Mean Growth Percentile	
		School	Target
Aspire	4	65.5	50.0

<sup>10</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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	5	45.1	50.0
	6	40.9	50.0
	7	58.1	50.0
	8	64.7	50.0
	All	54.8	50.0
Brownsville	4	50.4	50.0
	5	50.9	50.0
	6	58.3	50.0
	7	43.5	50.0
	8	55.5	50.0
	All	51.8	50.0
Crown Heights	4	59.1	50.0
	5	39.5	50.0
	6	50.2	50.0
	7	57.7	50.0
	8	65.8	50.0
	All	54.5	50.0
East New York	4	57.9	50.0
	5	50.9	50.0
	6	51.7	50.0
	7	63.6	50.0
	8	55.9	50.0
	All	55.8	50.0

### ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup>– 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: mCLASS in grades K-4 & STAR Reading in Grades 5-8.

#### mCLASS (K-4)

#### Percent Proficient for 2023-24 mCLASS

	Grades	Percent Proficient <b>BOY</b>	Percent Proficient <b>EOY</b>	Percentage Point Difference
Aspire	K	45.8%	71.7%	25.9%
	1	44.9%	75.0%	30.1%
	2	61.5%	75.4%	13.9%
	3	52.0%	80.0%	28.0%
	4	46.3%	73.8%	27.5%
	<b>All</b>		<b>50.5%</b>	<b>75.2%</b>
Brownsville	K	25.0%	64.4%	39.4%
	1	39.5%	66.7%	27.2%
	2	45.8%	63.5%	17.7%
	3	36.5%	44.6%	8.1%

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	4	47.7%	43.1%	-4.6%
	<b>All</b>	<b>39.5%</b>	<b>55.6%</b>	<b>16.1%</b>
Crown Heights	K	31.1%	97.8%	66.7%
	1	70.0%	87.8%	17.8%
	2	54.7%	88.5%	33.8%
	3	56.1%	80.0%	23.9%
	4	64.3%	90.1%	25.8%
	<b>All</b>	<b>56.6%</b>	<b>88.4%</b>	<b>31.8%</b>
East New York	K	38.0%	58.7%	20.7%
	1	69.2%	85.3%	16.1%
	2	65.1%	70.4%	5.3%
	3	59.0%	62.7%	3.7%
	4	46.5%	32.1%	-14.4%
	<b>All</b>	<b>55.5%</b>	<b>61.3%</b>	<b>5.8%</b>

### STAR Reading (5-8)

The following tables evaluate the median student growth percentile for all students. The STAR Reading Assessment is a comprehensive and nationally administered assessment focused on a variety of literacy skills. It is given three times a year in 5-8th grades to assess growth in reading and help identify students for further interventions and support.

Our target goal of 50 refers to the average student growth percentile. STAR Reading is a nationally administered assessment, giving us comparative data. This comparative data helps us understand how students at AF grew relative to peers across the country, given the same initial data. For the purposes of this goal, we expect the average student growth percentile to be at the 50th percentile comparing beginning of year scores to end of year scores.

### End of Year Growth on 2023-24 STAR Reading Assessment By All Students

	Grades	Median Growth Percentile	Number Tested
Aspire	5	27	62
	6	49.5	78
	7	62	56
	8	65.5	74
	<b>All</b>	<b>52</b>	<b>270</b>

	Grades	Median Growth Percentile	Number Tested
Crown Heights	5	24	83
	6	32	79
	7	56	75
	8	47	75
	<b>All</b>	<b>42</b>	<b>312</b>

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Brownsville	5	30	55
	6	47	87
	7	59	67
	8	35	75
	<b>All</b>	<b>41</b>	<b>284</b>

East New York	5	36	57
	6	58	69
	7	51	57
	8	50.5	60
	<b>All</b>	<b>49</b>	<b>243</b>

### SUMMARY OF THE ELA GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Aspire: <span style="color: orange;">NO</span> Brownsville: <span style="color: orange;">NO</span> Crown Heights: <span style="color: orange;">NO</span> East New York: <span style="color: orange;">NO</span>
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Aspire: <span style="color: green;">YES</span> Brownsville: <span style="color: green;">YES</span> Crown Heights: <span style="color: green;">YES</span> East New York: <span style="color: green;">YES</span>
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Aspire: <span style="color: green;">YES</span> Brownsville: <span style="color: green;">YES</span> Crown Heights: <span style="color: green;">YES</span> East New York: <span style="color: green;">YES</span>
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Aspire: <span style="color: green;">YES</span> Brownsville: <span style="color: green;">YES</span> Crown Heights: <span style="color: green;">YES</span> East New York: <span style="color: green;">YES</span>
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Aspire: <span style="color: green;">YES</span> Brownsville: <span style="color: green;">YES</span> Crown Heights: <span style="color: green;">YES</span> East New York: <span style="color: green;">YES</span>
Growth	Each year, the percent of students at or above the proficiency benchmark on the internally administered mCLASS assessment will increase by 10% from the beginning of the year to the end of the year for all students in grade K through 4.	Aspire: <span style="color: green;">YES</span> Brownsville: <span style="color: green;">YES</span> Crown Heights: <span style="color: green;">YES</span> East New York: <span style="color: orange;">NO</span>
Growth	Each year, the school's median growth percentile of all 5th through 8th grade students will be greater than 50 on the internally administered STAR Reading assessment. Student growth is the difference between the beginning of year score and the end of year score.	Aspire: <span style="color: green;">YES</span> Brownsville: <span style="color: orange;">NO</span> Crown Heights: <span style="color: orange;">NO</span> East New York: <span style="color: orange;">NO</span>

### EVALUATION OF ELA GOAL

AF Brooklyn K-12 schools had mixed results on the applicable measures. No schools met the absolute goals of reaching 75% proficient. All 4 schools met the comparative measure and 3 of 4 schools met the growth measure.

### ADDITIONAL CONTEXT AND EVIDENCE

n/a

### ELA ACTION PLAN

While we are glad to see strong growth for students during the year, our ELA program is still not yet ensuring students get where they need to be from an absolute perspective. Reading has been named a network focus area for the 24-25 school year and next several years. Our Senior Director of K-12 Reading will continue to further analyze our reading and ELA programs in partnership with our ELA Directors and determine where we need to make adjustments and are currently working on a robust proposal for this multi-year effort. In particular, the Sr. Director of K-12 reading will focus on STAR performance 3x a year as well as scaling the use of Lexia's PowerUp program for all students in need of reading intervention across all 23 middle and high schools. This program, created and supported by one of the leading organizations in the science of reading, ensures students reading below grade level have access to the exact reading content that will fill their unique reading gaps. Our Sr. Director of Reading works closely with directors on team Special Services to train school leaders and teachers on the program, monitor its rollout and implementation, and support its consistent usage for our striving readers. The ES Teaching and Learning team will support mCLASS data and analysis across K-4 campuses.

This year is our second year implementing a science of reading aligned curriculum - Wit and Wisdom from Great Minds - across our K-8 classrooms. We will continue to assess 5-8 scholars using the STAR assessment, and in grades K-4, we will be using the mCLASS/Dibels reading assessments 3x per year. We have also implemented FUNdations and Heggerty across our K-2 (and in most cases 3rd grade) classrooms and have implemented Geodes, a Great Minds series of decodable texts aligned to both Wit & Wisdom and the FUNdations scope and sequence. We are also investing in sending our network leaders and school teams to literacy professional development, including the Reading League conference.

In all grades, we are training teachers on how to better use the data from mCLASS, CUBED, and STAR as well as internal assessments (daily exit tickets, quizzes, unit exams, and IAs) to more effectively drive instruction and support students who are struggling and challenge students who are meeting the grade-level expectation. We have also bolstered our teacher training, supports and focus on reading intervention and ensuring we have a strong Tier 2 program for students who are reading below grade level. We are providing Tier 1 support via more robust on-the-ground support that involves frequent classroom observation and coaching leaders to support their teachers in executing our curriculum and responding to student data. Finally, we have a more robust professional development strategy, with dean cohort once per month, leader pods occurring 4x a year (where small groups of ELA leaders join together at a school site for professional learning and practice), and a day long Day of Practice professional development day for all leaders and teachers where participants engage in at least 4.5 hours of professional learning in their content areas.

## HIGH SCHOOL ELA

### High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed NY NextGen expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (NY NextGen)) by the completion of their fourth year in the cohort.

### METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting NY NextGen expectations) on the Regents Exam in English Language Arts (NY NextGen). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.<sup>11</sup>

Percent Scoring at Least Level 4 on Regents English NY NextGen Exam  
by Fourth Year Accountability Cohort<sup>12</sup>

	Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	93	90	1	33.3%
	2019	2022-23	86	84	1	50.0%
	2020	2023-24	70	0	25	35.7%
Crown Heights	2018	2021-22	95	94	1	100.0%
	2019	2022-23	101	88	3	23.1%
	2020	2023-24	130	0	47	36.2%
East New York	2018	2021-22	100	98	1	50.0%
	2019	2022-23	109	102	0	0.0%
	2020	2023-24	106	1	32	30.5%

<sup>11</sup> Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

<sup>12</sup> Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

**High School ELA Measure 2 - Absolute**

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet NY NextGen expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (NY NextGen)) by the completion of their fourth year in the cohort.

**METHOD**

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting NY NextGen expectations) on the Regents Exam in English Language Arts (NY NextGen). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English NY NextGen Exam  
by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	93	90	3	100.0%
	2019	2022-23	86	84	2	100.0%
	2020	2023-24	70	0	51	72.9%
Crown Heights	2018	2021-22	95	94	1	100.0%
	2019	2022-23	101	88	8	61.5%
	2020	2023-24	130	0	104	80.0%
East New York	2018	2021-22	100	98	1	50.0%
	2019	2022-23	109	102	6	85.7%
	2020	2023-24	106	1	83	79.0%

**High School ELA Measure 3 - Absolute**

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

**High School ELA Measure 4 - Comparative**



Each year, the percent of students in the high school Total Cohort meeting or exceeding NY NextGen expectations on the Regents Exam in English Language Arts (NY NextGen) will exceed the percentage of comparable students in the district meeting or exceeding NY NextGen expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting NY NextGen expectations on the Regents Exam in English Language Arts (NY NextGen) will exceed the percentage of comparable students in the district at least partially meeting NY NextGen expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting NY NextGen expectations on the Regents Exam in English Language Arts (NY NextGen)) by the completion of their fourth year in the cohort.

## METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on NY NextGen exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	16	14	0	0.0%
	2019	2022-23	23	23	0	N/A
	2020	2023-24	0	0	0	N/A
Crown Heights	2018	2021-22	27	27	0	N/A
	2019	2022-23	32	26	0	0.0%
	2020	2023-24	4	0	1	25.0%
East New York	2018	2021-22	12	12	0	N/A
	2019	2022-23	14	13	0	0.0%
	2020	2023-24	N/A	N/A	N/A	N/A

### High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will at least partially meet NY NextGen expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (NY NextGen)) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

### Percent Achieving at Least Performance Level 3 on NY NextGen exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	16	14	2	100.0%
	2019	2022-23	23	23	0	N/A
	2020	2023-24	0	0	0	N/A

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Crown Heights	2018	2021-22	27	27	0	N/A
	2019	2022-23	32	26	3	50.0%
	2020	2023-24	4	0	2	50.0%
East New York	2018	2021-22	12	12	0	N/A
	2019	2022-23	14	13	1	100.0%
	2020	2023-24	N/A	N/A	N/A	N/A

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Overall, the high school ELA goal was not met. While we partially met some of the measures, the majority of measures were not met across cohorts. Crown Heights met Measure 2, with at least 80% of students in the high school Accountability Cohort scoring a 3 or above on the Regents Exam in English Language Arts. No cohorts met Measure 7, while Brownsville and East New York high school Accountability Cohorts met Measure 8, with at least 75% of students who did not score proficient on their NY State 8th grade ELA exam scoring a level 3 on the English Language Arts Regents by the end of their fourth year in the cohort. Our schools are not held accountable for Measures 3–6.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed NY NextGen expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (NY NextGen)) by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: NO Crown Heights: NO East New Yorks: NO
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet NY NextGen expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (NY NextGen)) by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: NO Crown Heights: YES East New Yorks: NO
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding NY NextGen expectations on the Regents Exam in English Language Arts (NY NextGen) will exceed the percentage of comparable students from the district meeting or exceeding NY NextGen expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting NY NextGen expectations on the Regents Exam in English Language Arts (NY NextGen) will exceed the percentage of comparable students in the district at least partially meeting NY NextGen expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will meet or exceed NY NextGen expectations (currently	Aspire: N/A Brownsville: NO Crown Heights: NO

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (NY NextGen)) by the completion of their fourth year in the cohort.	East New Yorks: <b>NO</b>
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade English language arts exam will at least partially meet NY NextGen expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (NY NextGen)) by the completion of their fourth year in the cohort.	Aspire: <b>N/A</b> Brownsville: <b>YES</b> Crown Heights: <b>NO</b> East New Yorks: <b>YES</b>

### EVALUATION OF HIGH SCHOOL ELA GOAL

For Measure 1, percent of students scoring at least a level 4 on the ELA Regents exam, all cohorts fell short of meeting the 65% measure. In both school year 2021-2022 and 2022-2023, still impacted by disrupted education during the pandemic, the vast majority of students received a waiver for this exam as seen in the 2018 and 2019 cohorts from Brownsville, Crown Heights, and East New York. 88-98% of students across those cohorts received waivers and did not take the exam. In 2023-2024, all or most students from the 2020 cohorts across school took the exam, and around 1/3 of students taking the exam scored at least a 4, remaining about 30% short of meeting the measure.

For Measure 2, while Crown Heights was the only school that fully met the measure of 80% of students scoring at a level 3 or higher, the 2020 East New York cohort only fell short of this measure by 1 percentage point, and the Brownsville cohort by 7.1 percentage points. Similarly the 2018 and 2019 cohorts across schools largely received waivers for the exam, resulting in only a few students taking the exam in school years 2021-2022 and 2022-2023.

Our schools are not held accountable for Measures 3–6.

No schools met measure 7 while 2 schools, Brownsville and East New York, met Measure 8, showing that some students who did not score proficient on the 8th grade ELA exam are able to show partial proficiency, or score at a level 3, on the ELA Regents exam. This implies improvement, however, still falls short of the goal of moving students to full proficiency and college and career readiness. Both of these Measures are determined with incredibly small data sets.

Despite challenges in meeting the measures outlined in this report, the network did see an overall 10% increase in proficiency on the ELA Regents across schools from 2022-2023 (57% scoring a 3+) to 2023-2024 (67% scoring a 3+). This overall increase across schools is an indicator that, while there is still a great deal of work to do, we are on the right path towards supporting growth and development in ELA towards college and career readiness.

### ADDITIONAL CONTEXT AND EVIDENCE

For Measures 7 and 8, the growth measures that measure the percent of students who did not score at proficient on their 8th grade ELA exam, and who score either a 4 or 3 (respectively) on the high school ELA Regents, it is worth noting that the number of students meeting the criteria for those measures is

small across schools, with Ns so small the validity and reliability of the data is not guaranteed. For example, looking at Brownsville cohorts we can see that the 2018 cohort had only 2 students who did not receive a waiver in 2021-2022, all students in the 2019 cohort received a waiver in 2022-2023, and 0 students from the 2020 cohort were not proficient on the 8th grade ELA exam, making both of those cohorts “not applicable” to the measure in 2023-2024. This results in Brownsville’s entire measure resting on scores from 2 students in the 2018 cohort. We see a similar issue with the East New York and Crown Heights data. In East New York, the 12 students from the 2018 cohort all received waivers in 2021-2022, and in 2022-2023 13 of the 14 students received waivers, and the 2020 cohort is “not applicable.” In Crown Heights, 27 students in the 2018 cohort received waivers in 2021-2022, 26/32 students from the 2019 cohort received waivers in 2022-2023, and only 4 students from the 2020 cohort were not proficient on the 8th grade exam. This means that in East New York, this measure rests on the score of a single student across three cohorts, and in Crown Heights, the measure is determined by the scores of 7 students across 3 cohorts. The disruption to the exams and exam data due to aftershocks from the pandemic have made the growth measures more challenging to interpret as the data sets are so small.

### ACTION PLAN

In school year 2023-2024, all Achievement First high schools universally adopted the StudySync curriculum as the core ELA curriculum for all grade levels (9–12). Typically, according to recent research on curriculum adoption and implementation, at the end of the first year of implementation, often systems see a decrease in student scores on external exams such as the ELA regents; this is commonly referred to as the “implementation dip” (Fulan 2001). However, AF schools did not experience this typical implementation dip. Instead, we saw an average 10% increase in ELA regents scores at or above a level 3, with some schools seeing an increase of 12%. While this is not at all the goal post, it is evidence that we are on the right track for supporting the development of strong high school literacy instruction.

Now, in year two of implementation, we are moving forward with a network-aligned approach in which each grade level, across all schools, is teaching an aligned series of units. The Teaching and Learning Team has developed a suite of tools to support teacher planning from StudySync materials, and has developed unit overviews and supplemental lesson plan materials to support areas where we experienced challenges in planning and implementation in year one. We have also leveraged the year one pilot of the Extended Writing Projects (EWPs), the process-based writing assessment anchoring each unit of study, and made this curriculum assessment mandatory across schools and grade levels. This means that this year all students will engage in four intensive process-based writing projects with direct instruction, and support and targeted feedback aligned to unit writing goals and NY NextGen writing standards.

In addition to the EWPs, we have also ensured that students have multiple “at bats” in every unit to develop their writing skills over time towards the larger goals of the EWP as they respond to focused and aligned prompts at the end of every close reading cycle. The Teaching and Learning Team has also created a suite of Regents-aligned resources in each unit of study for grade 10, the year in which our students sit for the ELA Regents exam, to ensure that students have multiple opportunities across every

unit to experience multiple choice questions and writing prompts that mirror the language of the Regents exam.

This year, we have anchored professional learning for teachers in strong planning from StudySync materials and supplemental resources. Summer Professional learning kicked off our year-long scope and sequence with a day-long series of sessions on high quality planning and implementation of close reading cycles, as well as mapping the EWP across the unit. We also focused on modeling as a core instructional move for supporting student development with reading and writing skills. We will continue to develop teacher skills with modeling across the year, leveraging the in-person Day of Practice in which teachers have nearly five hours of professional development time targeted to their content and curriculum.

In addition, academic deans receive targeted coaching and development directly from Team Teaching and Learning. This coaching and development looks like 90 minutes per month of in-person professional learning aligned with their teacher teams' content and curricula. This means academic deans coaching ELA teachers who are planning and implementing the StudySync curriculum receive professional learning to support them in coaching teachers specifically in skillful and impactful implementation of the StudySync curriculum.

We have also developed a "working group," or PLC composed of four teachers from across the network who are being developed as "model ELA teachers." These model teachers will engage in lesson studies around core skills of "building background and context" and "scaffolding" to ensure access for all learners to rigorous grade level texts. The outputs of the working group include model video of ELA instruction, model lesson plans, and a library of published resources teachers can leverage to create access for all learners in their own classrooms.

We are collaborating directly with schools to look at instruction, track teacher progress, and develop actionable "next steps" through quarterly walkthroughs aligned to "Arc Priorities." Arc Priorities are prioritized sets of indicators on the AF Essentials Rubric, for each quarter, that provide a focus on a narrower subset of instructional indicators. During walkthroughs, members of the network team and school leaders observe instruction, debrief trends, and align on action steps, providing the opportunity to track teacher progress with curriculum implementation, gather data and identify trends in areas of strength and opportunity, and collaboratively plan for supporting teachers and deans in moving ELA instruction forward. Walkthrough observations are anchored in the AF Essentials Rubric and the StudySync FOIs, ensuring we have a common language to talk about excellent instruction and the vision for excellent instruction in a StudySync classroom. The AF Essentials Rubric anchors how we observe and discuss content-agnostic instruction, and the StudySync Fundamentals of Instruction (FOIs) anchor how we observe, discuss, and evaluate curriculum implementation across the network.

### GOAL 4: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

## BACKGROUND

In the K-4 mathematics program at Achievement First, mathematics instruction is focused on fostering our student's mathematical identities such that they see themselves as powerful mathematicians. We are committed to a program that fosters authentic joy and curiosity about mathematical discovery and problem solving and, at the same time, proficiency in mathematical practices, all while keeping teaching for understanding as the centered norm.

To bring this vision to fruition, the AF math program is made up of 4 components:

- Core Math Lesson: Through the use of guided inquiry, students develop conceptual understanding of big ideas and strategies aligned to grade level standards by making connections to previously learned content and applying mathematical practices.
- CGI: Students develop a problem solving approach and conceptual understanding of varied problem types, strategies and mathematical principles by solving real-world story problems and applying mathematical practices. In the 23-24 school year we continued to invest in strengthening our Cognitively Guided Instruction, a framework that helps teachers to understand how student's mathematical ideas develop, and provides an opportunity to build on the student's own thinking and understanding.
- Math Routines (K-2): Through strategically designed problem strings or routines, students deepen their number sense and flexibility with numbers to gain fluency with priority skills and big ideas.
- Math Cumulative Review (3-4): Individualized and whole group instruction used to solidify skills and understandings students have acquired as well as revisit strategic topics in order to facilitate the making of connections and skill fluency overtime.

To ensure that our academic program meets the needs of the students we serve, we require the strategic use of benchmark assessments, (Internally built Interim Assessments and Spiraled Quizzes) that are taken by EVERY student. The data from these assessments are used by teachers, school leaders, and network instructional teams to inform instructional decisions to further support student learning throughout the school year. Additionally, schools leveraged adaptive online programs during the 23-24 school year to reinforce conceptual understanding on foundational skills.

- ST Math: Visual practice that removes language as a barrier to entry
- IXL or Dreambox: Allows for standards aligned practice in a variety of questioning formats

In order to support our schools in achieving student achievement goals , we strategically mapped out professional learning opportunities for both school leaders and teachers focused on the following key components:

- Develop a shared understanding of mathematical teaching and learning philosophy and build utility with navigating the curriculum and supplement resources
- Build discrete and differentiated teacher and leaders skills based on the individual needs of leaders and teachers.

- Build vision and skill in analyzing summative data to unpack individual student's mastery and retention of standards taught up to the point of administration
- Sub-group data analysis (Black Scholars, Black Male Scholars, MLLs, Students with Disabilities) and planning for supporting all learners

This year, for the first time, we are using a nationally renowned, research-based curriculum as our primary curriculum in Grades 5-8. In 2023-2024, Achievement First Middle Schools began full implementation of Illustrative Mathematics in Grade 5-8. Our top priority this year is helping students develop proficiency with mathematical practice standards and conceptual understanding through the faithful implementation of this core curriculum. We selected Illustrative Mathematics as it obtained high ratings from EdReports and is aligned to our vision for math instruction, and strong alignment to NY state math standards.

In the 5-8 mathematics program at Achievement First, we are committed to a program that approaches teaching from an asset-based perspective, understanding and acknowledging that all of our students bring knowledge and unique ways of thinking and problem solving to the classroom. To bring this vision to fruition, the AF math program is made up of two primary components:

- Illustrative Math Lesson
- Cumulative Review/Intervention: During CR time, students are working on skills that are either aligned to current unit skills, aligned to spiral review from previous units, or aligned to individual student needs.

To support implementation of Illustrative Mathematics curriculum:

- teachers attended 3-days of summer training facilitated by Imagine Learning vendors of Illustrative Mathematics
- leaders had monthly cohorts focus on implementation vision, supporting teacher planning, and giving feedback on observations
- teachers attended monthly professional development sessions across the school year to unpack units and strengthen key parts of their instruction such as discussion facilitation
- utilized an Illustrative Mathematics Implementation Progression from Columbia's Center for Public Research & Leadership in observations to track the quality of implementation and inform supports across the year

Our assessment strategy included the curricular assessments as well as Interim Assessments built by Achievement Network, or ANet, to monitor learning across the year. ANet curriculum-compatible interim assessments complement the curricula's existing daily and unit-level assessments. Schools developed data-driven plans to respond to the data with their teachers with the aim of improving student learning outcomes.

In our high school mathematics program at Achievement First, we believe that a high quality mathematics education not only involves developing and mastering key skills and concepts, but additionally fostering students' mathematical identities such that they see themselves as powerful



mathematicians with the ability to use the transformative power of mathematical practices to enrich our lives beyond college and career aspirations. We seek to prepare all of our students to meet the mathematical thinking/quantitative demands of their future careers and lives as well as to disrupt the underrepresentation of BIPOC and women in the STEM workforce.

In the 2023 - 2024 school year, we focused on strengthening our quality of instruction and improving student achievement in our high school math classes by implementing Illustrative Mathematics; a highly rated curriculum strongly aligned to our vision for mathematics education and NY state math standards. Illustrative Mathematics provides rigorous, grade-appropriate curricular materials that positions teachers as facilitators and students as active thinkers and doers of mathematics. Given that Illustrative Mathematics curricular offerings go up to Algebra 2, we continued to use our internally-developed curriculum in Precalculus, Calculus and AP Calculus aligned to college readiness and AP standards. However, to strengthen the quality of instruction and improve student learning outcomes in those courses, we additionally leveraged instructional strategies and routines from Illustrative Mathematics as best practices aligned to our vision.

To best support teachers and leaders with implementation of Illustrative Mathematics and facilitating instruction aligned to our vision of excellence in mathematics, we:

- Provided monthly professional development to leaders and teachers, in addition to the robust summer training all attended
- Measured and tracked the quality of implementation according to Implementation Progression Indicators from Columbia's Center for Public Research & Leadership
- Conducted quarterly instructional improvement walkthroughs, and
- Developed and executed data driven school support plans to drive instructional improvement and student learning outcomes.

To appropriately monitor student progress and instructional effectiveness across the year, we implement formative and summative assessments including Pre-Unit Assessments, End of Unit Assessments, and quarterly Interim Assessments. From these assessments, teachers and leaders develop data driven plans to respond to student needs and inform instructional practice. For the courses implementing Illustrative Mathematics, Interim Assessments were developed by the Achievement Network (ANET) to ensure focus, coherence, and rigor to standards and alignment with the curriculum.

### ELEMENTARY AND MIDDLE MATHEMATICS

#### **Math Measure 1 - Absolute**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### METHOD

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam  
Number of Students Tested and Not Tested

	Grade	Total Tested	Not Tested						Total Enrolled
			Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
Aspire	3	48	1						49
	4	60		1					61
	5	62				5			67
	6	70				11			81
	7	57				6			63
	8	71		2		5			78
	All	368	1	3		27			399
Brownsville	3	73		4					77
	4	60	1	5					66
	5	60	5	3					68
	6	77	6	7		3			93
	7	79	3	6					88
	8	73	3	9					85
	All	422	18	34		3			477
Crown Heights	3	65		1					66
	4	81	1	3					85
	5	90		3					93
	6	83		4					87
	7	86		2					88
	8	87	2	3					92
	All	492	3	16					511
East New York	3	79		4					
	4	80		5					
	5	61					1		
	6	69	1						
	7	59	1	1					
	8	0						62	62
	All	348	2	10			1		423

Performance on 2023-24 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

		All Students	Enrolled in at least their Second Year
Grade			

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	3	48	30	62.5%	43	27	62.8%
	4	60	41	68.3%	56	40	71.4%
	5	62	27	43.5%	40	21	52.5%
	6	70	28	40.0%	60	26	43.3%
	7	57	32	56.1%	48	27	56.3%
	8	71	55	77.5%	63	51	81.0%
	All	368	213	57.9%	310	192	61.9%
Brownsville	3	73	45	61.6%	62	36	58.1%
	4	60	38	63.3%	51	32	62.7%
	5	60	15	25.0%	51	14	27.5%
	6	77	36	46.8%	68	32	47.1%
	7	79	44	55.7%	68	38	55.9%
	8	73	44	60.3%	67	41	61.2%
	All	422	222	52.6%	367	193	52.6%
Crown Heights	3	65	47	72.3%	55	42	76.4%
	4	81	60	74.1%	63	47	74.6%
	5	90	16	17.8%	74	13	17.6%
	6	83	25	30.1%	66	19	28.8%
	7	86	51	59.3%	75	46	61.3%
	8	87	38	43.7%	75	34	45.3%
	All	492	237	48.2%	408	201	49.3%
East New York	3	79	54	68.4%	61	43	70.5%
	4	80	52	65.0%	78	50	64.1%
	5	61	28	45.9%	37	16	43.2%
	6	69	40	58.0%	62	34	54.8%
	7	59	24	40.7%	53	24	45.3%
	8	0	0				
	All	348	198	56.9%	291	167	57.4%

### Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

### METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

### Mathematics 2023-24 Performance Index (PI)

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Aspire	368	16.6%	25.5%	36.4%	21.5%

$$\begin{aligned}
 \text{PI} &= 25.5\% + 36.4\% + 21.5\% = 83.4 \\
 &\quad\quad\quad 36.4\% + 21.5\% = 57.9 \\
 &\quad\quad\quad + (.5)*21.5\% = 10.8 \\
 \text{PI} &= 152.1
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Brownsville	422	22.3%	25.2%	38.1%	14.4%

$$\begin{aligned}
 \text{PI} &= 25.2\% + 38.1\% + 14.4\% = 77.7 \\
 &\quad\quad\quad 38.1\% + 14.4\% = 52.5 \\
 &\quad\quad\quad + (.5)*14.4\% = 7.2 \\
 \text{PI} &= 137.4
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
Crown Heights	492	25.2%	26.6%	31.0%	17.2%

$$\begin{aligned}
 \text{PI} &= 26.6\% + 31.0\% + 17.2\% = 74.8 \\
 &\quad\quad\quad 31.0\% + 17.2\% = 48.2 \\
 &\quad\quad\quad + (.5)*17.2\% = 8.6 \\
 \text{PI} &= 131.6
 \end{aligned}$$

	Number in Cohort	Percent of Students at Each Performance Level			
		Level 1	Level 2	Level 3	Level 4
East New York	348	17.8%	25.3%	44.5%	12.4

$$\begin{aligned}
 \text{PI} &= 25.3\% + 44.5\% + 12.4\% = 82.2 \\
 &\quad\quad\quad 44.5\% + 12.4\% = 56.9 \\
 &\quad\quad\quad + (.5)*12.4\% = 6.2 \\
 \text{PI} &= 145.3
 \end{aligned}$$

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2023-24 State Mathematics Exam  
Charter School and District Performance by Grade Level

	Grade	Percent of Students at or Above Proficiency			
		Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
		Percent Proficient	Number Tested	Percent Proficient	Number Tested
Aspire (District 19)	3	62.8%	43	43.5%	1,263
	4	71.4%	56	51.1%	1,233
	5	52.5%	40	44.6%	1,161
	6	43.3%	60	26.1%	1,338
	7	56.3%	48	39.0%	1,360
	8	81.0%	63	39.3%	1,158
	All	61.9%	310	40.4%	7,513
Brownsville (District 23)	3	58.1%	62	53.0%	470
	4	62.7%	51	45.3%	510
	5	27.5%	51	37.0%	465
	6	47.1%	68	39.5%	514
	7	55.9%	68	41.4%	538
	8	61.2%	67	25.5%	349
	All	52.6%	367	41.0%	2,846
Crown Heights (District 17)	3	76.4%	55	51.3%	860
	4	74.6%	63	53.2%	908
	5	17.6%	74	47.5%	892
	6	28.8%	66	42.5%	1,081
	7	61.3%	75	43.9%	978
	8	45.3%	75	43.3%	904
	All	49.3%	408	46.7%	5,623
East New York (District 19)	3	90.6%	70.5%	43.5%	1,263
	4	82.0%	64.1%	51.1%	1,233
	5	83.1%	43.2%	44.6%	1,161

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	6	79.7%	54.8%	26.1%	1,338
	7	86.2%	45.3%	39.0%	1,360
	8	80.4%		39.3%	1,158
	All	84.0%	57.4%	40.4%	7,513

### Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

### 2022-23 Mathematics Comparative Performance by Grade Level

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Aspire	3	85.5%	449.0	445.3	0.26
	4	93.2%	450.0	442.1	0.56
	5	88.3%	452.0	441.3	0.84
	6	85.7%	446.0	442.4	0.29
	7	90.9%	453.0	443.7	0.78
	8	85.6%	460.0	439.4	1.33
	All	88.0%	451.9	442.2	0.70
Brownsville	3	92.1%	459.0	443.6	1.06
	4	98.6%	454.0	440.4	0.97
	5	83.2%	451.0	442.9	0.64
	6	88.4%	456.0	441.6	1.14
	7	79.1%	459.0	447.1	0.93
	8	77.9%	476.0	440.7	2.35
	All	85.2%	459.5	442.8	1.20

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
			Actual	Predicted	
Crown Heights	3	89.2%	468.0	444.4	1.63
	4	83.8%	459.0	445.0	1.00
	5	85.9%	442.0	442.0	0.00
	6	79.2%	452.0	444.4	0.59
	7	79.2%	451.0	447.1	0.30
	8	83.2%	463.0	439.8	1.50
	All	83.3%	455.6	443.7	0.82
East New York	3	90.6%	451.0	444.0	0.48
	4	82.0%	457.0	445.6	0.81
	5	83.1%	454.0	442.9	0.87
	6	79.7%	457.0	444.2	0.98
	7	86.2%	455.0	445.1	0.78
	8	80.4%			
	All	84.0%	454.6	444.3	0.77

### Math Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

#### METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.<sup>13</sup>

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

#### 2022-23 Mathematics Mean Growth Percentile by Grade Level

	Grade	Mean Growth Percentile	
		School	Target
Aspire	4	64.1	50.0

<sup>13</sup> These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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	5	61.3	50.0
	6	45.8	50.0
	7	35.4	50.0
	8	63.9	50.0
	All	54.7	50.0
Brownsville	4	37.9	50.0
	5	50.7	50.0
	6	69.3	50.0
	7	53.2	50.0
	8	86.0	50.0
	All	61.1	50.0
Crown Heights	4	49.5	50.0
	5	35.3	50.0
	6	57.0	50.0
	7	42.6	50.0
	8	72.3	50.0
	All	51.2	50.0
East New York	4	58.6	50.0
	5	63.8	50.0
	6	71.3	50.0
	7	40.3	50.0
	8		50.0
	All	59.0	50.0

### MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: internally and externally- created Interim Assessments from the Achievement Network in grades 3-8. The Achievement Network has developed assessments through the rigorous testing of items and can provide our schools with comparative data with the many other schools and districts that use these assessments.

A comparison between the October 2023 (IA1) and March 2024 (IA3) interim assessments provide insight into the progress scholars made.

For both internal cumulative exams, the cut scores were set in a manner similar to those used on the New York State exam.

### Percent Proficient for 2023-24 IA Math By All Students

	Grades	Percent Proficient IA1	Percent Proficient IA3	Percentage Point Difference
Aspire	3	51%	64%	13%
	4	55%	47%	-8%
	5	51%	36%	-15%
	6	17%	30%	13%
	7	31%	69%	38%



## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	8	49%	57%	8%
Brownsville	3	64%	46%	-18%
	4	48%	59%	11%
	5	42%	26%	-19%
	6	24%	47%	23%
	7	36%	48%	12%
	8	45%	49%	4%
Crown Heights	3	74%	62%	-12%
	4	70%	64%	-6%
	5	20%	18%	-2%
	6	8%	32%	24%
	7	31%	51%	20%
	8	25%	40%	15%
East New York	3	68%	48%	-20%
	4	38%	51%	13%
	5	50%	47%	-3%
	6	25%	50%	25%
	7	38%	29%	-9%
	8th Algebra	47%	50%	3%

### SUMMARY OF THE MATHEMATICS GOAL

Overall, the mathematics goal was met for Absolute (aggregate PI), Comparative (both measures), and Growth (above the target of 50) for all schools in the cohort. We did not meet proficiency across all schools for Absolute (enrolled in at least their second year absolute proficiency), and Growth (between interim of 10%).

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	Aspire: NO Brownsville: NO Crown Heights: NO East New York: NO
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Aspire: YES Brownsville: YES Crown Heights: YES East New York: YES
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Aspire: YES Brownsville: YES Crown Heights: YES East New York: YES
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Aspire: YES Brownsville: YES Crown Heights: YES East New York: YES

Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Aspire: YES Brownsville: YES Crown Heights: YES East New York: YES
Growth	Between each Interim Assessment cycle there is at least a 10% growth in students who are proficient.	Aspire: NO Brownsville: NO Crown Heights: NO East New York: NO

**EVALUATION OF THE MATHEMATICS GOAL**

Despite challenges in meeting the measures outlined in this report, the network did overall meet 4 of the 6 measures. This overall increase across schools is an indicator that, while there is still a great deal of work to do, we are on the right path towards supporting growth and development in math towards proficiency.

No schools met measure 1. All schools performed relatively low for proficiency across grades 3-8. Grade 4 demonstrated higher proficiency comparatively within each school and across the cohort.

For measure 2, all schools met the measure of 80% of students scoring at a level 3 or higher. Aspire and East New York had the highest percentage of students scoring at a level 3 or 4.

For measure 3, all schools met the measure. East New York demonstrated strong proficiency in all grades at close to or above 80%. Grade 4 was another bright spot for the strongest student proficiency across schools in the cohort.

For measure 4, all schools met the measure. Brownsville, was a bright spot with 1.20, and strong effect size across all grades. With the exclusion of East New York, due to no data for grade 8, each school saw the strongest effect size in grade 8 with schools at or above (1.2).

For measure 5, all schools met the measure. Mean growth percentiles varied across grade levels.

For measure 6, no schools met the measure. Aspire was 2% points from meeting the goal of at least a 10% growth in students who are proficient. Crown Heights was 3% points from meeting the goal of at least a 10% growth in students who are proficient. This implies improvement, however, still falls short of the goal of moving students to full proficiency and mathematical readiness.

**ADDITIONAL CONTEXT AND EVIDENCE**

In 2023-2024, we launched a new curriculum in grades 5-8, Illustrative Mathematics. Based on the work of Student Achievement Partners, Instruction Partners and others who have studied implementation efforts research shows you need at least 3-5 years to fully implement a curricular change. Additionally, to assess student learning on the universally adopted curriculum, we contracted with Achievement Network (Anet) to build interim assessments aligned to state math standards and curriculum bringing clarity and coherence during our implementation and assessment of student proficiency. In prior years, we used in-house built interim assessments which did not meet the bar for grade-level rigor as

determined by the state. The relative strength of 8th grade performance is potentially associated with the adoption and implementation of the Illustrative Mathematics curriculum in Grades 5-8 starting in 23-24. This rigorous curriculum increased the quality of math instruction this cohort of students received.

### MATHEMATICS ACTION PLAN

For the year 24-25, we are continuing our implementation of Illustrative Mathematics in Grades 5-8. We expect that instruction with this curriculum for multiple consecutive years will improve student performance on the state assessment.

In the K-4 mathematics program at Achievement First, we are continuing to expand our pilot for Context for Learning Mathematics for the core math block. CFLM curriculum uses a workshop environment and authentic real life contexts to foster the use of mathematical models as thinking tools. CFLM in combination with our existing math program component of CGI will support teachers in meeting instructional rigor and driving depth of thinking, as aligned on state assessments.

In Grades 5-8, we have partnered with IXL Math to focus on promoting conceptual understanding through custom skills matching state standards and Illustrative Mathematics curriculum and build procedural fluency. Additionally, we are using the IXL Math Diagnostic, to provide schools with up-to-date, accurate assessments of student proficiency to support instructional decisions to amplify student growth.

Deans who coach math across grade K-8 will have monthly professional development days with sessions aligned with the Network priority of Excellent Tier 1 instruction. Development will include real-time observations of math classrooms with shared debriefs and planning for next coaching steps. Additionally, schools will be developed on data progress monitoring. After each interim, K-8, deans and teachers will analyze data trends for their students to create actionable data plans for student learning.

### HIGH SCHOOL MATHEMATICS

#### High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed NY NextGen expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting NY NextGen expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Percent Scoring at Least Level 4 on a Regents Mathematics NY NextGen Exam by Fourth Year Accountability Cohort

	Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	93	8	40	47.1%
	2019	2022-23	86	48	18	47.4%
	2020	2023-24	70	30	0	0.0%
Crown Heights	2018	2021-22	95	2	39	41.9%
	2019	2022-23	101	95	2	33.3%
	2020	2023-24	130	28	1	1.0%
East New York	2018	2021-22	100	12	64	72.7%
	2019	2022-23	109	88	9	42.9%
	2020	2023-24	106	60	0	0.0%

### High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet NY NextGen expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting NY NextGen expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

### Percent Scoring at Least Level 3 on a Regents Mathematics NY NextGen Exam by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	93	8	79	92.3%

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	2019	2022-23	86	48	25	65.8%
	2020	2023-24	70	30	7	17.5%
Crown Heights	2018	2021-22	95	2	82	88.2%
	2019	2022-23	101	95	3	50.0%
	2020	2023-24	130	28	30	29.4%
East New York	2018	2021-22	100	12	87	98.9%
	2019	2022-23	109	88	17	81.0%
	2020	2023-24	106	60	8	17.4%

### High School Math Measure 3 - Absolute

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding NY NextGen expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding NY NextGen expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting NY NextGen expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting NY NextGen expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

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Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

### High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting NY NextGen expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	27	0	2	7.4%
	2019	2022-23	14	0	1	7.1%
	2020	2023-24	18	12	0	0.0%
Crown Heights	2018	2021-22	24	0	3	12.5%
	2019	2022-23	13	12	0	0.0%
	2020	2023-24	2	0	0	0.0%
East New York	2018	2021-22	7	6	0	0.0%
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A

### High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade mathematics exam will at least partially meet NY NextGen expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

**METHOD**

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 <sup>th</sup> Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	27	0	20	74.1%
	2019	2022-23	14	0	8	57.1%
	2020	2023-24	18	12	0	0.0%
Crown Heights	2018	2021-22	24	0	17	70.8%
	2019	2022-23	13	12	0	0.0%
	2020	2023-24	2	0	0	0.0%
East New York	2018	2021-22	7	6	1	100.0%
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A

**SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL**

Overall, the high school Math goal was not met. None of our NY Achievement First high schools met **High School Math Measure 1, High School Math Measure 2 or High School Math Measure 7**. However, our high school within our East New York charter was able to meet **High School Math Measure 8**. 100% of students attending our high school within our East New York charter, in the high school Accountability Cohort, who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet NY NextGen expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort. Our schools are not held accountable for Measures 3–6.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students within the high school Accountability Cohort who had not previously sat for any Regents mathematics exam, but were scheduled to sit for one during a cancellation were exempt (earning COVID waivers by passing their enrolled Regents bearing Math course) from the graduation requirement. The most exemptions were granted to the 2019 and 2020 cohorts in each of our AF high schools.

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- Approximately 56% and 43% of students in the 2019 and 2020 cohorts, respectively, received exemptions in our high school within our Brownsville charter;
- Approximately 94% and 22% of students in the 2019 and 2020 cohorts, respectively, received exemptions in our high school in our Crown Heights charter; and
- Approximately 81% and 57% of students in the 2019 and 2020 cohorts, respectively, received exemptions in our high school in our East New York charter.

Additionally, the state’s cancellation limited the number of opportunities students had to demonstrate Level 3 and/or Level 4 proficiency on any Mathematics Regents exam (Algebra 1, Geometry or Algebra 2). As such, schools reported both the number of students who were exempted from the exam requirement as well as the percentage of students achieving a Level 3 or Level 4 among the students who sat for any exam.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed NY NextGen expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: NO Crown Heights: NO East New York: NO
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet NY NextGen expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: NO Crown Heights: NO East New York: NO
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding NY NextGen expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding NY NextGen expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting NY NextGen expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting NY NextGen expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics exam will meet or exceed NY NextGen expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: NO Crown Heights: NO East New York: YES
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 <sup>th</sup> grade mathematics	Aspire: N/A Brownsville: NO



	exam will at least partially meet NY NextGen expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Crown Heights: NO East New York: YES
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**EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL**

None of our NY Achievement First high schools met **High School Math Measure 1**. Given the impact of the pandemic, students continued to receive exemptions (COVID waivers) by passing their enrolled Regents bearing Math course. This resulted in a varied number of students taking the Regents exam year over year in math in the Accountability Cohort. Thus, many students sitting for a Regents examination in these cohorts were students who needed additional opportunities to demonstrate mastery as defined by the NY Regents (specifically for Algebra 1 as it is mandatory for graduation), given that they did not earn a waiver by passing their enrolled Regents bearing course. In these cases, students may have repeated the course or earned a passing grade for the course during summer school allowing them to move on to the following math courses. In the later case this would result in the student sitting for a Fall or Winter administration of the mandatory Algebra 1 Regents, while enrolled in another math course learning different content. Overall, cohorts were 18 percentage points or more short of meeting this measure.

None of our NY Achievement First high schools met **High School Math Measure 2**. Given the impact of the pandemic, students continued to receive waivers by passing their enrolled Regents bearing Math course. This resulted in a varied number of students taking the Regents exam year over year in math in the Accountability Cohort. 2018 cohorts in each of our AF high schools saw above 88% of students earning a qualifying score for Level 3. Each subsequent year saw a significant decrease in the percentage of students earning a qualifying score for a Level 3. Our high school in our East New York charter’s was able to meet this measure for an additional year with it’s 2019 cohort, before seeing a significant decrease. The decrease in students earning a qualifying score for Level 3 can be attributed to exemptions and challenges in returning to the high quality of instruction pre-pandemic. All other cohorts were 14 percentage points or more short of meeting this measure.

Our schools are not held accountable for Measures 3–6.

None of our NY Achievement First high schools met **High School Math Measure 7**. However, our East New York charter, in the high school Accountability Cohort, did meet **High School Math Measure 8**. The number of students for both measures is small given the number of students having earned waivers prior.

**ADDITIONAL CONTEXT AND EVIDENCE**

Our decrease in performance over the past three years at our AF Brooklyn high schools is largely due to the impact of COVID-19, remote instruction and staffing challenges/increased rates of teacher turnover particularly in our lower school math courses. To return to pre-pandemic performance, we focused our instructional strategy on improving our core curriculum by Illustrative Mathematics, and have prioritized the redesign of our internal assessment strategy which in turn should improve Regents pass rates by

strengthening our ability to respond to formative data and further improve instruction and increase student achievement. We have not yet improved student achievement as a result of our first year of Illustrative Math curriculum. To fully implement curricular change and see improvement in student achievement, more time is needed; 3 - 5 years. Within this time, if we focus on increasing the quality of instruction, with fidelity to the Illustrative Mathematics curriculum, we will see increased student achievement.

### ACTION PLAN

In an effort to improve instruction and student achievement in mathematics, our instructional priority is to improve Tier 1 instruction. Our strategy to do so includes (1) addressing chronic absenteeism, (2) ensuring rigorous grade-appropriate materials are placed in front of students, (3) improving instruction through skill based teacher and leader development, and (4) monitoring progress by leveraging our continuous improvement cycle walkthroughs and assessment strategy.

To ensure students are in schools to receive strong Tier 1 instruction, in the 24-25 school year, schools developed intensive plans to address chronic absenteeism, which was significantly impacting student achievement.

During the 23-24 school year, at all Achievement First high schools, we adopted Illustrative Mathematics; a highly rated curriculum strongly aligned to our vision for mathematics education and NY state math standards, for Algebra 1, Geometry and Algebra 2. The adoption of Illustrative Mathematics ensures that rigorous, grade appropriate materials are placed in front of students, and we believe this adoption will bring continued long-term improvement. Math results have not yet improved after year 1 of curriculum implementation. In year 2 of adoption, our focus is on strengthening our implementation of Illustrative Mathematics by ensuring teachers are facilitating the curriculum to fidelity and aligned to our vision of excellence for high school mathematics instruction.

To strengthen our curriculum implementation and get closer to our vision of excellence for mathematics instruction, our professional development, including Summer Teacher and Leader PD, Day of Practice, and Dean Cohort, focused on discrete skill development aligned to our overarching instructional priority. To set a strong foundation for learning in Tier 1 instruction, summer professional development focused on strong planning aligned to our vision of excellence for high quality mathematics instruction. As professional development continues, we will focus on skill development of core instructional moves that allows students to engage in high quality thinking that develops students' mathematical proficiency and conceptual understanding; providing just in time support to address student learning gaps; and effectively responding to teacher and student data. Additional instructional and student learning data is gathered during our continuous improvement cycle walkthroughs. This data is leveraged in developing our teacher and leader PDs.

In addition to our professional development strategies, we have also developed professional learning communities, a "working group," comprised of four teachers from across the network. These teachers will serve as teacher leaders modeling effective implementation of Illustrative Mathematics, in planning

and execution, aligned to our vision of excellence in high school mathematics. Teachers will also collaborate to develop and pilot solutions to address challenges with implementation given the context of our schools.

## GOAL 5: SCIENCE

Students will demonstrate proficiency in the understanding and application of scientific principles.

### BACKGROUND

Across all of K-12 science we emphasize the three dimensions of science instruction that anchor the NY state science standards and the Next Generation Science Standards: Disciplinary Core Ideas, Cross-Cutting Concepts, and Science and Engineering Practices. We see three-dimensional science instruction using relevant, rigorous, and standards-aligned curriculum as foundational to ensuring we are providing full access to science instruction and experiences that will provide students with the access and opportunity to disrupt the underrepresentation of BIPOC and women in the STEM workforce and equip all students with the conceptual understanding of the natural world and a framework to think scientifically necessary for all members of our society.

At Achievement First elementary schools, the purpose of science instruction is to build a love of science and engineering, and to build content knowledge and skill with science practices. This joint purpose serves to lay the foundation for future science learning.

Our internally-developed NYS P-12 Science Standards-aligned curriculum materials are organized into cohesive units that follow the BSCS 5-E cycle of inquiry. Teachers play the role of facilitator and students, starting in kindergarten, are positioned to ask questions, obtain evidence, and construct explanations. Regular formative assessments to monitor student learning are part of every unit.

A focus in 2023-2024 was ensuring science was consistently taught and teachers were receiving regular observation and feedback from school leaders to support teacher development. Leaders were supported through professional development focused on unit unpacking, and analyzing and responding to student work.

In 2023-2024, Achievement First Middle Schools began full implementation of OpenSciEd in Grade 6-8. We selected OpenSciEd as it obtained high ratings from EdReports and is aligned to NYS P-12 Science Standards, as well as to our vision for science instruction. Students collaboratively engage in the science practices to work towards explanations of phenomena across units of instruction.

We continued to use our internally-developed curriculum in Grade 5. With this, we intentionally worked to support Grade 5 teachers in teaching in a more phenomena-based way using strategies and tools from OpenSciEd.

To support implementation of OpenSciEd and our Grade 5 curriculum:

- teachers attended 3-days of summer training facilitated by OpenSciEd facilitators

- leaders had monthly cohorts focus on implementation vision, supporting teacher planning, and giving feedback on observations
- teachers attended monthly professional development sessions across the school year to unpack units and strengthen key parts of their instruction such as discussion facilitation
- utilized an OpenSciEd Implementation Progression from Columbia’s Center for Public Research & Leadership in observations to track the quality of implementation and inform supports across the year

Our assessment strategy included the curricular assessments as well as NWEA’s MAP Science Growth to monitor learning across the year. Leaders developed data-driven plans to respond to the data with their teachers with the aim of improving student learning outcomes.

At our Achievement First high schools, our belief is that science education must include the following:

- **INVESTMENT:** Teacher and student passion for science is front-and-center
- **RIGOR of CONTENT/TASK:** The driving investigation question and aligned task are appropriately challenging for remote learning, engaging, and connected to the New York State P-12 Science Learning Standards.
- **THINKING:** Scholars spend the majority of the lesson in discussion and writing across consistent technology platforms for collaboration and communication. Facilitation of investigation and discussion effectively deepens scholar understanding of science concepts and practices.
- **FEEDBACK:** There are clearly established and consistently maintained structures for oral and written scholar work within the online platform.
- **CULTURALLY RELEVANT:** Planning and teaching to integrate social, political, and economic aspects of science issues into existing best practices to support students’ development and maintenance of cultural competence.

In the 23-24 school year, we focused on strengthening the quality of instruction in HS Science classes and tailored our approach to lead to stronger outcomes. Achievement First continued to leverage internally developed curriculum aligned to the demands of regents/AP standards. In order to better support leader & teacher development and progress monitor effective instruction, we increased the number of system-wide walkthroughs and provided monthly training to teachers and leaders, in addition to the robust summer training all attended. This data, coupled with an increase to 3 interim assessments, allowed us to better support teachers and drive learning outcomes. All of these inputs were organized into quarterly continuous improvement cycles. After each cycle, we analyzed and reviewed the data to inform data-driven plans and shifts to strategy moving into the next cycle.

### ELEMENTARY AND MIDDLE SCIENCE

#### Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The school administered the New York State Testing Program science assessment to students in 5<sup>th</sup> and 8<sup>th</sup> grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

### Charter School Performance on 2023-24 State Science Exam By Students Enrolled in At Least Their Second Year

	Grade	Students in At Least Their 2 <sup>nd</sup> Year		
		Number Tested	Number Proficient	Percent Proficient
Aspire	5	42	12	28.6%
	8	64	42	65.6%
	All	106	54	50.9%
Brownsville	5	51	12	23.5%
	8	66	31	47.0%
	All	117	43	36.8%
Crown Heights	5	75	23	30.7%
	8	75	45	60.0%
	All	150	68	45.3%
East New York	5	37	13	35.1%
	8	56	28	50.0%
	All	93	41	44.1%

#### Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison.

### 2023-24 State Science Exam Charter School and District Performance by Grade Level

	Grade	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
		Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
Aspire	5	42	12	28.6%			
	8	64	42	65.6%			
	All	106	54	50.9%			

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Brownsville	5	51	12	23.5%			
	8	66	31	47.0%			
	All	117	43	36.8%			
Crown Heights	5	75	23	30.7%			
	8	75	45	60.0%			
	All	150	68	45.3%			
East New York	5	37	13	35.1%			
	8	56	28	50.0%			
	All	93	41	44.1%			

### SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

AF Brooklyn K-12 Schools did not meet the absolute proficiency goal for science on the NY State examination. Comparative data is not currently available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Aspire: NO Brownsville: NO Crown Heights: NO East New York: NO
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Aspire: N/A Brownsville: N/A Crown Heights: N/A East New York: N/A

### EVALUATION OF THE SCIENCE GOAL

No school met the absolute proficiency goal for science of 75% in 5th or 8th grade. For 8th grade, 2 of the four schools performed within 15% of the goal, specifically Aspire (-9.4%) and Crown Heights (-15%). The other 2 schools performed between 25-28% below the goal for 8th grade.

In comparison to 8th, 5th grade performance was further below the goal. Schools ranged from 51.5-39.9% under goal for 5th grade.

Overall, for proficiency across both 5th and 8th, schools ranged from 24.1-38.2% below goal.

At the time of writing, comparative data is not available so that goal cannot be evaluated.

The relative strength of 8th grade performance is potentially associated with the adoption and implementation of the OpenSciEd curriculum in Grades 6-8 starting in 23-24. This rigorous curriculum increased the quality of science instruction this cohort of students received in 8th grade. Performance likely remains under the goal of 75% as this cohort of students did not have instruction with OpenSciEd in grades 6-7.

ADDITIONAL CONTEXT AND EVIDENCE

N/A

Schools that administer a Regents science exam to 8<sup>th</sup> grade students in lieu of the state exam should report the results in the table below.

Performance on a Regents Science Exam Of 8 <sup>th</sup> Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	N/A	N/A	N/A	N/A
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A

ACTION PLAN

For the year 24-25, we are continuing our implementation of OpenSciEd in Grades 6-8. We expect that instruction with this curriculum for multiple consecutive years will improve student performance on the Grade 8 state science assessment given it assesses learning across Grades 6-8.

Schools will begin implementing OpenSciEd in Grade 5 in January 2025 when the first units are available. This implementation will be supported with professional development, coaching, and observations.

Also in 24-25, all K-4 schools will have a teacher staffing model with science specialists who teach only science in grades 3-4 (with a subset of schools also hiring science specialists for K-2). This staffing change will improve the consistency and quality of science instruction. As a network, we will be evaluating high-quality K-4 science curricula for adoption with the intention of implementing in 25-26 and/or 26-27. Adoption will serve to improve elementary instructional quality and K-8 vertical coherence.

These plans across K-8 science will be furthered through our overall network priority of Excellence in Tier 1 instruction. We are prioritizing development in specific elements of teaching across the year, starting with classroom environment and instructional rigor at the start of the year and expanding to depth of thinking and response to data as the school year progresses. Deans who coach science in grades 5-8 will have monthly professional development days with sessions aligned to these foci. The development will include real-time observations of science classrooms with shared debriefs and planning for next coaching steps, as well as skill-building sessions. K-8 science teachers will also receive aligned professional development-both regularly at their schools as well as at a regional PD day. On the regional PD day, science teachers from across schools will gather in-person to engage in sessions on unpacking upcoming lessons and strong intellectual preparation.

In addition, the network-wide focus on improving chronic absenteeism will ensure students are in school to receive consistent science instruction.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

As part of our assessment strategy, we are adding internally-developed interim assessments at regular intervals in Grade 5-8. This change to interim assessments will provide more specific and actionable data on student learning than NWEA MAP Science Growth which we administered previously. We will strategically and purposefully use data to inform instruction, and monitor progress across grade levels towards our 75% goal.

### HIGH SCHOOL SCIENCE

#### High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. The chart below shows which exams were administered by which schools:

Crown Heights	Living Environment Physical Setting/Earth Science Physical Setting/Physics
East New York	Living Environment

#### Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	93	87	3	50.0%
	2019	2022-23	86	0	62	72.1%
	2020	2023-24	70	0	41	58.6%
Crown Heights	2018	2021-22	95	94	0	0.0%
	2019	2022-23	101	7	70	74.5%
	2020	2023-24	130	5	86	68.8%
East New York	2018	2021-22	100	99	1	100.0%
	2019	2022-23	109	25	69	82.1%
	2020	2023-24	106	18	58	65.9%



**High School Science Measure 2 - Comparative**

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

**SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL**

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: NO Crown Heights: NO East New York: NO
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Aspire: N/A Brownsville: N/A Crown Heights: N/A East New York: N/A

**EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL**

The absolute performance of 75% was not met overall or at any individual school. On average, our AF Brooklyn High Schools fell approximately 11% short of this goal.

While our science program is aligned to the current New York State P-12 Science Learning Standards which were adopted in 2016, the NY State Living Environment Regents administered in 2024 was still assessing the Learning Standards for Math, Science, and Technology from 1996. The 1996 standards include content that is not part of the 2016 standards. This difference in the standards taught and those assessed on the State exam likely contributed to student performance on this State Science Exam.

In addition, teacher turnover in the Life Sciences at 2/3 of the schools may also be playing a role into student data, as 2/3 of the schools had a teacher with 0-2 years of teaching experience teaching the course.

**ACTION PLAN**

Starting in the 23-24 school year, Achievement First is implementing OpenSciEd in Grades 9 & 10 in two of our AF Brooklyn high schools.. This change is shifting the science instruction students receive to be more rigorous, and to help our students excel in and outside the classroom to help them prepare to thrive in the world of tomorrow.

OpenSciEd’s world-class, Next Generation Science Standards-aligned (NGSS) instructional materials are designed for how students learn science best. Their high-quality, adaptable, full-course curriculum supports equitable science learning through phenomenon-based, three-dimensional units that prioritize student sensemaking and understanding.

OpenSciEd follows strict design specifications to ensure a quality product that engages diverse students, prompts engrossing discourse and supports the teacher in making science come alive. Through student-led discovery, OpenSciEd fosters a classroom culture of equitable participation where students from all backgrounds contribute at high levels and report that others take their ideas seriously.

We are monitoring implementation of OpenSciEd using an Implementation Progression rubric during classroom observations and student learning data from unit assessments and interim assessments. In a series of four improvement cycles across the school year, we are analyzing and responding to the data. Response will include bi-monthly professional learning sessions for leaders, bi-annual professional learning sessions for teachers, as well as targeted support at schools who need additional support. The sessions leaders and teachers attend will be aligned to the overarching focus of Excellence in Tier 1 instruction and focus intentionally on skill building both leaders and teachers and helping leaders do real-time observations of science classrooms with shared debriefs and planning for next coaching steps. We have also developed an intentional plan to weave in regents practice starting in Quarter 1 (where in the past, regents practice began in Quarter 4). This, coupled with a strengthened response to data strategy with stronger systems and structures for leaders to develop, get feedback, and implement their response to data plans after interim assessments, should lead to improved outcomes on state assessments and student preparedness for college/career. We believe that this will support our focus on driving our overall network priority of Excellence in Tier 1 instruction, which will inadvertently further our priority of improving chronic absenteeism.

For schools that are continuing to use the legacy materials, we are ensuring that their needs are also met at our professional development trainings and ensuring that deans have clarity on key look-fors in instruction both for effective instruction overall and regents prep.

### GOAL 6: SOCIAL STUDIES

Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

#### BACKGROUND

Our approach to social studies and history instruction helps students understand themselves as part of the narrative of human history to empower them, help them develop their identities, and to provide opportunities for students to grapple with solutions to the increasingly complex problems our society faces. We scaffold our aligned approach from kindergarten through eighth grade so that we can ensure students are prepared for history regents exams in high school.

Specifically, in our elementary schools, we approach social studies using a holistic approach that allows us to integrate elements of project based learning and historical thinking skills into our curriculum so that the knowledge building elements of our ELA curriculum become even more robust and transferable for students.

Our internally-developed curricular materials are aligned to the NY state social studies standards, as well as the NY NextGen standards for literacy.

A focus in 2023-2024 was ensuring social studies was consistently taught and teachers were receiving regular observation and feedback from school leaders to support teacher development. Leaders were supported through professional development focused on unit unpacking, and analyzing and responding to student work.

Our middle school program continues the vertically-aligned work begun in elementary school by engaging students in an inquiry-based approach to the study of history that prioritizes both content and skills to support students eventual success on the high school history regents exams. We do this by ensuring students are regularly engaging in the disciplinary work of the historian: analyzing and studying primary sources, multimedia, maps, and rich secondary accounts while developing their thinking through written work.

We have developed an internally-designed curriculum that is aligned to the NY state social standards. We have further refined our approach to assessment by developing a set of internal standards for historical thinking that are aligned to both the NY NextGen literacy standards, as well as the Advanced Placement historical thinking standards. Our students are assessed on these standards four times each year. We have also integrated elements of project based learning into the curriculum and each unit of study in our middle schools culminates in a full project based learning experience designed to help students understand how history remains relevant in the present day. By merging more traditional modes of assessment with project based learning, we are able to support our students' social and emotional development, while continuing to prioritize the content and skills to help students succeed on history regents exams and beyond.

In the 2023-24 school year, we continued to focus our professional development on developing our teachers content and pedagogical knowledge through a series of professional development sessions focused on unit unpacking, preparing and internalizing daily lessons, and analyzing student work. We worked with school leaders to help develop their capacity to support implementation of the middle school history and social studies program.

The AF high school history program continues to offer fully network supported courses in AP Government and Politics, AP US History, AP World (Modern), US History, World History, African American and LatinX Studies, and Diaspora. The most significant shifts in school year 2023-2024 were (1) the addition of a fully supported Government and Economics course, with internal network curriculum adapted from the New York City public schools *Passport to Social Studies* "Government and Economics curricula," and (2) we no longer support the traditional "Ancient Pathways" course for 9th grade, and instead exclusively support Diaspora for grade 9 history with an internally developed curriculum. In

school year 2023-2024, we also fully adopted the History Essential Learning Outcomes, a set of unified standards piloted in school year 2022-2023 that aim to unify our AP and non-AP courses across Rhode Island, Connecticut, and New York. Data from network-wide assessments was used to track progress against these outcomes and in work with school leaders in planning response to data. The Essential Learning Outcomes were developed using the history standards and frameworks from New York, Connecticut, and Rhode Island, as well as the national C3 Framework, and the NY NextGen Standards for Reading and Writing in History.

The core of the AF high school history program strives to support the development of historical reasoning and argumentation skills through inquiry-based, student-centered, high discourse instruction. Daily instruction in secondary history is typically inquiry-based, student centered, and rooted in student discourse; scholars perform an investigation into a central historical question using multiple documents, or they close-read a text seeking to stake a historical claim about the past using evidence from the text. Central historical questions prompt scholars to practice historical thinking skills: causation, continuity and change over time, comparison, historical contextualization, empathy, sourcing, corroboration, reconciliation, and argumentation. Building of understanding means instruction that grounds concrete knowledge in larger concepts so that students can make connections, apply ideas, and draw new conclusions. Our focus on conceptual understanding is in line with the most recent revisions of the College Board's AP history frameworks, with the NY NextGen push toward deeper understanding, and with David Conley's scholarship on how knowledge is cemented. It also promotes investment, achievement, and college-readiness, while empowering scholars with core understandings about our nation and world and improving their word/world knowledge toward increased literacy. The AF history program views history courses as a critical lever for the development of disciplinary literacy and college-ready literacy and writing skills.

Professional learning for history teachers in school year 2023-2024 focused on developing instructional pedagogies to support the development of adolescent literacy and disciplinary literacy through close reading primary and secondary sources and direct instruction in vocabulary in the history classroom. We leveraged quarterly continuous improvement cycles, which included targeted support for individual academic deans and instructional walkthroughs to track progress and collaborate directly with school leaders on observing instruction, and aligning on prioritized feedback and action steps for moving instruction forward.

### **Social Studies Measure 1 - Absolute**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

## **METHOD**

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

### U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	93	91	0	0.0%
	2019	2022-23	86	85	0	0.0%
	2020	2023-24	70	0	54	77.1%
Crown Heights	2018	2021-22	95	94	1	100.0%
	2019	2022-23	101	100	0	0.0%
	2020	2023-24	130	33	6	6.2%
East New York	2018	2021-22	100	100	0	N/A
	2019	2022-23	109	101	2	25.0%
	2020	2023-24	106	1	39	37.1%

#### Social Studies Measure 2 - Comparative

Each year, the percent if students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

#### Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

### METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

### Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

	Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
Aspire	2018	2021-22	N/A	N/A	N/A	N/A
	2019	2022-23	N/A	N/A	N/A	N/A
	2020	2023-24	N/A	N/A	N/A	N/A
Brownsville	2018	2021-22	93	90	2	66.7%
	2019	2022-23	86	85	1	100.0%
	2020	2023-24	70	0	52	74.3%
Crown Heights	2018	2021-22	95	95	0	N/A
	2019	2022-23	101	97	2	50.0%
	2020	2023-24	130	1	80	62.0%
East New York	2018	2021-22	100	100	0	N/A
	2019	2022-23	109	100	7	77.8%
	2020	2023-24	106	1	65	61.9%

#### Social Studies Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

#### SUMMARY OF THE SOCIAL STUDIES GOAL

Overall, the high school Social Studies goal was not met. While Brownsville met Measure 1 with 77.1% of students achieving a 65% or higher on the US History Regents exam, the majority of measures were not met across cohorts, and none of our schools met measure 2. Our schools are not held accountable for Measures 2 and 4.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: YES Crown Heights: NO East New York: NO
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of	N/A

	65 or above will exceed that of the high school Total Cohort from the school district of comparison.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	Aspire: N/A Brownsville: NO Crown Heights: NO East New York: NO
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

For Measure 1, Crown Heights and East New York cohorts fell significantly short of meeting the 75% measure. In both school year 2021-2022 and 2022-2023, still impacted by disrupted education during the pandemic, the vast majority of students received a waiver for this exam as seen in the 2018 and 2019 cohorts from Brownsville, Crown Heights, and East New York. The vast majority of students across those cohorts received waivers and did not take the exam. In 2023-2024, all or most students from the 2020 cohorts across school took the exam, and around ¼ to ⅓ of students taking the exam scored a 65% or better, falling between 40-50% short of the measure.

No schools met measure 3, however, Brownville came within 7/10ths of a percentage point from meeting the measure. Crown Heights and East New York were further from meeting the measure, 13 and 13.1 percentage points respectively.

Our schools are not held accountable for Measures 2 and 4.

Despite challenges in meeting the measures outlined in this report, the network did see an overall 10% increase in proficiency on the Global Regents across schools from 2022-2023 (55% scoring a 65%+) to 2023-2024 (64% scoring a 65%+). This overall increase across schools is an indicator that, while there is still a great deal of work to do, we are on the right path towards supporting growth and development in our social studies program.

ADDITIONAL CONTEXT AND EVIDENCE

Similarly to Measure 1, for Measure 3 the majority of students in the 2018 and 2019 cohorts received waivers for the exams and therefore the data sets for Brownsville cohorts those years are quite small, and no students sat for the exams in those cohorts in Crown Heights or in East New York. This makes comparisons across years more challenging.

In the last three years our schools have also experienced a significant amount of teacher turnover across social studies classes, with many newer teachers (less than 5 total years in the teaching profession) teaching classes that terminate in Regents exams (Global and US History). Teacher experience may have some influence over student outcomes on Social Studies Measures.

## ACTION PLAN

The AF high school history program now has central network curricula and is fully supporting a core Social Studies (History) program, aligned to the NY State 9-12 Social Studies Framework and the Global and US History Regents exams. We have developed Fundamentals for Instruction (FOIs) for History, to better communicate the vision for history instruction and to help teachers and deans unpack curriculum and plan lessons that focus on historical thinking and disciplinary literacy as the consistent driving force behind history instruction. As part of our professional learning strategy, we are training teachers and deans in the skillful application of FOIs as tools for planning lessons and observing and reflecting on instruction.

This year, we have anchored professional learning for teachers in a foundation of strong planning from network curriculum. We also focused on modeling as a core instructional move for supporting student development with reading, writing, and historical thinking skills. Our 24-25 teacher development scope and sequence includes plans to continue to develop teacher skills with modeling across the year, with a focus on modeling historical thinking and writing historical arguments.

In addition, academic deans receive targeted coaching and development directly from Team Teaching and Learning. This coaching and development looks like 90 minutes per month of in-person professional learning aligned with their teacher teams' content and curricula. This means academic deans coaching history teachers receive professional learning to support them in coaching teachers specifically in skillful and impactful planning and implementation of the history curricula in alignment with the program vision and the FOIs.

In addition, we have undertaken revisions to the 9th grade Diaspora World History curriculum, an internally developed course and curriculum, to better align with the Social Studies Practices articulated in the NY State 9-12 Social Studies Framework, and the NY State Next Generation Standards for Literacy in History/Social Studies. In addition, we are strengthening the quality of process-based unit assessments in the 9th grade curriculum to ensure that students are developing their historical writing skills across all units of instruction in a systematic way, including direct instruction in key writing skills and targeted feedback aligned to unit writing goals and NY NextGen Writing standards in History/Social Studies. In addition to the process-based writing assignments, we have also ensured that students have multiple "at bats" in every unit to develop their writing skills over time as they respond to focused and aligned key prompts across units.

We will continue to leverage internally assessments, designed to align to the appropriate Regents exams, to track student progress on these assessments across the year, as well as track data against the Essential Learning Outcomes, the unifying network Social Studies Standards aligned to the NY 9-12 Social Studies Framework, the C3 Framework, and the NY NextGen Standards for Literacy and Writing in History/Social Studies.

We have also developed a "working group," or PLC composed of four history teachers from across the network who are being developed as "model history teachers." These model teachers will engage in lesson studies around core skills of "building background and context" and "scaffolding" to ensure access



for all learners to rigorous nonfiction texts and primary sources. The outputs of the working group include model video of history instruction, model lesson plans, and a library of published resources teachers can leverage to create access for all learners in their own classrooms.

We are collaborating directly with schools to look at instruction, track teacher progress, and develop actionable “next steps” through quarterly walkthroughs aligned to “Arc Priorities.” Arc Priorities are prioritized sets of indicators on the AF Essentials Rubric, for each quarter, that provide a focus on a narrower subset of instructional indicators. During walkthroughs, members of the network team and school leaders observe instruction, debrief trends, and align on action steps, providing the opportunity to track teacher progress with new instructional approaches, gather data and identify trends in areas of strength and opportunity, and collaboratively plan for supporting teachers and deans in moving instruction forward. Walkthrough observations are anchored in the AF Essentials Rubric and the High School History FOIs, ensuring we have a common language to talk about excellent instruction in history and the curricula. The AF Essentials Rubric anchors how we observe and discuss content-agnostic instruction, and the High School History Fundamentals of Instruction (FOIs) anchor how we observe and discuss curriculum and discipline-specific pedagogy as it relates to the vision for instruction in the high school history program.

Finally, we have begun the process of researching and investigating external curriculum options where available in order to consider courses that might benefit from strong external curricula where it is available.

## GOAL 7: ESSA

### ESSA Measure 1

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

	Year	Status
Aspire	2021-22	Good Standing
	2022-23	Targeted Improvement
	2023-24	N/A

## 2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Brownsville	2021-22	Good Standing
	2022-23	Targeted Improvement
	2023-24	N/A
Crown Heights	2021-22	Good Standing
	2022-23	Targeted Improvement
	2023-24	N/A
East New York	2021-22	Good Standing
	2022-23	Targeted Improvement
	2023-24	N/A

### ADDITIONAL CONTEXT AND EVIDENCE

N/A

**Achievement First Brooklyn Charter Schools**

**Financial Statements  
(With Supplementary Information)  
and Independent Auditor's Reports**

**June 30, 2024**

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# Achievement First Brooklyn Charter Schools

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## Independent Auditor's Report

To the Board of Trustees  
Achievement First Brooklyn Charter Schools

Report on the Audit of the Financial Statements

### *Opinion*

We have audited the financial statements of Achievement First Brooklyn Charter Schools, which comprise the statement of financial position as of June 30, 2024, and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Achievement First Brooklyn Charter Schools as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### *Basis for Opinion*

We conducted our audit in accordance with auditing standards generally accepted in the United States of America ("GAAS") and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Achievement First Brooklyn Charter Schools and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### *Responsibilities of Management for the Financial Statements*

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Achievement First Brooklyn Charter Schools' ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

### *Auditor's Responsibilities for the Audit of the Financial Statements*

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Achievement First Brooklyn Charter Schools' internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Achievement First Brooklyn Charter Schools' ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

#### *Report on Summarized Comparative Information*

We have previously audited Achievement First Brooklyn Charter Schools' 2023 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 31, 2023. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2023 is consistent, in all material respects, with the audited financial statements from which it has been derived.

#### *Supplementary Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying supplementary schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and the combining schedule of activities by charter and schedules of functional expenses are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards, combining schedule of activities by charter and schedules of functional expenses are fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 30, 2024, on our consideration of Achievement First Brooklyn Charter Schools' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Achievement First Brooklyn Charter Schools' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Achievement First Brooklyn Charter Schools' internal control over financial reporting and compliance.



Hartford, Connecticut  
October 30, 2024

**Achievement First Brooklyn Charter Schools**

**Statement of Financial Position  
June 30, 2024  
(With Comparative Totals for 2023)**

	<u>Assets</u>	
	2024	2023
Current assets		
Cash	\$ 66,483,083	\$ 46,790,717
Restricted cash	350,000	350,000
Grants and other receivables	17,558,075	10,443,859
Receivable from related party - revolving lines of credit	8,807,270	7,142,270
Prepaid expenses and other assets	2,086,464	186,356
Due from other school	-	6,039
	95,284,892	64,919,241
Total current assets		
Noncurrent assets		
Construction in process	330,129	1,425,984
Property and equipment, net	6,530,598	6,136,877
Lease acquisition costs, net	3,639,403	3,865,687
Operating lease right-of-use assets	60,331,154	5,955,315
	70,831,284	17,383,863
Total noncurrent assets		
Total assets	\$ 166,116,176	\$ 82,303,104



**Achievement First Brooklyn Charter Schools**

**Statement of Financial Position  
June 30, 2024  
(With Comparative Totals for 2023)**

Liabilities and Net Assets

	2024	2023
Current liabilities		
Accounts payable and accrued expenses	\$ 3,630,511	\$ 2,543,646
Accrued salaries and other payroll related expenses	1,432,443	1,207,043
Due to related party	4,317,328	931,604
Due to other schools	56,587	560
Due to NYC Department of Education	249,937	83,560
Due to NYS Education Department - current portion	464,034	464,034
Refundable advance	4,149	87,253
Current maturities of operating lease liabilities	2,787,796	4,466,041
Total current liabilities	12,942,785	9,783,741
Long-term liabilities		
Operating lease liabilities - net of current portion	58,490,338	2,304,911
Total liabilities	71,433,123	12,088,652
Net assets		
Without donor restrictions		
Undesignated	87,683,053	63,214,452
Board-designated reserve	7,000,000	7,000,000
Total net assets	94,683,053	70,214,452
Total liabilities and net assets	\$ 166,116,176	\$ 82,303,104

See Notes to Financial Statements.

**Achievement First Brooklyn Charter Schools**

**Statement of Activities and Changes in Net Assets**  
**Year Ended June 30, 2024**  
**(With Comparative Totals for 2023)**

	2024	2023
Change in unrestricted net assets		
Operating revenue		
State and local per pupil operating revenue	\$ 149,022,585	\$ 146,761,477
Federal, state and local grants	19,976,738	14,828,382
Special education revenue	14,991,587	16,015,798
Total operating revenue	183,990,910	177,605,657
Expenses		
Program services	144,650,359	149,450,073
General and administrative	21,274,985	20,559,854
Fundraising	12,817	19,000
Total expenses	165,938,161	170,028,927
Surplus on school operations from government funding	18,052,749	7,576,730
Support and other revenue		
Contributions	-	348,372
In-kind contributions	395,204	497,630
Interest income	3,276,628	860,090
Realized and unrealized gains on investments	-	295,983
Other revenue	2,750,334	2,254,706
Loss on disposal of assets	(6,314)	(48,054)
Total support and other revenue	6,415,852	4,208,727
Change in net assets	24,468,601	11,785,457
Net assets, beginning	70,214,452	58,428,995
Net assets, end	\$ 94,683,053	\$ 70,214,452

See Notes to Financial Statements.

**Achievement First Brooklyn Charter Schools**

**Statement of Functional Expenses  
Year Ended June 30, 2024  
(With Comparative Totals for 2023)**

	Program services			General and administrative	Fundraising	2024 Total	2023 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 13,072,557	\$ -	\$ 13,072,557	\$ 13,984,689
Instructional personnel	71,145,429	6,582,671	77,728,100	-	-	77,728,100	88,313,269
Total personnel services costs	71,145,429	6,582,671	77,728,100	13,072,557	-	90,800,657	102,297,958
Fringe benefits and payroll taxes	13,793,667	1,161,200	14,954,867	1,097,105	-	16,051,972	16,056,606
Retirement	696,485	62,866	759,351	34,765	-	794,116	1,198,133
Management company fees	16,074,763	1,379,440	17,454,203	2,696,942	12,817	20,163,962	19,280,832
Accounting/audit services	-	-	-	173,856	-	173,856	163,654
Other purchased/professional/consulting services	2,258,668	531,786	2,790,454	353,810	-	3,144,264	680,676
Repairs and maintenance	1,882,208	168,525	2,050,733	314,629	-	2,365,362	2,957,446
Insurance	604,343	53,246	657,589	101,184	-	758,773	763,779
Occupancy costs	5,753,427	591,550	6,344,977	1,099,902	-	7,444,879	3,199,825
Supplies/materials	5,241,224	24,176	5,265,400	14,650	-	5,280,050	3,315,424
Equipment/furnishings	1,434,346	124,278	1,558,624	253,904	-	1,812,528	1,011,140
Staff development	1,152,333	37,808	1,190,141	75,981	-	1,266,122	1,352,767
Marketing/recruitment	201,247	18,260	219,507	35,245	-	254,752	199,001
Technology	4,812,430	416,541	5,228,971	633,037	-	5,862,008	5,428,290
Food service	-	-	-	-	-	-	2,433,623
Student services	2,880,940	87,903	2,968,843	174,890	-	3,143,733	2,633,775
Office expense	2,841,516	236,653	3,078,169	760,402	-	3,838,571	4,243,625
Depreciation and amortization	1,634,830	147,632	1,782,462	291,216	-	2,073,678	2,111,897
Other	565,047	48,653	613,700	90,910	-	704,610	695,804
Interest expense	-	-	-	-	-	-	4,672
Bad debt	3,754	514	4,268	-	-	4,268	-
Total expenses	<u>\$ 132,976,657</u>	<u>\$ 11,673,702</u>	<u>\$ 144,650,359</u>	<u>\$ 21,274,985</u>	<u>\$ 12,817</u>	<u>\$ 165,938,161</u>	<u>\$ 170,028,927</u>

See Notes to Financial Statements.

## Achievement First Brooklyn Charter Schools

### Statement of Cash Flows Year Ended June 30, 2024 (With Comparative Totals for 2023)

	2024	2023
Cash flows from operating activities		
Change in net assets	\$ 24,468,601	\$ 11,785,457
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation and amortization	2,073,678	2,111,897
Net changes in operating lease right-of-use assets and liabilities	131,343	815,637
Loss on disposal of assets	6,314	7,354
Write-off of construction in process	-	40,700
Bad debt expense	4,268	-
Accrued interest	-	(16,878)
Changes in operating assets and liabilities		
Grants and other receivables	(7,118,484)	(1,567,282)
Prepaid expenses and other assets	(1,900,108)	6,663
Due from related party	-	79,680
Due from other school	6,039	(3,792)
Accounts payable and accrued expenses	1,237,480	(821,595)
Accrued salaries and other payroll related expenses	225,400	(133,882)
Due to related party	3,385,724	931,604
Due to other schools	56,027	(23,847)
Due to NYC Department of Education	166,377	(255,549)
Due to NYS Education Department	-	306,266
Deferred rent	-	(724,034)
Refundable advance	(83,104)	(2,574,502)
	22,659,555	9,963,897
Net cash provided by operating activities		
Cash flows from investing activities		
Purchase of property and equipment	(1,302,189)	(1,087,298)
Cash paid out on revolving lines of credit	(1,665,000)	(500,000)
	(2,967,189)	(1,587,298)
Net cash used in investing activities		
Cash flows from financing activities		
Payments of long-term debt	-	(442,240)
	-	(442,240)
Net increase in cash and restricted cash	19,692,366	7,934,359
Cash and restricted cash, beginning	47,140,717	39,206,358
Cash and restricted cash, end	\$ 66,833,083	\$ 47,140,717
Cash paid during the year for interest	\$ -	\$ 6,783
Supplemental disclosure of noncash investing and financing transactions		
Transfer of construction in process to fixed assets	\$ 1,425,985	\$ 43,850
Purchase of fixed assets with accounts payable	\$ -	\$ 6,022
Purchase of construction in process with accounts payable	\$ 39,702	\$ 184,295

See Notes to Financial Statements.

# Achievement First Brooklyn Charter Schools

## Notes to Financial Statements June 30, 2024

### Note 1 - Nature of operations

Achievement First Brooklyn Charter Schools (the "School") focus on strengthening the academic and character skills needed for all students to excel in top-tier colleges, to achieve success in a competitive world, and to serve as the next generation of leaders in their communities. The Board of Regents of the State University of New York ("SUNY") originally granted individual charters to the schools (Achievement First Apollo Charter School, Achievement First Aspire Charter School, Achievement First Brownsville Charter School, Achievement First Bushwick Charter School, Achievement First Crown Heights Charter School, Achievement First East New York Charter School and Achievement First Endeavor Charter School). These charters were valid for a term of five years and renewable upon expiration. Additional charters were subsequently granted to Achievement First Linden Charter School, Achievement First North Brooklyn Charter School, Achievement First Voyager Charter School and Achievement First Legacy Charter School. The supplemental schedules to the financial statements provide additional operating activity by charter. The schools operate under one legal entity. The financial statements reflect the activities of the eleven charter schools for the fiscal year ended June 30, 2024.

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code ("IRC") and under the corresponding provisions of the New York State tax laws. The School's primary source of income is government funding. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the IRC and qualifies for deductible contributions as provided in Section 170(b)(1)(A)(ii). Today, the School serves students primarily from low-income households in Brooklyn and Queens, New York.

During the year ended June 30, 2024, the School operated classes for students in K-12. Charters that share space with New York City Department of Education ("NYCDOE") schools are not responsible for rent, utilities, custodial services, or maintenance. Charters that share space with other charter schools or do not share space are responsible for operating occupancy costs.

### Note 2 - Summary of significant accounting policies

#### Basis of presentation

The accompanying financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America. Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Accordingly, net assets of the School and changes therein are classified and reported as follows:

*Net assets without donor restrictions* represent available resources other than donor-restricted contributions. Included in net assets without donor restrictions are funds that may be earmarked for specific purposes.

*Board-designated net assets* represent net assets established by the Board of Trustees, which represents funds without donor restrictions set aside for future needs of the School. Cash basis operating surpluses, if they exist at year-end, may be used to accumulate in the board-designated reserve. Utilization of the reserve may be approved by the Board of Trustees and used for emergency funds in case of an unexpected financial crises, start-up costs for growth needs, facility capital requirements, principal-in-residence salaries and one-time projects which have significant future potential. The reserve balance will be generated from the School's budgeted per-pupil operating revenue, excluding state and federal nonoperating grants.

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2024

*Net assets with donor restrictions* are subject to donor- (or certain grantor-) imposed restrictions which are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity.

#### Statement of cash flows

For purposes of reporting cash flows, the School considers all highly liquid debt instruments purchased with an original maturity of three months or less to be cash equivalents. There were no cash equivalents at June 30, 2024.

#### Cash and cash equivalents

The following table provides a reconciliation of cash and restricted cash reported within the statement of financial position that sum to the total of the same such amount shown in the statement of cash flows:

	2024	2023
Cash	\$ 66,483,083	\$ 46,790,717
Restricted cash	350,000	350,000
Total	<u>\$ 66,833,083</u>	<u>\$ 47,140,717</u>

#### Restricted cash

The School has designated \$350,000 to be set aside for contingency purposes as required by the Board of Trustees of the State University of New York.

#### Grants and other receivables

Grants receivable represent amounts owed to the School for federal or state funding. Grants receivable that are expected to be collected within one year, and recorded at net realizable value, are \$17,558,075 at June 30, 2024. The School has determined that no allowance for uncollectible accounts for receivables is necessary as of June 30, 2024. Such estimate is based on management's assessments of the creditworthiness of its donors, the aging of its receivables as well as current economic conditions and historical information.

#### Revenue recognition

The School reports unconditional promises to give as revenue when the promise is received. Conditional promises to give are recognized as revenue when the condition is met. Grants and contributions received are recorded as with or without donor restrictions depending on the existence and/or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions. Donor-restricted contributions whose conditions and restrictions are met in the same reporting period have been reported as support increasing net assets without donor restrictions in the statement of activities and changes in net assets.

Revenue from state and local governments resulting from the School's charter status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement. The School receives a substantial portion of its support and revenue from the NYCDOE. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

**Achievement First Brooklyn Charter Schools**

**Notes to Financial Statements  
June 30, 2024**

**Donated goods and services**

The School occasionally receives contributed goods and services. Such goods and services are only recorded as in-kind contributions at their fair value, provided they meet the criteria for recognition. Such criteria includes contributions of services that (i) create or enhance nonfinancial assets or those that require specialized skills, (ii) are provided by individuals possessing those skills, and (iii) would typically need to be purchased, if not provided by donation, and are recorded at their fair value in the period received.

Contributed services received from Board Members and volunteers are not recorded in the financial statements since these services do not meet the criteria for recognition as contributed services.

The School does not record any in-kind contributions and related costs with respect to dedicated and shared space provided to it by the NYCDOE as the premises are temporary in nature, the premises represent excess shared space whereby a fair value cannot be determined, and this is industry practice.

**Property and equipment**

Property and equipment are stated at cost. The School has established a threshold for review of expenditures equal to or greater than \$3,000 for potential capitalization as a fixed asset. Property and equipment acquired with certain government contract funds is recorded as an expense pursuant to the terms of the contract in which the government funding source retains ownership of the property. Maintenance and repairs are charged to expense as incurred; major renewals and betterments are capitalized.

Depreciation and amortization are provided on a straight-line basis over the estimated useful lives or lease terms as follows:

<u>Asset</u>	<u>Estimated lives</u>
Leasehold improvements	5 - 20 years
Furniture and fixtures	5 - 8 years
Computers and hardware	3 - 7 years
Equipment	3 - 7 years

**Long-lived assets**

The School recognizes an impairment loss when the carrying amount of a long-lived asset exceeds its fair value. In the event that facts and circumstance indicate that the carrying amounts of long-lived assets may be impaired, an evaluation of recoverability would be performed. The evaluation process consists of comparing the estimated future undiscounted cash flows associated with the asset to the asset's carrying amount to determine if a write-down is required. If the review indicates that the asset will not be recoverable, the carrying value of the asset would be reduced to its estimated realizable value. There was no impairment loss recognized for the year ended June 30, 2024.

**Functional allocation of expenses**

The statement of functional expenses presents the natural classification detail of expenses by function. Accordingly, certain costs have been allocated among the programs and supporting services benefited based on management's assessment. Health and retirement benefits and payroll taxes are allocated to programs and supporting services based on the percentage of salary expense of the program to total salary expense.

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2024

#### **Tax-exempt status**

The School is exempt under Section 501(c)(3) of the IRC and is exempt from private foundation status under IRC Section 509(a)(3) and as such is not subject to federal or state income taxes.

Management has analyzed the tax positions taken by the School and has concluded that, as of June 30, 2024, there are no uncertain tax positions taken or expected to be taken that would require recognition of a liability (or asset) or disclosure in the financial statements. The School's federal information returns prior to fiscal year 2021 are closed and management continually evaluates expiring statutes of limitations, audits, proposed settlements, changes in tax law and new authoritative rulings.

If the School has unrelated business income taxes, it will recognize interest and penalties associated with any tax matters as part of the income tax provision and include accrued interest and penalties with the related tax liability in the statement of financial position.

#### **Prior year summarized information**

The financial statements include certain prior year summarized comparative information in total, but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the financial statements of Achievement First Brooklyn Charter Schools for the year ended June 30, 2023, from which the summarized information was derived.

#### **Use of estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

#### **Concentrations of credit risk**

The School maintains cash and cash equivalent balances in various financial institutions. Accounts at each institution are insured by the Federal Deposit Insurance Company ("FDIC") or Securities Investor Protection Corporation ("SIPC"). From time to time, the School's balances may exceed these limits. As of June 30, 2024, the School had balances of approximately \$66 million in excess of these limits. Additional protection is provided through the custodian's excess-SIPC coverage through various syndicates of Lloyd's, a London based firm. The School limits its credit risk by selecting financial institutions considered to be highly creditworthy.

#### **Reclassification**

Certain amounts in the 2023 financial statements have been reclassified to conform to the 2024 presentation.

#### **Subsequent events**

Management has reviewed subsequent events through October 30, 2024, which is the date the financial statements were approved and available for issuance.



## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2024

#### Note 3 - Liquidity

The School regularly monitors liquidity required to meet its annual operating needs and other contractual commitments. As of June 30, 2024, the School has financial assets available to meet annual operating needs for the subsequent fiscal year as follows:

Cash		\$ 66,483,083
Grants and other receivables		17,558,075
Receivable from related party - revolving lines of credit		<u>8,807,270</u>
 Total financial assets		 92,848,428
 Less		
Receivable from related party - revolving lines of credit		(8,807,270)
Board-designated reserve		<u>(7,000,000)</u>
 Financial assets available to meet cash needs for general expenditures within one year		 <u><u>\$ 77,041,158</u></u>

These financial assets are not subject to any grantor or contractual restrictions. The School supports its general operations primarily with federal and state grants, which are recognized as purpose restrictions are met. The balances due to the NYC Department of Education and NYS Education Department represent advances received that are due back to the State based on the fiscal year reconciliation and do not represent operating expenses. In addition, there are \$7,000,000 of Board-designated funds that could be used to fund operating needs should the Board determine this is necessary.

#### Note 4 - Receivable from related party - unsecured revolving line of credit

The School has entered into unsecured revolving lines of credit established with entities that are wholly owned by Achievement First, Inc. ("AF"). See Note 9 for the relationship between the School and AF. AF lines bear interest at a fixed rate of 2.6%. Funds are available upon written request. The School may demand repayment of principal and/or accrued interest in part or in full at any time and such repayments shall be due 45 business days thereafter. Balances on the lines are as follows as of June 30, 2024:

	<u>Credit limit</u>	<u>Amount drawn</u>
AF Brooklyn HS4, LLC	\$ 5,000,000	\$ 3,549,327
AF Queens ES1, LLC	4,000,000	2,705,693
AF Glenmore Avenue, LLC	<u>4,000,000</u>	<u>2,552,250</u>
	<u><u>\$ 13,000,000</u></u>	<u><u>\$ 8,807,270</u></u>

#### Note 5 - Concentrations

The School received approximately 81% of its operating revenue, which is subject to specific requirements, from per pupil funding from the NYCDOE during the year ended June 30, 2024.

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2024

The School's grants and other receivables consist of 98% from the State of New York as of June 30, 2024.

#### Note 6 - Property and equipment

The following is a summary of property and equipment at June 30, 2024:

Leasehold improvements	\$ 17,822,659
Furniture and fixtures	343,416
Computers and other hardware	143,182
Equipment	<u>1,331,073</u>
	19,640,330
Less accumulated depreciation	<u>(13,109,732)</u>
	<u>\$ 6,530,598</u>

Depreciation expense was \$1,847,394 for the year ended June 30, 2024.

#### Note 7 - Lease acquisition costs

The NYCDOE, through the New York State Construction Authority ("NYSCA"), agreed to help finance the development and construction of 510 Waverly Avenue, Brooklyn, New York provided that Civic Builders (the "construction manager") and Achievement First Endeavor Charter School collectively contributed 20% of the costs of the construction.

In December 2012, NYSCA, the landlord, entered into an agreement to lease the building to Civic Builders for a 30-year term. Civic Builders entered into an agreement to sublease the building to AF Waverly LLC. AF is the sole member, which in turn leases the building to the School under the same terms at an annual lease of \$1 plus operating costs. The lease acquisition costs of \$6,792,379 include the costs incurred by Achievement First Endeavor Charter School in meeting its obligation to NYCDOE to fund 20% of the costs of construction; these costs are amortized over the 30-year lease term. Amortization expense for the year ended June 30, 2024 was \$226,284 and accumulated amortization at June 30, 2024 was \$3,152,976. Amortization expense for each of the next five years is \$226,412.

#### Note 8 - Related party transactions

The School entered into an Academic and Business Services Agreement (the "Agreement") with AF, a not-for-profit organization dedicated to helping start and run charter schools. This Agreement provides management and other administrative support services to the School.

Pursuant to the terms of the Agreement, the School pays a service fee equivalent to 10% of public revenues received by the School during or for that school year. Public revenues include all sources of revenue from a public source, but specifically exclude in-kind contributions such as student transportation, start-up funding, funding for student meals, and funding from competitive public grants. The Agreement automatically renews to coincide with the charter renewals for each school. The Agreement covers services including bookkeeping, facilities acquisition and management, special education delivery support, data analysis management support, and tutoring program support. The School is to pay AF an ancillary services fee that is mutually negotiated by the School and AF. For the year ended June 30, 2024, the School incurred management and ancillary services

**Achievement First Brooklyn Charter Schools**

**Notes to Financial Statements  
June 30, 2024**

fees of \$20,163,962, which are included in the accompanying statement of functional expenses. AF is also the recipient of grant funds that are passed through AF to the School. The amount due to AF at June 30, 2024 was \$4,317,328.

See Note 12 for related party leases.

**Note 9 - Due from/to other schools**

The following amounts were due from/to related schools and consist of the following at June 30, 2024:

Achievement First Providence Charter School	\$	(3,354)
Achievement First Bridgeport Academy		(14,529)
Achievement First Elm City Charter School		(7,813)
Achievement First Hartford Charter School		(19,437)
Amistad Academy Charter School		<u>(11,454)</u>
	<u>\$</u>	<u>(56,587)</u>

**Note 10 - Due to NYC Department of Education and the New York State Education Department**

The NYCDOE paid the School per pupil grant funds in six installments, based on estimates from the School. At the end of each year, the NYCDOE reconciles the total amount paid against the full-time-equivalent enrollment for the year and determines if an overpayment or underpayment has been made. As of June 30, 2024, an overpayment totaling \$249,937 had been made; an adjustment for this amount will be reflected in the third payment from NYCDOE in FY 2025.

The School discontinued its involvement in the National School Lunch Program as of June 30, 2023. As a result, the School owes the NYSED \$457,457 for unexpended funds. As of June 30, 2024, the School also owes the NYSED \$6,577 for an overpayment of Title I funding.

**Note 11 - Contributed nonfinancial assets**

For the year ended June 30, 2024, contributed nonfinancial assets recognized within the statement of activities and changes in net assets included:

2024				
	Revenue recognized	Utilization in programs/activities	Donor restrictions	Valuation techniques and inputs
Digital learning	\$ 198,144	Regular education	None	Donor's purchase cost
Textbooks	164,068	Regular education	None	Donor's purchase cost
Library books	<u>32,992</u>	Regular education	None	Donor's purchase cost
	<u>\$ 395,204</u>			

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2024

#### Note 12 - Leases

The School leases buildings and office equipment. All contracts that implicitly or explicitly involve property, plant and equipment are evaluated to determine whether they are or contain a lease.

At lease commencement, the School recognizes a lease liability, which is measured at the present value of future lease payments, and a corresponding right-of-use asset equal to the lease liability, adjusted for prepaid lease costs, initial direct costs and lease incentives. The School has elected and applies the practical expedient available to lessees to combine non-lease components with their related lease components and account for them as a single combined lease component for all its leases. The School remeasures lease liabilities and related right-of-use assets whenever there is a change to the lease term and/or there is a change in the amount of future lease payments, but only when such modification does not qualify to be accounted for as a separate contract.

The School determines an appropriate discount rate to apply when determining the present value of the remaining lease payments for purposes of measuring or remeasuring lease liabilities. As the rate implicit in the lease is generally not readily determinable, the School estimates the risk-free rate as the discount rate. The School's risk-free rate, which is determined at either lease commencement or when a lease liability is remeasured, is the rate on the U.S. government securities over a period commensurate with the lease term.

For accounting purposes, the School's leases commence on the earlier of (i) the date upon which the School obtains control of the underlying asset and (ii) the contractual effective date of a lease. Lease commencement for most of the School's building leases coincides with the contractual effective date. The commencement date for most of the School's office equipment leases coincides with when the School obtains control of the underlying assets. The School's leases generally have minimum base terms with renewal options or fixed terms with early termination options. Such renewal and early termination options are exercisable at the option of the School and, when exercised, usually provide for rental payments during the extension period at then current market rates or at pre-determined rental amounts. Unless the School determines that it is reasonably certain that the term of a lease will be extended, such as through the exercise of a renewal option or non-exercise of an early termination option, the term of a lease begins at lease commencement and spans for the duration of the minimum non-cancellable contractual term. When the exercise of a renewal option or non-exercise of an early termination option is reasonably certain, the lease term is measured as ending at the end of the renewal period or on the date an early termination may be exercised.

The School includes variable rental payments based on a rate or an index such as the Consumer Price index (CPI) in its measurement of lease payments based on the rate or index in effect at lease commencement. Other types of variable lease payments are expensed as incurred.

#### **Leases involving real estate**

Leases of facilities have three-year terms, except for related party leases noted below. Terms have been incorporated into the measurement of the related right-of-use assets and lease liabilities. Although most of the real estate leases include one or more options to renew that can extend the contractual terms from one to three years, those renewal options are exercisable solely at the School's discretion and have been excluded from lease term measurements. The real estate leases generally require reimbursement of real estate taxes, common area maintenance, and insurance. The School leases these facilities from two limited liability companies wholly owned by AF. Such leases provide for below market rentals, are cancellable at any time, and do not provide purchase options.

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2024

Rental payments on these leases typically provide for fixed minimum payments that increase over the lease term at predetermined amounts.

The School entered into a facility lease with Glenmore Avenue, LLC, a limited liability company wholly owned by AF, which commenced in November 2023. Monthly rent payments are \$214,208 and are subject to a 2.6% increase each year. The agreement with Glenmore Avenue, LLC has a term of 30 years and allows the lease to be extended for an additional 19 years if the overlease is extended and requires the School to achieve certain financial covenants upon occupancy of the premises.

#### Leases involving equipment

Office equipment leases have lease terms that generally range from less than one year to five years and generally do not have renewal options. Rental payments on these leases have fixed payments.

#### Financial information

The following contains information about the School's right-of-use assets and lease liabilities for its operating leases as of June 30, 2024:

	Statement of Financial Position Classification	June 30, 2024
Right-of-use assets		
Operating leases	Noncurrent assets	\$ 60,331,154
Lease liabilities		
Current		
Operating leases	Current liabilities	\$ 2,787,796
Noncurrent		
Operating leases	Noncurrent liabilities	58,490,338
Total lease liabilities		\$ 61,278,134

The components of the School's lease cost for the year ended June 30, 2024 are as follows:

	Statement of Functional Expenses Classification	June 30, 2024
Operating lease cost, net		
Rent expense	Occupancy costs, Equipment/furnishings	\$ 6,427,592

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements June 30, 2024

Supplemental cash flow information related to the School's leases for the year ended June 30, 2024 is as follows:

Year ended June 30, 2024	Operating leases
Cash paid for amounts included in the measurement of lease liabilities	
Operating	\$ 6,296,245
Right-of-use assets obtained in exchange for lease liabilities	
Operating	\$ 58,875,883

The weighted average remaining term and weighted average discount rate for the School's leases are as follows as of June 30, 2024:

Weighted average remaining term (in years)	27.99
Weighted average discount rate (1)	4.75%

- (1) The School has elected to use a risk-free rate as the discount rate for its leases. The School uses rates on U.S. government securities for comparable with lease terms as risk-free rates.

The annual maturity analysis of the School's lease liabilities as of June 30, 2024 is as follows:

Calendar year	Operating leases
2025	\$ 5,606,934
2026	3,574,912
2027	3,292,662
2028	2,930,448
2029	2,894,344
Thereafter	103,059,243
Total lease payments	121,358,543
Less: interest	60,080,409
Present value of lease liability	61,278,134
Less: current portion of lease liabilities	2,787,796
Noncurrent portion of lease liabilities	\$ 58,490,338

#### Note 13 - Agreement for School facilities

The School has entered into verbal agreements with the NYCDOE for dedicated and shared space at a cost of \$1 per year or less. In accordance with industry standards, the fair value of the rent has not been recorded. The School will be responsible for any overtime-related cost for services provided beyond the regular opening hours. For the year ended June 30, 2024, the School incurred no overtime and incurred no permit fees. The School also entered into an Administrative Cost Management Agreement that requires the School to pay Uncommon Crown Heights, LLC for its

## Achievement First Brooklyn Charter Schools

### Notes to Financial Statements

June 30, 2024

share of the building costs for the facilities located at 1485 Pacific Street, Brooklyn, New York. The fair value of the rent has not been included in the accompanying financial statements as the agreement is nonbinding, the premises are temporary in nature, the premises represent excess shared space whereby a fair value cannot be determined, and this is industry practice.

#### **Note 14 - Pension plan**

Effective September 1, 2006, the School adopted a 403(b) profit sharing plan (the "Plan") which covers most of the employees. The Plan is a defined contribution plan. Employees are eligible to enroll in the Plan upon employment. Those employees who have completed at least one full year of service are also eligible for employer contributions. The Plan provides for the School to contribute up to 4% of an employee's salary. The School contribution is not vested until the employee's third year, when he or she becomes fully vested. For the year ended June 30, 2024, pension expense for the School was approximately \$794,000, which is included in retirement in the accompanying statement of functional expenses.

#### **Note 15 - Risk management**

The School is exposed to various risks of loss related to torts; thefts of, damage to and destruction of assets; actions by employees and parents; and natural disasters. The School maintains commercial insurance to protect itself from these risks.

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowance or refund because management does not believe that there are any liabilities to be recorded.

#### **Note 16 - Conditional contribution**

AF received a conditional grant commencing April 2020 for expansion and minor repairs, for which it has allocated \$4,629,142 to the School. This grant is expected to cover periods through March 2025. Donor conditions specify that amounts must be spent on expenditures relevant to the approved grant purpose. Since this grant represents a conditional promise to give, amounts will not be recognized as contribution revenue until donor conditions are met. Prior to 2024, \$1,128,535 of the conditions were met. During 2024, \$225,232 was recorded as revenue related to this grant. The remaining conditional promise to give at June 30, 2024 was \$3,275,375.

During the year ended June 30, 2021, the School received conditional Elementary and Secondary School Relief Fund ("ESSER") grants of \$46,311,444. A portion of these funds were available to cover costs through September 2023. Remaining grants are expected to cover periods through September 2024. Donor conditions specify that amounts must be spent on expenditures relevant to the approved grant purpose. Since these grants represent a conditional promise to give, amounts will not be recognized as contribution revenue until donor conditions are met. Prior to 2024, \$18,795,809 of the conditions were met. During 2024, contribution revenue of \$13,522,313 and \$2,490,145 of contributions expired were recorded related to this grant. The remaining conditional promise to give at June 30, 2024 was approximately \$11,500,000.

## **Supplementary Information**



## Achievement First Brooklyn Charter Schools

### Supplemental Combining Schedule of Activities by Charter Year Ended June 30, 2024

	Achievement First Apollo	Achievement First Aspire	Achievement First Brownsville	Achievement First Bushwick	Achievement First Crown Heights	Achievement First East New York	Achievement First Endeavor	Achievement First Linden	Achievement First North Brooklyn	Achievement First Voyager	Achievement First Legacy	Total
Operating revenue												
State and local per pupil operating revenue	\$ 13,984,250	\$ 14,553,707	\$ 14,503,731	\$ 15,966,345	\$ 24,467,852	\$ 20,123,106	\$ 12,114,945	\$ 11,694,501	\$ 15,304,730	\$ 2,817,941	\$ 3,491,477	\$ 149,022,585
Federal, state and local grants	1,731,540	1,911,093	2,931,262	2,354,673	2,563,233	2,372,527	1,937,493	1,524,444	1,696,870	446,995	506,608	19,976,738
Special education revenue	1,014,395	1,170,496	1,333,416	2,860,663	2,492,819	1,455,196	1,569,623	1,118,847	1,444,634	311,658	219,840	14,991,587
<b>Total operating revenue</b>	<b>16,730,185</b>	<b>17,635,296</b>	<b>18,768,409</b>	<b>21,181,681</b>	<b>29,523,904</b>	<b>23,950,829</b>	<b>15,622,061</b>	<b>14,337,792</b>	<b>18,446,234</b>	<b>3,576,594</b>	<b>4,217,925</b>	<b>183,990,910</b>
Expenses												
Program services	11,340,556	15,238,441	15,182,740	16,691,294	22,537,155	18,353,854	12,587,406	12,759,435	12,182,657	3,212,165	4,564,656	144,650,359
General and administrative	1,681,306	2,640,364	2,547,373	1,891,313	3,216,690	2,195,479	1,880,569	2,183,538	1,483,640	662,649	892,064	21,274,985
Fundraising	-	-	3,000	3,000	-	-	817	-	-	3,000	3,000	12,817
<b>Total expenses</b>	<b>13,021,862</b>	<b>17,878,805</b>	<b>17,733,113</b>	<b>18,585,607</b>	<b>25,753,845</b>	<b>20,549,333</b>	<b>14,468,792</b>	<b>14,942,973</b>	<b>13,666,297</b>	<b>3,877,814</b>	<b>5,459,720</b>	<b>165,938,161</b>
Surplus (deficit) on school operations from government funding	3,708,323	(243,509)	1,035,296	2,596,074	3,770,059	3,401,496	1,153,269	(605,181)	4,779,937	(301,220)	(1,241,795)	18,052,749
Support and other revenue												
In-kind contributions	17,280	39,545	58,129	35,039	70,833	54,821	13,161	30,392	56,345	10,461	9,198	395,204
Interest income	256,417	476,908	384,625	256,417	384,625	384,625	256,417	314,826	256,417	128,208	177,143	3,276,628
Other revenue	21,772	1,286,159	30,901	27,156	165,029	78,687	31,095	25,739	33,587	8	1,050,201	2,750,334
Loss on sale of assets	-	(266)	-	-	-	-	-	(2,324)	-	(3,724)	-	(6,314)
<b>Total support and other revenue</b>	<b>295,469</b>	<b>1,802,346</b>	<b>473,655</b>	<b>318,612</b>	<b>620,487</b>	<b>518,133</b>	<b>300,673</b>	<b>368,633</b>	<b>346,349</b>	<b>134,953</b>	<b>1,236,542</b>	<b>6,415,852</b>
Change in net assets	4,003,792	1,558,837	1,508,951	2,914,686	4,390,546	3,919,629	1,453,942	(236,548)	5,126,286	(166,267)	(5,253)	24,468,601
Net assets, beginning	14,631,442	5,839,388	7,005,485	8,004,042	7,738,105	6,210,764	6,792,420	8,473,643	12,197,719	(4,758,535)	(1,920,021)	70,214,452
<b>Net assets, end</b>	<b>\$ 18,635,234</b>	<b>\$ 7,398,225</b>	<b>\$ 8,514,436</b>	<b>\$ 10,918,728</b>	<b>\$ 12,128,651</b>	<b>\$ 10,130,393</b>	<b>\$ 8,246,362</b>	<b>\$ 8,237,095</b>	<b>\$ 17,324,005</b>	<b>\$ (4,924,802)</b>	<b>\$ (1,925,274)</b>	<b>\$ 94,683,053</b>

See Independent Auditor's Report.

**Achievement First Brooklyn Charter Schools**

**Supplemental Schedule of Functional Expenses - Apollo  
Year Ended June 30, 2024 (With Comparative Totals for 2023)**

	Program services			General and administrative	Fundraising	2024 Total	2023 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,070,395	\$ -	\$ 1,070,395	\$ 1,159,099
Instructional personnel	6,244,722	333,052	6,577,774	-	-	6,577,774	7,876,677
Total personnel services costs	6,244,722	333,052	6,577,774	1,070,395	-	7,648,169	9,035,776
Fringe benefits and payroll taxes	1,220,006	56,615	1,276,621	98,225	-	1,374,846	1,466,672
Retirement	46,252	2,451	48,703	2,144	-	50,847	135,502
Management company fees	1,467,874	73,394	1,541,268	275,226	-	1,816,494	1,749,894
Accounting/audit services	-	-	-	14,488	-	14,488	13,638
Other purchased/professional/ consulting services	120,752	24,306	145,058	25,225	-	170,283	12,217
Repairs and maintenance	63,956	3,197	67,153	11,989	-	79,142	47,823
Insurance	39,759	1,988	41,747	7,455	-	49,202	57,986
Occupancy costs	1,716	86	1,802	322	-	2,124	2,006
Supplies/materials	455,456	1,612	457,068	272	-	457,340	335,271
Equipment/furnishings	130,073	6,502	136,575	24,384	-	160,959	84,511
Staff development	103,135	2,425	105,560	9,093	-	114,653	144,173
Marketing/recruitment	14,896	745	15,641	2,793	-	18,434	12,205
Technology	398,285	19,910	418,195	55,718	-	473,913	477,842
Food service	-	-	-	-	-	-	65,541
Student services	198,547	4,612	203,159	17,295	-	220,454	204,617
Office expense	185,760	8,582	194,342	46,486	-	240,828	366,744
Depreciation and amortization	68,069	3,403	71,472	12,763	-	84,235	94,027
Other	36,589	1,829	38,418	7,033	-	45,451	60,514
Total expenses	<u>\$ 10,795,847</u>	<u>\$ 544,709</u>	<u>\$ 11,340,556</u>	<u>\$ 1,681,306</u>	<u>\$ -</u>	<u>\$ 13,021,862</u>	<u>\$ 14,366,959</u>

See Independent Auditor's Report.

**Achievement First Brooklyn Charter Schools**

**Supplemental Schedule of Functional Expenses - Aspire  
Year Ended June 30, 2024 (With Comparative Totals for 2023)**

	Program services			General and administrative	Fundraising	2024 Total	2023 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,663,126	\$ -	\$ 1,663,126	\$ 1,707,944
Instructional personnel	7,124,314	540,922	7,665,236	-	-	7,665,236	8,250,672
Total personnel services costs	7,124,314	540,922	7,665,236	1,663,126	-	9,328,362	9,958,616
Fringe benefits and payroll taxes	1,353,542	115,895	1,469,437	124,302	-	1,593,739	1,543,154
Retirement	79,515	6,359	85,874	4,785	-	90,659	106,080
Management company fees	1,568,805	170,860	1,739,665	276,589	-	2,016,254	1,807,580
Accounting/audit services	-	-	-	21,732	-	21,732	20,457
Other purchased/professional/ consulting services	296,555	46,261	342,816	29,075	-	371,891	34,917
Repairs and maintenance	25,533	2,781	28,314	4,600	-	32,914	281,970
Insurance	53,778	5,857	59,635	9,584	-	69,219	67,749
Occupancy costs	1,244,348	135,523	1,379,871	221,765	-	1,601,636	1,568,039
Supplies/materials	579,785	5,353	585,138	4,466	-	589,604	425,491
Equipment/furnishings	130,088	14,168	144,256	23,184	-	167,440	135,453
Staff development	151,054	3,452	154,506	5,648	-	160,154	196,432
Marketing/recruitment	26,086	2,841	28,927	4,649	-	33,576	26,872
Technology	574,470	62,497	636,967	83,499	-	720,466	666,916
Food service	-	-	-	-	-	-	42,472
Student services	249,452	9,839	259,291	16,110	-	275,401	170,449
Office expense	362,979	33,823	396,802	102,749	-	499,551	437,186
Depreciation and amortization	195,198	21,259	216,457	34,788	-	251,245	276,985
Other	40,807	4,442	45,249	9,713	-	54,962	72,030
Interest expense	-	-	-	-	-	-	1,000
Total expenses	<u>\$ 14,056,309</u>	<u>\$ 1,182,132</u>	<u>\$ 15,238,441</u>	<u>\$ 2,640,364</u>	<u>\$ -</u>	<u>\$ 17,878,805</u>	<u>\$ 17,839,848</u>

See Independent Auditor's Report.

**Achievement First Brooklyn Charter Schools**

**Supplemental Schedule of Functional Expenses - Brownsville  
Year Ended June 30, 2024 (With Comparative Totals for 2023)**

	Program services			General and administrative	Fundraising	2024 Total	2023 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,644,135.00	\$ -	\$ 1,644,135	\$ 1,870,644
Instructional personnel	7,936,759	538,903	8,475,662	-	-	8,475,662	11,140,360
Total personnel services costs	7,936,759	538,903	8,475,662	1,644,135	-	10,119,797	13,011,004
Fringe benefits and payroll taxes	1,562,439	116,833	1,679,272	147,214	-	1,826,486	1,979,543
Retirement	101,110	7,182	108,292	6,444	-	114,736	135,609
Management company fees	1,615,683	155,728	1,771,411	308,457	3,000	2,082,868	2,274,138
Accounting/audit services	-	-	-	21,732	-	21,732	20,457
Other purchased/professional/ consulting services	236,273	50,125	286,398	42,632	-	329,030	80,829
Repairs and maintenance	293,254	28,263	321,517	56,525	-	378,042	38,332
Insurance	50,136	4,832	54,968	9,665	-	64,633	78,820
Occupancy costs	6,818	654	7,472	1,314	-	8,786	26,809
Supplies/materials	524,487	7,080	531,567	9,898	-	541,465	377,677
Equipment/furnishings	146,075	14,080	160,155	28,159	-	188,314	129,942
Staff development	166,845	6,679	173,524	13,358	-	186,882	132,898
Marketing/recruitment	21,746	2,096	23,842	4,192	-	28,034	18,891
Technology	518,616	49,983	568,599	79,421	-	648,020	619,623
Food service	-	-	-	-	-	-	24,243
Student services	272,125	14,319	286,444	28,301	-	314,745	246,277
Office expense	304,616	27,833	332,449	79,024	-	411,473	564,019
Depreciation and amortization	318,350	30,684	349,034	61,369	-	410,403	446,741
Other	43,676	4,190	47,866	5,533	-	53,399	82,720
Bad debt	3,754	514	4,268	-	-	4,268	-
Total expenses	<u>\$ 14,122,762</u>	<u>\$ 1,059,978</u>	<u>\$ 15,182,740</u>	<u>\$ 2,547,373</u>	<u>\$ 3,000</u>	<u>\$ 17,733,113</u>	<u>\$ 20,288,572</u>

See Independent Auditor's Report.

**Achievement First Brooklyn Charter Schools**

**Supplemental Schedule of Functional Expenses - Bushwick  
Year Ended June 30, 2024 (With Comparative Totals for 2023)**

	Program services			General and administrative	Fundraising	2024 Total	2023 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,198,709	\$ -	\$ 1,198,709	\$ 1,324,375
Instructional personnel	9,094,003	912,902	10,006,905	-	-	10,006,905	10,842,491
Total personnel services costs	9,094,003	912,902	10,006,905	1,198,709	-	11,205,614	12,166,866
Fringe benefits and payroll taxes	1,652,259	136,913	1,789,172	112,356	-	1,901,528	1,909,909
Retirement	87,660	8,616	96,276	3,154	-	99,430	159,458
Management company fees	1,822,571	135,005	1,957,576	283,886	3,000	2,244,462	2,150,943
Accounting/audit services	-	-	-	14,488	-	14,488	13,638
Other purchased/professional/ consulting services	254,413	55,042	309,455	35,822	-	345,277	41,110
Repairs and maintenance	183,464	13,590	197,054	28,879	-	225,933	46,632
Insurance	51,326	3,594	54,920	7,636	-	62,556	57,669
Occupancy costs	204	-	204	-	-	204	6,589
Supplies/materials	711,074	1,190	712,264	-	-	712,264	307,924
Equipment/furnishings	180,442	13,366	193,808	28,403	-	222,211	84,271
Staff development	118,976	3,991	122,967	8,480	-	131,447	173,502
Marketing/recruitment	14,969	1,109	16,078	2,356	-	18,434	16,899
Technology	451,948	33,478	485,426	51,138	-	536,564	593,955
Food service	-	-	-	-	-	-	510,561
Student services	284,274	8,849	293,123	18,805	-	311,928	240,794
Office expense	292,544	20,337	312,881	75,093	-	387,974	539,610
Depreciation and amortization	78,501	5,815	84,316	12,357	-	96,673	115,727
Other	54,794	4,075	58,869	9,751	-	68,620	62,709
Total expenses	<u>\$ 15,333,422</u>	<u>\$ 1,357,872</u>	<u>\$ 16,691,294</u>	<u>\$ 1,891,313</u>	<u>\$ 3,000</u>	<u>\$ 18,585,607</u>	<u>\$ 19,198,766</u>

See Independent Auditor's Report.

**Achievement First Brooklyn Charter Schools**

**Supplemental Schedule of Functional Expenses - Crown Heights  
Year Ended June 30, 2024 (With Comparative Totals for 2023)**

	Program services			General and administrative	Fundraising	2024 Total	2023 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,927,205	\$ -	\$ 1,927,205	\$ 2,036,375
Instructional personnel	11,157,503	1,188,690	12,346,193	-	-	12,346,193	13,337,122
Total personnel services costs	11,157,503	1,188,690	12,346,193	1,927,205	-	14,273,398	15,373,497
Fringe benefits and payroll taxes	2,123,342	207,299	2,330,641	170,554	-	2,501,195	2,353,536
Retirement	114,687	12,096	126,783	5,826	-	132,609	186,984
Management company fees	2,514,264	238,580	2,752,844	422,103	-	3,174,947	2,868,441
Accounting/audit services	-	-	-	21,732	-	21,732	20,457
Other purchased/professional/ consulting services	240,587	144,591	385,178	72,367	-	457,545	21,419
Repairs and maintenance	231,862	21,979	253,841	38,886	-	292,727	87,952
Insurance	94,264	8,945	103,209	15,825	-	119,034	148,449
Occupancy Costs	1,212,166	115,023	1,327,189	203,502	-	1,530,691	1,348,266
Supplies/materials	590,133	1,793	591,926	14	-	591,940	410,503
Equipment/furnishings	220,637	20,936	241,573	44,523	-	286,096	86,100
Staff development	151,798	4,176	155,974	7,389	-	163,363	179,932
Marketing/recruitment	29,364	2,786	32,150	4,930	-	37,080	18,896
Technology	688,302	64,968	753,270	84,891	-	838,161	753,916
Food service	-	-	-	-	-	-	59,622
Student services	533,380	12,758	546,138	22,572	-	568,710	464,779
Office expense	436,938	38,692	475,630	156,897	-	632,527	548,521
Depreciation and amortization	28,955	2,748	31,703	4,861	-	36,564	35,282
Other	76,032	6,881	82,913	12,613	-	95,526	91,474
Total expenses	<u>\$ 20,444,214</u>	<u>\$ 2,092,941</u>	<u>\$ 22,537,155</u>	<u>\$ 3,216,690</u>	<u>\$ -</u>	<u>\$ 25,753,845</u>	<u>\$ 25,058,026</u>

See Independent Auditor's Report.

**Achievement First Brooklyn Charter Schools**

**Supplemental Schedule of Functional Expenses - East New York  
Year Ended June 30, 2024 (With Comparative Totals for 2023)**

	Program services			General and administrative	Fundraising	2024 Total	2023 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,526,676	\$ -	\$ 1,526,676	\$ 1,653,063
Instructional personnel	9,510,405	1,021,382	10,531,787	-	-	10,531,787	11,775,693
Total personnel services costs	9,510,405	1,021,382	10,531,787	1,526,676	-	12,058,463	13,428,756
Fringe benefits and payroll taxes	1,954,873	163,030	2,117,903	117,837	-	2,235,740	2,165,777
Retirement	78,892	7,499	86,391	3,121	-	89,512	190,679
Management company fees	2,151,800	168,109	2,319,909	268,975	-	2,588,884	2,474,483
Legal services	-	-	-	-	-	-	-
Accounting/audit services	-	-	-	21,732	-	21,732	20,457
Other purchased/professional/consulting services	273,661	83,720	357,381	32,291	-	389,672	237,267
Repairs and maintenance	211,132	16,495	227,627	26,392	-	254,019	93,178
Insurance	83,203	6,500	89,703	10,400	-	100,103	75,373
Occupancy costs	-	-	-	-	-	-	13,318
Supplies/materials	487,889	2,316	490,205	-	-	490,205	406,015
Equipment/furnishings	148,443	11,560	160,003	18,497	-	178,500	87,908
Staff development	158,656	4,198	162,854	6,717	-	169,571	106,938
Marketing/recruitment	24,074	1,881	25,955	3,009	-	28,964	18,934
Technology	686,092	53,710	739,802	67,955	-	807,757	672,855
Food service	-	-	-	-	-	-	22,882
Student services	460,472	8,325	468,797	13,320	-	482,117	513,047
Office expense	344,061	24,430	368,491	53,949	-	422,440	428,035
Depreciation and amortization	112,072	8,756	120,828	14,009	-	134,837	131,921
Other	79,993	6,225	86,218	10,599	-	96,817	75,230
Total expenses	<u>\$ 16,765,718</u>	<u>\$ 1,588,136</u>	<u>\$ 18,353,854</u>	<u>\$ 2,195,479</u>	<u>\$ -</u>	<u>\$ 20,549,333</u>	<u>\$ 21,163,053</u>

See Independent Auditor's Report.

**Achievement First Brooklyn Charter Schools**

**Supplemental Schedule of Functional Expenses - Endeavor  
Year Ended June 30, 2024 (With Comparative Totals for 2023)**

	Program services			General and administrative	Fundraising	2024 Total	2023 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,029,893	\$ -	\$ 1,029,893	\$ 1,113,547
Instructional personnel	5,449,660	627,930	6,077,590	-	-	6,077,590	7,019,566
Total personnel services costs	5,449,660	627,930	6,077,590	1,029,893	-	7,107,483	8,133,113
Fringe benefits and payroll taxes	1,077,815	108,155	1,185,970	83,473	-	1,269,443	1,322,711
Retirement	55,466	6,270	61,736	2,669	-	64,405	90,837
Management company fees	1,335,144	126,693	1,461,837	224,148	817	1,686,802	1,671,082
Legal services	-	-	-	-	-	-	-
Accounting/audit services	-	-	-	14,488	-	14,488	13,638
Other purchased/professional/ consulting services	320,880	37,673	358,553	40,703	-	399,256	196,271
Repairs and maintenance	669,595	63,359	732,954	112,096	-	845,050	801,327
Insurance	108,381	10,284	118,665	18,195	-	136,860	145,666
Occupancy costs	370,588	35,165	405,753	62,215	-	467,968	211,058
Supplies/materials	426,816	1,217	428,033	-	-	428,033	231,916
Equipment/furnishings	110,040	10,442	120,482	18,474	-	138,956	49,876
Staff development	73,335	3,036	76,371	5,372	-	81,743	118,027
Marketing/recruitment	14,593	1,385	15,978	2,450	-	18,428	13,619
Technology	383,461	36,322	419,783	49,315	-	469,098	427,694
Food service	-	-	-	-	-	-	968,354
Student services	346,243	9,294	355,537	16,444	-	371,981	322,695
Office expense	190,080	15,905	205,985	114,209	-	320,194	356,591
Depreciation and amortization	379,769	36,036	415,805	63,757	-	479,562	438,905
Other	133,688	12,686	146,374	22,668	-	169,042	90,328
Total expenses	<u>\$ 11,445,554</u>	<u>\$ 1,141,852</u>	<u>\$ 12,587,406</u>	<u>\$ 1,880,569</u>	<u>\$ 817</u>	<u>\$ 14,468,792</u>	<u>\$ 15,603,708</u>

See Independent Auditor's Report.



**Achievement First Brooklyn Charter Schools**

**Supplemental Schedule of Functional Expenses - Linden  
Year Ended June 30, 2024 (With Comparative Totals for 2023)**

	Program services			General and administrative	Fundraising	2024 Total	2023 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 1,170,932	\$ -	\$ 1,170,932	\$ 1,182,943
Instructional personnel	4,898,301	571,722	5,470,023	-	-	5,470,023	6,881,119
Total personnel services costs	4,898,301	571,722	5,470,023	1,170,932	-	6,640,955	8,064,062
Fringe benefits and payroll taxes	988,982	113,143	1,102,125	90,030	-	1,192,155	1,267,193
Retirement	32,118	3,757	35,875	1,911	-	37,786	66,492
Management company fees	1,221,633	144,940	1,366,573	227,762	-	1,594,335	1,598,267
Accounting/audit services	-	-	-	14,488	-	14,488	13,638
Other purchased/professional/consulting services	306,714	42,296	349,010	40,504	-	389,514	23,105
Repairs and maintenance	92,381	10,960	103,341	17,223	-	120,564	112,816
Insurance	52,966	6,284	59,250	9,875	-	69,125	48,086
Occupancy costs	1,996,574	236,882	2,233,456	372,243	-	2,605,699	13,377
Supplies/materials	491,297	1,190	492,487	-	-	492,487	294,823
Equipment/furnishings	154,167	18,291	172,458	28,743	-	201,201	196,217
Staff development	78,072	5,379	83,451	8,452	-	91,903	119,292
Marketing/recruitment	24,860	3,317	28,177	5,213	-	33,390	43,496
Technology	380,166	45,104	425,270	57,713	-	482,983	458,118
Food service	-	-	-	-	-	-	13,996
Student services	168,907	7,939	176,846	12,476	-	189,322	235,507
Office expense	408,936	47,069	456,005	94,133	-	550,138	390,101
Depreciation and amortization	149,426	17,729	167,155	27,859	-	195,014	146,979
Other	33,921	4,012	37,933	3,981	-	41,914	61,109
Interest expense	-	-	-	-	-	-	1,000
Total expenses	<u>\$ 11,479,421</u>	<u>\$ 1,280,014</u>	<u>\$ 12,759,435</u>	<u>\$ 2,183,538</u>	<u>\$ -</u>	<u>\$ 14,942,973</u>	<u>\$ 13,167,674</u>

See Independent Auditor's Report.

**Achievement First Brooklyn Charter Schools**

**Supplemental Schedule of Functional Expenses - North Brooklyn  
Year Ended June 30, 2024 (With Comparative Totals for 2023)**

	Program services			General and administrative	Fundraising	2024 Total	2023 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 943,488	\$ -	\$ 943,488	\$ 1,111,427
Instructional personnel	6,370,167	584,479	6,954,646	-	-	6,954,646	7,483,275
Total personnel services costs	6,370,167	584,479	6,954,646	943,488	-	7,898,134	8,594,702
Fringe benefits and payroll taxes	1,195,827	96,450	1,292,277	80,816	-	1,373,093	1,355,107
Retirement	72,929	6,557	79,486	2,732	-	82,218	81,310
Management company fees	1,625,173	116,084	1,741,257	251,515	-	1,992,772	1,872,228
Accounting/audit services	-	-	-	14,488	-	14,488	13,638
Other purchased/professional/ consulting services	109,576	23,269	132,845	11,403	-	144,248	16,878
Repairs and maintenance	99,910	7,132	107,042	15,453	-	122,495	195,019
Insurance	47,859	3,419	51,278	7,407	-	58,685	55,196
Occupancy costs	2,294	164	2,458	355	-	2,813	9,661
Supplies/materials	582,407	1,190	583,597	-	-	583,597	321,166
Equipment/furnishings	120,957	8,640	129,597	18,720	-	148,317	94,011
Staff development	64,386	1,350	65,736	2,926	-	68,662	135,150
Marketing/recruitment	15,164	1,083	16,247	2,347	-	18,594	13,579
Technology	399,455	28,532	427,987	44,445	-	472,432	476,872
Food service	-	-	-	-	-	-	509,607
Student services	232,336	8,469	240,805	18,350	-	259,155	134,907
Office expense	157,213	9,722	166,935	42,349	-	209,284	376,869
Depreciation and amortization	134,752	9,625	144,377	20,855	-	165,232	198,695
Other	43,321	2,766	46,087	5,991	-	52,078	47,326
Interest expense	-	-	-	-	-	-	1,000
Total expenses	<u>\$ 11,273,726</u>	<u>\$ 908,931</u>	<u>\$ 12,182,657</u>	<u>\$ 1,483,640</u>	<u>\$ -</u>	<u>\$ 13,666,297</u>	<u>\$ 14,502,921</u>

See Independent Auditor's Report.

**Achievement First Brooklyn Charter Schools**

**Supplemental Schedule of Functional Expenses - Voyager  
Year Ended June 30, 2024 (With Comparative Totals for 2023)**

	Program services			General and administrative	Fundraising	2024 Total	2023 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 471,749	\$ -	\$ 471,749	\$ 458,337
Instructional personnel	1,693,687	114,819	1,808,506	-	-	1,808,506	2,097,321
Total personnel services costs	1,693,687	114,819	1,808,506	471,749	-	2,280,255	2,555,658
Fringe benefits and payroll taxes	353,110	22,727	375,837	32,707	-	408,544	395,279
Retirement	16,580	1,100	17,680	1,090	-	18,770	33,237
Management company fees	370,033	21,767	391,800	62,300	3,000	457,100	433,311
Accounting/audit services	-	-	-	7,244	-	7,244	6,819
Other purchased/professional/ consulting services	18,745	2,470	21,215	3,286	-	24,501	10,643
Repairs and maintenance	3,593	211	3,804	634	-	4,438	17,533
Insurance	8,881	522	9,403	1,567	-	10,970	12,970
Occupancy costs	-	-	-	-	-	-	527
Supplies/materials	102,607	640	103,247	-	-	103,247	78,907
Equipment/furnishings	41,114	2,418	43,532	7,255	-	50,787	37,743
Staff development	54,893	1,759	56,652	3,777	-	60,429	13,029
Marketing/recruitment	8,582	505	9,087	1,514	-	10,601	9,837
Technology	165,827	9,755	175,582	24,351	-	199,933	158,733
Food service	-	-	-	-	-	-	206,368
Student services	84,807	1,260	86,067	3,380	-	89,447	70,899
Office expense	27,845	1,503	29,348	30,265	-	59,613	119,433
Depreciation and amortization	65,334	3,843	69,177	11,530	-	80,707	94,763
Other	10,546	682	11,228	-	-	11,228	27,085
Interest expense	-	-	-	-	-	-	1,672
Total expenses	<u>\$ 3,026,184</u>	<u>\$ 185,981</u>	<u>\$ 3,212,165</u>	<u>\$ 662,649</u>	<u>\$ 3,000</u>	<u>\$ 3,877,814</u>	<u>\$ 4,284,446</u>

See Independent Auditor's Report.

**Achievement First Brooklyn Charter Schools**

**Supplemental Schedule of Functional Expenses - Legacy  
Year Ended June 30, 2024 (With Comparative Totals for 2023)**

	Program services			General and administrative	Fundraising	2024 Total	2023 Total
	Regular education	Special education	Total program services				
Personnel services costs							
Administrative staff personnel	\$ -	\$ -	\$ -	\$ 426,249	\$ -	\$ 426,249	\$ 366,935
Instructional personnel	1,665,908	147,870	1,813,778	-	-	1,813,778	1,608,973
Total personnel services costs	1,665,908	147,870	1,813,778	426,249	-	2,240,027	1,975,908
Fringe benefits and payroll taxes	311,472	24,140	335,612	39,591	-	375,203	297,725
Retirement	11,276	979	12,255	889	-	13,144	11,945
Management company fees	381,783	28,280	410,063	95,981	3,000	509,044	380,465
Legal services	-	-	-	-	-	-	-
Accounting/audit services	-	-	-	7,244	-	7,244	6,817
Other purchased/professional/ consulting services	80,512	22,033	102,545	20,502	-	123,047	6,020
Repairs and maintenance	7,528	558	8,086	1,952	-	10,038	1,234,864
Insurance	13,790	1,021	14,811	3,575	-	18,386	15,815
Occupancy costs	918,719	68,053	986,772	238,186	-	1,224,958	175
Supplies/materials	289,273	595	289,868	-	-	289,868	125,731
Equipment/furnishings	52,310	3,875	56,185	13,562	-	69,747	25,108
Staff development	31,183	1,363	32,546	4,769	-	37,315	33,394
Marketing/recruitment	6,913	512	7,425	1,792	-	9,217	5,773
Technology	165,808	12,282	178,090	34,591	-	212,681	121,766
Food service	-	-	-	-	-	-	9,977
Student services	50,397	2,239	52,636	7,837	-	60,473	29,804
Office expense	130,544	8,757	139,301	(34,752)	-	104,549	116,516
Depreciation and amortization	104,404	7,734	112,138	27,068	-	139,206	131,872
Other	11,680	865	12,545	3,028	-	15,573	25,279
Total expenses	<u>\$ 4,233,500</u>	<u>\$ 331,156</u>	<u>\$ 4,564,656</u>	<u>\$ 892,064</u>	<u>\$ 3,000</u>	<u>\$ 5,459,720</u>	<u>\$ 4,554,954</u>

See Independent Auditor's Report.

Independent Auditor's Report on Internal Control over Financial Reporting and on  
Compliance and Other Matters Based on an Audit of Financial Statements  
Performed in Accordance with *Government Auditing Standards*

To the Board of Trustees  
Achievement First Brooklyn Charter Schools

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Achievement First Brooklyn Charter Schools, which comprise the statement of financial position as of June 30, 2024, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 30, 2024.

#### Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Achievement First Brooklyn Charter Schools' internal control over financial reporting ("internal control") as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Achievement First Brooklyn Charter Schools' internal control. Accordingly, we do not express an opinion on the effectiveness of Achievement First Brooklyn Charter Schools' internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

#### Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Achievement First Brooklyn Charter Schools' financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*CohnReznick LLP*

Hartford, Connecticut  
October 30, 2024

Independent Auditor's Report on Compliance for Each Major Federal Program  
and Report on Internal Control over Compliance Required by the Uniform Guidance

To the Board of Trustees  
Achievement First Brooklyn Charter Schools

Report on Compliance for Each Major Federal Program

*Opinion on Each Major Federal Program*

We have audited Achievement First Brooklyn Charter Schools' compliance with the types of compliance requirements identified as subject to audit in the OMB *Compliance Supplement* that could have a direct and material effect on each of Achievement First Brooklyn Charter Schools' major federal programs for the year ended June 30, 2024. Achievement First Brooklyn Charter Schools' major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, Achievement First Brooklyn Charter Schools complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2024.

*Basis for Opinion on Each Major Federal Program*

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America ("GAAS"); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States ("*Government Auditing Standards*"); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Achievement First Brooklyn Charter Schools and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of Achievement First Brooklyn Charter Schools' compliance with the compliance requirements referred to above.

*Responsibilities of Management for Compliance*

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to Achievement First Brooklyn Charter Schools' federal programs.

### *Auditor's Responsibilities for the Audit of Compliance*

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Achievement First Brooklyn Charter Schools' compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Achievement First Brooklyn Charter Schools' compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Achievement First Brooklyn Charter Schools' compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Achievement First Brooklyn Charter Schools' internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Achievement First Brooklyn Charter Schools' internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

### Report on Internal Control over Compliance

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not



identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*CohnReznick LLP*

Hartford, Connecticut  
October 30, 2024

**Achievement First Brooklyn Charter Schools**

**Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2024**

Federal grantor/pass-through grantor/program or cluster title	Federal Assistance Listing number	Pass-through entity identifying number	Passed through to subrecipients	Total federal expenditures
U.S. Department of Education Passed through New York State Education Department		0021-23-4304 0021-23-4308 0021-23-4324 0021-23-4326 0021-23-4375 0021-23-4555 0021-23-4940 0021-23-5000 0021-23-5085		
Title I Grants to Local Educational Agencies (LEAs)	84.010	0021-23-5265 0021-23-5690	\$ -	\$ 3,435,745
		0147-23-4304 0147-23-4308 0147-23-4324 0147-23-4326 0147-23-4375 0147-23-4555 0147-23-4940 0147-23-5000 0147-23-5085		
Supporting Effective Instruction State Grants	84.367	0147-23-5265 0147-23-5690	-	364,990
English Language Acquisition State Grants	84.365	0293-23-4324	-	149,034
English Language Acquisition State Grants- Immigrant	84.365	0293-23-4324	-	<u>46,924</u>
Total English Language Acquisition State Grants				195,958
		0204-23-4555 0204-23-4940 0204-23-4375 0204-23-4325 0204-23-4304 0204-23-4308 0204-23-4326 0204-23-5000		
Student Support and Academic Enrichment Program	84.424	0204-23-5085 0204-23-5265	-	288,044

**Achievement First Brooklyn Charter Schools**

**Schedule of Expenditures of Federal Awards  
Year Ended June 30, 2024**

Federal grantor/pass-through grantor/program or cluster title	Federal Assistance Listing Number	Pass-through entity identifying number	Passed through to subrecipients	Total federal expenditures
Special Education Cluster (IDEA) Special Education Grants to States (IDEA, Part B) - Total Special Education Cluster (IDEA)	84.027	Not applicable	-	1,746,482
		5890-23-4555		
		5890-23-4940		
		5890-23-4375		
		5890-23-4325		
		5890-23-4304		
		5890-23-4308		
		5890-23-4326		
		5890-23-5000		
COVID-19 Education Stabilization Fund Elementary and Secondary School Emergency Relief Fund	84.425D	5890-23-5085		
		5890-23-5265		
		5890-23-5690	-	13,522,313
Passed through Achievement First, Inc. Charter Schools	84.282	Not applicable	-	225,232
Total U.S. Department of Education			-	19,778,764
Total Expenditures of Federal Awards			\$ -	\$ 19,778,764

See Notes to Schedule of Expenditures of Federal Awards.

## Achievement First Brooklyn Charter Schools

### Notes to Schedule of Expenditures of Federal Awards June 30, 2024

#### **Note 1 - Basis of presentation**

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Achievement First Brooklyn Charter Schools (the "School") under programs of the federal government for the year ended June 30, 2024. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* ("Uniform Guidance"). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

#### **Note 2 - Summary of significant accounting policies**

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through identifying numbers are provided when available.

#### **Note 3 - Indirect cost rate**

The School has not elected to use the 10% de minimis indirect cost rate as allowed under the Uniform Guidance.

**Achievement First Brooklyn Charter Schools**

**Schedule of Findings and Questioned Costs  
Year Ended June 30, 2024**

**I. Summary of Auditor's Results**

Financial Statements:

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:

Unmodified opinion

Internal control over financial reporting:

Material weakness(es) identified? \_\_\_\_\_ yes X no  
 Significant deficiency(ies) identified? \_\_\_\_\_ yes X none reported

Noncompliance material to financial statements noted? \_\_\_\_\_ yes X no

Federal Awards:

Internal control over major federal programs:

Material weakness(es) identified? \_\_\_\_\_ yes X no  
 Significant deficiency(ies) identified? \_\_\_\_\_ yes X none reported

Type of auditor's report issued on compliance for major federal programs:

Unmodified opinion

Any audit findings disclosed that are required to be reported in accordance with 2 CFR Section 200.516(a)?

\_\_\_\_\_ yes X no

Identification of major programs:

<u>Federal Assistance Listing Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.425D	COVID-19 Education Stabilization Fund Elementary and Secondary School Emergency Relief Fund
84.027	Special Education Grants to States (IDEA, Part B)

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

X yes \_\_\_\_\_ no

**Achievement First Brooklyn Charter Schools**

**Schedule of Findings and Questioned Costs  
Year Ended June 30, 2024**

**II. Findings - Financial Statement Audit**

None

**III. Findings and Questioned Costs - Major Federal Award Programs Audit**

None



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SUNY Charter Schools Institute

Budget Narrative

Education Corporation Name: Achievement First

Date:

Fiscal Contact Name: Jessica Cohen

Fiscal Contact Email: [REDACTED]

1. What steps has the Education Corporation taken to ensure it has enacted a conservative budget?

AF typically enacts conservative operating budgets and this has remained true for the FY 25 school year. Our Board approved a budget that included contingency to ensure flexibility within the charter if adjustments are needed for any reason throughout the year.

2. How much of the Education Corporation's ESSER Funds will be spent by the deadline of September 30, 2024? If the Education Corporation has remaining ESSER Funds with no current plans to spend it, do they plan on applying for an extension if one is available?

We expect to fully spend remaining ESSER funds by September 30, 2024.

3. How does the Education Corporation plan to ensure the sustainability of programs enacted using ESSER funding when it ends on September 30, 2024?

For programmatic investments made using these funds, such as curricula purchasing, tutoring programs, and after-school programs, AF will continue to support these programs through operating surplus.

4. Does the education corporation anticipate any major investments or expenses during the upcoming year?

No major investments are anticipated at this time.