

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities**

**CFDA # 84.282A**

**PR/Award # S282A200020**

**Grants.gov Tracking#: GRANT13108130**

OMB No. , Expiration Date:

Closing Date: May 15, 2020

PR/Award # S282A200020

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

There were problems converting one or more of the attachments. These are: 1241-AREAS AFFECTED BY PROJECT.docx

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="05/15/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>
---	---

**d. Address:**

* Street1:	<input type="text" value="1 AAA Drive, Suite 206"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Hamilton"/>
County/Parish:	<input type="text" value="Mercer"/>
* State:	<input type="text" value="NJ: New Jersey"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="08691-1803"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Harold (Harry)"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Lee"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="ext. 4415"/>	Fax Number: <input type="text"/>
--	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-012720-001

\* Title:

Office of Elementary and Secondary Education (OESE): Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A

**13. Competition Identification Number:**

84-282A2020-2

Title:

Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

1241-AREAS AFFECTED BY PROJECT.docx

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

New Jersey Charter Schools Program State Entities Grant (Project Cultivate 38)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Fund**

\* a. Federal

\* b. Applicant

\* c. State

\* d. Local

\* e. Other

\* f. Program Income

\* g. TOTAL

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:

\* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

New Jersey Public Charter Schools Association A NJ Nonprofit

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**\*Indirect Cost Information (To Be Co**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

PR/Award # S282A200020

Name of Institution/Organization New Jersey Public Charter Schools Association A NJ Nonprofit	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013  
Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="US Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
---	--

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1:     Street 2:

\* City:     State:     Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:  Telephone No.:  Date:

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email \_\_\_\_\_ and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1244-NJCSP - GEPA Section 427.pdf	Add Attachment	Delete Attachment	View Attachment
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## New Jersey Public Charter Schools Association • GEPA Statement

The New Jersey Public Charter Schools Association is a membership organization and the statewide advocacy voice for New Jersey's 88 public charter schools and the 54,587 students that they educate. New Jersey's 88 public charter schools operate in 40 cities and in 18 of the State's 21 counties. A vast majority of public charter school students attend schools in our urban communities including Newark, Trenton, Paterson, Camden, Jersey City, and Plainfield. Our policy priorities include equitable per pupil funding, facilities funding, and more freedom to innovate so that public charter schools can best meet the needs of their students.

Pursuant to Section 427 of the General Education Provisions Act (GEPA), the New Jersey Public Charter Schools Association and all project partners will ensure equitable access to, and participation in, this State Entities CSP project for students, teachers, and others with special needs. The Association will also require all subgrantees to develop and implement their own GEPA plans in order to ensure their schools are broadly accessible to all students and families regardless of race, national origin, color, or disability.

In order to ensure that the community outreach, technical assistance, and dissemination activities associated with this project are not impeded by foreseeable barriers, the Association will use the following strategies:

Potential Barrier Area	Strategies to Ensure Equitable Access and Participation
<b>Access to Programs</b>	The New Jersey Public Charter Schools Association has a longstanding commitment to educational excellence and equity. Students, teachers, family members, etc., have equitable access to and opportunities to participate in NJ charter schools programs without regard to age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. Where appropriate, the Association and its project partners will schedule activities and events during times most convenient for intended participants.
<b>Contact/Information Distribution</b>	The New Jersey Public Charter Schools Association will employ multiple dissemination methods regarding project activities to ensure participants without access to the Internet and/or phones will

Potential Barrier Area	Strategies to Ensure Equitable Access and Participation
	receive program information
<b>Disability</b>	<p>To support access for program beneficiaries who are visually impaired or hard of hearing, we will make information available in multiple modalities. Web materials will feature audio accompaniment, closed captioning, and, where necessary, other assistive technology options. In-person presentations will have clear captions and will include hard copies.</p> <p>To support access for program beneficiaries with mobility impairments, all in-person technical assistance and dissemination activities will occur in physically accessible settings.</p>
<b>Employment</b>	<p>The New Jersey Public Charter Schools Association adheres to hiring practices, which avoid discrimination on the basis of age, color, creed, disability, marital status, national origin, race, religion, sex, or sexual orientation. The Association follows procedures designed to encourage applications from traditionally under-represented groups. New Jersey charter schools and programs seek to hire staff with outstanding educational and professional qualifications who have a demonstrated ability to work effectively with staff, students, families, and other community members from varied ethnic/cultural and socioeconomic backgrounds.</p>
<b>Facilities</b>	<p>Every effort is made to ensure all charter buildings are accessible to the physically disabled.</p>
<b>Family Support</b>	<p>Many student families are unaware of or reluctant to access existing social and academic services. School staff will work with students and their families to help them access and understand the services that are available to them.</p>
<b>Language</b>	<p>The New Jersey Public Charter Schools Association will provide information translated into Spanish for non-English speaking students and their families. To support access for program beneficiaries with limited English proficiency, the New Jersey Public Charter Schools Association will ensure that all materials posted on our CSP website are available for translation into another language. Additionally, all informational materials distributed publicly will be made available in both English and Spanish.</p>
<b>Materials</b>	<p>Materials used as part of technical assistance training activities are examined to ensure fairness and appropriateness for diverse audiences in terms of ethnic/cultural and socioeconomic backgrounds, sex, disabling conditions, language minority status, age, etc.</p>

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

New Jersey Public Charter Schools Association A NJ Nonprofit

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. \* First Name: Harold (Harry) Middle Name:

\* Last Name: Lee Suffix:

\* Title: President and CEO

\* SIGNATURE: Harold Lee

\* DATE: 05/15/2020

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Mr.	First Name: Harold (Harry)	Middle Name:	Last Name: Lee	Suffix:
----------------	-------------------------------	--------------	-------------------	---------

Address:

Street1:	1 AAA Drive
Street2:	Suite 206
City:	Hamilton
County:	NJ
State:	NJ: New Jersey
Zip Code:	08691-1803
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
ext 4415	

Email Address:

--

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## Abstract Narrative

New Jersey's public charter schools provide excellent educational opportunities to low-income students of color. With urban charter school students routinely outperforming their peers at traditional public schools, and with rigorous research from the country's leading educational economists confirming the benefits of enrollment, demand for high-quality seats continues to go unmet. Under the guidance of the New Jersey Public Charter Schools Association ("NJPCSA"), *Project Cultivate 38* will catalyze the growth of high-quality charter school options across New Jersey both by encouraging high-quality operators to move forward with preapproved growth plans and by incentivizing more applicants to apply for new charters.

NJPCSA will administer a high-quality subgrant program that supports 38 new, expanding, and/or replication schools over a five-year period. With nearly 55,000 students currently attending 88 charter school LEAs, these 38 grant-funded campuses could easily add more than 14,000 high-quality seats. The project will accomplish two overriding objectives: (1) an increase in the number of high-quality charter schools statewide, with a particular focus on Abbott districts, and (2) an increase in the overall quality of the State's charter school sector.

*Project Cultivate 38* is supported by federal and state officials, municipal executives, charter operators, local and national partner organizations, and leaders from across the State's philanthropic, civic, and business communities. In partnership with the Community Training and Assistance Center and the National Center for Special Education in Charter Schools, NJPCSA will oversee the technical assistance, dissemination, and evaluation activities that will strengthen New Jersey's already-robust cross-sector collaboration. By addressing all seven Competitive Preference Priorities, *Project Cultivate 38* has the potential to dramatically increase the charter footprint in New Jersey and to change the life trajectories of thousands of Garden State students.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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## **Introduction and Applicant Background**

**The opportunity:** The New Jersey public charter school sector is one of the nation’s best. More than 36,000 students currently sit on charter school waitlists hoping for additional high-quality seats to become available. Relative to other states whose growth plans are more speculative or contingent, New Jersey is uniquely positioned to use CSP funding to catalyze preplanned *and* preapproved growth within the sector. CSP funding will be leveraged to encourage high-quality operators to move forward with existing expansion plans that have been paused in part due to the cost-prohibitive expenses associated with growth including those related to hiring and training leaders, renovating and repairing facilities, and carrying out community engagement activities. More than 40 public charter schools have already received authorization from the New Jersey Department of Education to expand either by significantly increasing their enrollment or by adding one or more grades over the next five years. Through expansion and replication of high-quality existing models, and incentivizing more applicants to apply for new charters, this project — referred to throughout this application as ***Project Cultivate 38*** — has the potential to add more than 14,000 high-quality seats in the Garden State.

**The applicant:** The applicant and fiscal agent for this CSP State Entities grant is the New Jersey Public Charter Schools Association (“NJPCSA”), a nonprofit charter support organization that advocates on behalf of New Jersey’s 88 public charter schools and the 54,587 students they educate. Eighty-three of New Jersey’s 88 charter schools (94%) are members of NJPCSA, one of the highest rates of membership in the country. Formed in 1999, NJPCSA is led by President and CEO Harry Lee, a former charter school authorizer and network executive who previously led the New Jersey Department of Education’s Office of Charter and Renaissance Schools. In collaboration with two deeply experienced nonprofit partners — the Community

Training and Assistance Center and the National Center for Special Education in Charter Schools — NJPCSA will administer a high-quality subgrant program that supports 38 new, expanding, and/or replication schools during the project period. *Project Cultivate 38* will support the growth of schools that educate significant numbers of low-income students of color in urban districts, substantially increasing the overall quality of the State’s charter sector.

### **Competitive Preference Priorities**

#### **Priority 1 — Spurring Investment in Qualified Opportunity Zones**

Eighty-three percent of New Jersey’s charter school enrollment is clustered in the State’s 31 “Abbott districts,” a specially identified class of poor, urban, low-performing districts designated for remedial support after the N.J. Supreme Court held that the public educations received by their students were unconstitutionally inadequate.<sup>1</sup> Nearly one in six students in Abbott districts attends a charter school. Given the criteria for this designation, it is unsurprising to find significant overlap between Abbott districts and Qualified Opportunity Zones (“QOZs”). Thirty-six of New Jersey’s 88 charter schools (40.9%) operate 55 campuses located in QOZs. As explored in our response to Selection Criterion (a) (Quality of Project Design), a number of schools have already received authorization from the New Jersey Department of Education (“NJDOE” or “Department”) to significantly increase enrollment or to add one or more grades. Many of those schools are located in Abbott district QOZs. Specifically, as seen in Table 1 below, 20 charter schools with 100 or more “banked” seats operate 35 buildings that are located in QOZs. These seats have been approved but have yet to be offered, and schools have wide

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<sup>1</sup> See *Abbott v. Burke*, 100 N.J. 269, 495 A.2d 376 (N.J. 1985), and the ensuing line of cases that has been adjudicated over the past 30 years.

discretion as to when to make them available. CSP funding will help alleviate barriers, allowing schools to make these seats available much more quickly for families in need.

Table 1. New Jersey Charter Schools in QOZs with NJDOE Authorization to Expand

Charter School Campus	City	Census Tract & County
Bergen Arts And Sciences ES	Garfield	CT 212, Bergen County
Bergen Arts And Sciences HS	Garfield	CT 231, Bergen County
Bergen Arts And Sciences MS	Garfield	CT 214, Cape May County
Bridgeton Public CS	Bridgeton	CT 205.03, Cumberland County
Camden Academy Charter HS	Camden	CT 6103, Camden County
College Achieve Central CS	North Plainfield	CT 517, Somerset County
College Achieve Greater Asbury Park CS	Asbury Park	CT 8070.03, Monmouth County
College Achieve Paterson CS	Paterson	CT 1818, Passaic County
Cresthaven Academy CS	Plainfield	CT 393, Union County
Empowerment Academy CS	Jersey City	CT 49, Middlesex County
Gray CS	Newark	CT 80, Essex County
Great Oaks Legacy CS	Newark	CT 81, Essex County
International Academy of Atlantic City CS	Egg Harbor Twp.	CT 117.02, Atlantic County
Jersey City Global CS	Jersey City	CT 1, Mercer County
John P. Holland CS	Paterson	CT 1818, Passaic County
KIPP Spark Academy CS	Newark	CT 81, Essex County
Marion P. Thomas HS	Newark	CT 10, Mercer County
Marion P. Thomas MS	Newark	CT 14, Essex County
Marion P. Thomas Select Academy	Newark	CT 81, Essex County
Middlesex County STEM CS	Perth Amboy	CT 48, Hudson County
North Star Academy - Alexander Street ES	Newark	CT 24, Atlantic County
North Star Academy - Central Avenue MS	Newark	CT 229, Essex County
North Star Academy - Clinton Hill MS	Newark	CT 53, Middlesex County
North Star Academy - Downtown MS	Newark	CT 229, Essex County
North Star Academy - Lincoln Park ES	Newark	CT 81, Essex County
North Star Academy - Lincoln Park HS	Newark	CT 81, Essex County
North Star Academy - Vailsburg ES	Newark	CT 21, Mercer County
North Star Academy - Vailsburg MS	Newark	CT 21, Mercer County
North Star Academy - Washington Park HS	Newark	CT 229, Essex County
North Star Academy - West Side Park ES	Newark	CT 231, Bergen County
North Star Academy - West Side Park MS	Newark	CT 231, Bergen County
Passaic Arts And Science HS	Passaic	CT 1754.02, Passaic County
Passaic Arts And Science Primary	Passaic	CT 1752, Passaic County
Philip's Academy CS of Paterson	Paterson	CT 1828, Passaic County
Union County TEAMS CS	Plainfield	CT 393, Union County

In addition to identifying charter schools located in QOZs that have been authorized to expand their enrollment and are, therefore, excellent candidates for subgrant awards, *Project Cultivate 38* will incentivize prospective subgrant recipients to provide services in QOZs in two ways. First, the subgrant application will contain a competitive preference priority that allows applicants to earn additional points by demonstrating that they will either be located in a QOZ or will draw a large percentage of their student populations from neighboring QOZs. Second, only those operators who actually fulfill the competitive preference priority noted above will receive a \$250,000 escalator above their base grant award amount. Of special note: charter schools located in Newark may elect to participate in Newark Enrolls, a universal enrollment system for all Newark public schools. Therefore, all charter schools in Newark can potentially draw students from QOZs whether or not they are located in a QOZ.

**Priority 2 — At Least One Authorized Public Chartering Agency Other than an LEA**

NJDOE is the sole charter school authorizer in the State of New Jersey. The Charter School Program Act of 1995 (N.J.S.A. 18A:36A *et seq.*) vests exclusive authorizing power with the NJDOE Commissioner of Education. Indeed, State law defines a “charter school” as a “public school operated under a charter granted by the commissioner, which is operated independently of a local board of education and is managed by a board of trustees” (N.J.S.A. 18A:36A-3) (emphasis added). The Commissioner delegates all authorizing functions to the Department’s Office of Charter and Renaissance Schools, which maintains responsibility for holding all charter schools accountable for providing their students with high-quality educations. Local Educational Agencies (“LEAs”) have no statutory power to authorize charter schools.

State law also provides that charter schools may appeal decisions of the Commissioner to the Appellate Division of the Superior Court (N.J.S.A. 18A:36A-4(d); N.J.A.C. 6A:11A-2.5).

### **Priority 3 — Equitable Financing**

State law provides that a student’s school district of residence must remit to charter schools 90 percent of the local tax levy and state equalization aid per student that traditional public schools receive and 100 percent of all federal funds attributable to each student (N.J.S.A. 18A:36A-12(b)). Districts must pay charter schools their allocable share of local per-pupil revenues in 12 equal installments on the 15<sup>th</sup> of each month and must remit to charter schools their allocable shares of state per-pupil revenues and categorical aid in 20 equal semi-monthly installments between September and June (N.J.A.C. 6A:23A-15.3(g)(2-3)). Should the district fall behind the prescribed payment schedule by 15 days, charter schools may petition the Commissioner “to have the amounts owed to the charter school deducted from the district board of education’s State aid and paid directly to the charter school” (N.J.A.C. 6A:23A-15.3(g)(6)).

In 2018, New Jersey enacted Senate Bill 2 (S2), a school funding reform bill that modernized the State’s formula for apportioning aid to districts (see P.L. 2019, Chapter 67 (amending the School Funding Reform Act of 2008, N.J.S.A. 18A:7F-43 *et seq.*)). S2 had the practical effect of redressing lingering funding inequities within the State’s public school landscape in two ways. *First*, S2 increased the overall amount of funding directed to charter schools. Under the School Funding Reform Act, Abbott districts such as Camden, Elizabeth, Newark, Paterson, and Trenton had historically been among the most underfunded in the State relative to what the formula theoretically should have provided. With S2 having reshaped the State’s funding environment, those districts will enjoy significant funding increases. Newark, for example, received \$24.7 million in additional funding in FY20.<sup>2</sup> As 83% of the State’s charter

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<sup>2</sup> Clark, A. & Astudillo, C. (2019). N.J.’s school funding plan has huge winners and losers. See how much your district is getting. *N.J.com*. <https://www.nj.com/education/2019/03/njs-school-funding-plan-has-huge-winners-and-losers-see-how-much-your-district-is-getting.html>.

school students reside in Abbott districts, S2 has provided an infusion of resources to charter schools in the very districts identified for *Project Cultivate 38* services.

*Second*, S2 increased the percentage of State aid categories to which charter schools have access. Critically, S2 began the phase-out of State adjustment aid, the only remaining substantive funding category excluded from the denominator in the 90% calculation in N.J.S.A. 18A:36A-12(b). This shift directed back into the State’s funding formula tens of millions of dollars that had historically been inaccessible to charter schools. **Since 2017, per pupil funding for public charter schools has increased from 73 cents on the dollar to nearly 80 cents on the dollar compared to their traditional district school counterparts.**

Over 60 percent of the State’s charter schools have received per-pupil increases since FY18. The remaining 40 percent have been “held harmless” through two charter-school-specific aid categories. In FY20, \$37.5 million was allocated in the annual Appropriations Act to these aid categories, ensuring no charter school saw a per-pupil reduction (Appendix F-1). Strides toward parity have also been made at the municipal level. In Jersey City, for example, charter schools were granted access to revenues from a new 1% employer payroll tax that went into effect in FY20 to create a dedicated stream of support for the city’s public schools.<sup>3</sup> Currently, Jersey City charter schools receive \$599 per-pupil in payroll tax payments, which resulted in \$5.2 million in total additional revenue in FY20.

#### **Priority 4 — Charter School Facilities**

New Jersey actively works to provide charter schools with facilities access through assistance with facilities acquisition, access to public facilities, and the ability to share in bonds.

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<sup>3</sup> See Villanova, P. (2020, March). Jersey City payroll tax to generate \$86 million for cash-strapped school district. *The Jersey Journal*. <https://www.nj.com/hudson/2020/03/jersey-city-payroll-tax-to-generate-86-million-for-cash-strapped-school-district.html>.

Assistance with facilities acquisition. NJDOE’s Division of Executive Services is required to maintain a list of “closed, unused, or unoccupied school facilities” and to “make it available on the Department’s website” (N.J.A.C. 6A:26-7.5(e)). Additionally, state law permits charter schools to “use State and local funds for the rehabilitation or expansion of a facility” (N.J.S.A. 6A:11-4.15(a)).

Access to public facilities. The Charter School Program Act provides that a New Jersey charter school “may be located in part of an existing public school building, in space provided on a public work site, in a public building, or any other suitable location” (N.J.S.A. 18A:36A-10). Additionally, the Act exempts charter school facilities “from public school facility regulations except those pertaining to the health or safety of the pupils” (Id.). In Newark, KIPP Seek Academy has enjoyed a successful co-location with George Washington Carver Elementary and the Bruce Street School since 2010. Moreover, Great Oaks Legacy and North Star Academy both rent space in Newark public facilities from the school district. Three years after Uncommon Schools assumed operation of Newark’s Alexander Street School, North Star students outperformed their peers at 92% of schools statewide on PARCC Math exams and 86% of schools on PARCC ELA exams (see related article, Appendix F-2).

The ability to share in bonds. Charter schools have access to tax-exempt bond financing through the New Jersey Economic Development Authority (“EDA”) (N.J.S.A. 34:1B-1 *et seq.*). The EDA, which is authorized under statute to borrow money for the purpose of financing public school facilities projects, has issued more than \$800 million in bonds to support the construction or purchase of charter school buildings.<sup>4</sup> Charter schools that have used EDA-issued bonds to

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<sup>4</sup> New Jersey Economic Development Authority (2018). Annual reports. [https://www.njeda.com/public\\_information/annual\\_reports](https://www.njeda.com/public_information/annual_reports).

finance facilities projects include Hope Academy Charter School in Asbury Park, Foundation Academy Charter School in Trenton, and BelovED Community Charter School in Jersey City.

New Jersey has also permitted charter schools to utilize interest-free funding from the Federal Qualified Zone Academy Bond (“QZAB”) Program for facilities renovation, rehabilitation, and repair projects (N.J.A.C. 6A:25-4.1). KIPP TEAM Academy in Newark, for example, received over \$40 million in QZAB allocations during the last decade after passage of the American Recovery and Reinvestment Act of 2009 led to a substantial increase in the amount of funding available to New Jersey schools under the program.

**Priority 5 — Best Practices to Improve Struggling Schools and LEAs**

Both NJDOE and NJPCSA use best practices from charter schools to help improve struggling schools and LEAs. During the project period, NJPCSA, together with the Community Training and Assistance Center and the National Center for Special Education in Charter Schools, will provide additional opportunities to upgrade and add to these resources.

Table 2. Best Practices Resources

Provider	Description of Best Practices Resource
NJDOE	<p><b>Best Practices Collection</b> on the Department’s Office of Charter and Renaissance Schools’ website (<a href="https://www.nj.gov/education/chartsch/about/bp/">https://www.nj.gov/education/chartsch/about/bp/</a>).</p> <p>Two performance areas: (1) Education Program; and (2) Capacity and School Culture and Climate. Resources aligned to State’s Performance Framework.</p> <p><b>Lighthouse District Initiative.</b> Highlights districts that have, over the past several years, demonstrated academic improvement in ELA and Math with diverse student groups (<a href="https://www.nj.gov/education/lighthouse/">https://www.nj.gov/education/lighthouse/</a>).</p> <p>Among the 11 districts identified in the 2019 cohort, two — Paul Robeson CS for the Humanities in Trenton and TEAM Academy CS in Newark — were charter schools (Appendix F-3). Robeson was selected for its “individualized approach to learning and teacher-created exit tests” while TEAM was recognized for “the emphasis placed on students’ wellbeing.” Lighthouse Districts are expressly encouraged by the State to share best practices with other districts and to share policy recommendations with the Department.</p>
NJPCSA	<p><b>Annual conference</b> for school leaders, teachers, parents, and trustees. Topics include best practices in instruction, operations, leadership, and governance. Non-charter audiences are explicitly invited to attend.</p>

Provider	Description of Best Practices Resource
	<p><b>Monthly webinars</b> for charter school staff to learn from NJPCSA or another service provider on various topics such as charter operations, board governance, legal issues, etc.</p> <p><b>Resource Library</b> for member schools. Includes hundreds of best practice resources in areas such as governance, facilities financing, operations, student recruitment, charter renewal, serving vulnerable populations, and weighted lotteries. Currently, 83 of 88 schools are members of NJPCSA and have access to these curated resources.</p>

New Jersey charters have also worked directly to help improve struggling schools and LEAs. In the summer of 2017, Uncommon Schools literacy experts began training Newark Public Schools teachers in best practices for engaging elementary school students struggling to grapple with complex texts (Appendix F-4). In July 2018, KIPP New Jersey partnered with Newark Public Schools to send representatives from three high schools to a multi-day training called the “College Counseling Institute,” which was designed to improve counselors’ abilities to identify best “match” and “fit” post-secondary opportunities (Appendix F-5). Additionally, the recent establishment of Paterson’s All City Education Council, which is composed of leaders from both the school district and local charters, has been hailed as a watershed in cross-sector collaboration (Appendix F-6).

Through *Project Cultivate 38*, NJPCSA will continue to strengthen this exiting cohesive statewide system by identifying and disseminating best practices to public schools throughout the State irrespective of a school’s governance model. Of note, Harry Lee has been appointed to the N.J. Senate Education Recovery Task Force, a cross-sector, multi-dimensional effort to address challenges facing the State’s students, teachers, parents, and administrators exposed by Covid-19 (Appendix F-7). In May 2020, NJPCSA hosted a webinar on best practices in distance learning attended by Senator Teresa Ruiz, Chair of the Senate Education Committee; Assemblywoman Pamela Lampitt, Chair of the Assembly Education Committee; charter school leaders and teachers; traditional public school administrators and teachers; and parents from both sectors.

**Priority 6 — Serving At-Risk Students**

Charter schools in New Jersey serve more low-income students and students of color than does the state overall (Appendix F-8). The last two columns of Table 3 show the percentage-point difference and the percent difference in enrollment for three specific student subgroups.

Table 3. New Jersey Public School At-Risk Demographics (2019–20)<sup>5</sup>

Students Served	NJ Charters	State	% Point Difference	% Difference
Low-income	73.0%	38.0%	+35 points	+92%
Black/African American	50.0%	15.7%	+34.3 points	+218.5%
Latinx/Hispanic	35.0%	27.8%	+7.2 points	+25.9%

New Jersey’s weighted school funding formula includes multipliers to account for the supplemental needs associated with educating students who qualify for Free or Reduced-Price Lunch, those designated as limited-English proficient, and those eligible for special education services (*see* N.J.S.A. 18A:7F-43 *et seq.*). Moreover, the School Funding Reform Act provides extra funding to districts with high concentrations of students from low-income families (*Id.*). As seen in Table 3, charter schools are disproportionately likely to receive supplemental funding based on these demographic characteristics.

NJDOE encourages and incentivizes charter schools to provide services to at-risk students in a number of ways. The Department publishes access and equity guidelines for charter operators (Appendix F-9). Its two-tiered application process includes access and equity considerations at each stage. During Phase One, operators must provide evidence that they will enroll a representative “cross-section of the community’s school-age population including at-risk, special education and English language learning students” (*see* N.J.A.C. 6:11-2.1(b)(2)). During Phase Two, they must specify “programs, strategies, and supports” they will use to

<sup>5</sup> Data sources: <https://www.njcharters.org/wp-content/uploads/2020/04/nj-public-charter-schools-fact-sheet-2020.pdf> and <https://rc.doe.state.nj.us/Documents/StateReport.pdf>.

address the needs of LEP, SWD, and students “at-risk of academic failure or dropping out” (*see* N.J.A.C. 6:11-2.1(b)(3)(iii)(3)). Suggested elements of the school model include methods for identifying students, specific instructional practices, plans for monitoring and evaluating the progress and success of students with diverse needs, and plans to attract qualified staff.

In the context of conducting oversight of existing charter schools, NJDOE uses “Closing Gaps” indicators that assess how effectively schools are educating students in identified subgroups (*see* Appendix F-10, page 5). New Jersey also permits “single-purpose” charter schools that “limit enrollment to a specific population of educationally disadvantaged or traditionally underserved students” (N.J.A.C. 6A:11-2.1(b)(5)). Additionally, charter schools are permitted to seek Commissioner approval to establish weighted lotteries that favor students who are economically disadvantaged, students with disabilities, migrant students, limited English proficient students, neglected or delinquent students, or homeless students (N.J.A.C. 6A:11-4.5(f)). In 2019-20, roughly 30% of New Jersey’s charter schools took advantage of this regulatory provision in order to afford enrollment preferences to at-risk students, which includes charter schools that have opted into Newark’s universal enrollment system.

NJPCSA fully supports charter schools that serve at-risk students through activities such as dropout prevention, dropout recovery, and comprehensive career counseling, as shown by the selected examples in Table 4.

Table 4. Selected Supports for At-Risk Charter School Students

Provider	Services and Support
Newark Enrolls <a href="https://newarkenrolls.org">https://newarkenrolls.org</a>	Enrollment preferences for free lunch students, students with disabilities, and English learners. Twelve charter schools in Newark — including the city’s three largest operators, KIPP TEAM Academy, North Star Academy, and Great Oaks Legacy — have opted in.
LEAD Charter School, Newark <a href="https://leadcharterschool.org">https://leadcharterschool.org</a>	Serves over-age/under-credited students through an innovative model that incorporates an instructional component that prioritizes real-world leadership development opportunities; social service,

Provider	Services and Support
	mental health, civic, and corporate partnerships; and drug prevention and substance abuse intervention.
LEAP Academy University Charter School, Camden <a href="https://www.leapacademycharter.org">https://www.leapacademycharter.org</a>	Runs a community health clinic and an Early College Program through which all high school seniors take dual-enrollment courses in conjunction with Rutgers University-Camden and Rowan University.
Paterson CS for Science and Technology <a href="https://www.pcsst.org">https://www.pcsst.org</a>	Provides comprehensive college and career counseling to its high school students.

The National Center for Special Education in Charter Schools (“NCSECS”), which for years provided specialized school support and sector-wide trainings through the **New Jersey Special Education Collaborative**, has extensive on-the-ground experience supporting the needs of the State’s charter schools. Through *Project Cultivate 38*, NCSECS will support the New Jersey charter sector’s efforts to educate students with disabilities by codifying best practices, developing training tools, and memorializing bright spots through the development of case studies. Both NCSECS and the Community Training and Assistance Center (“CTAC”) will support NJPCSA in providing a range of technical assistance offerings both to operators (on topics including family outreach, inclusive and affirming program design, and effective use of data) and to NJDOE in its capacity as authorizer (on best practices in how to create incentive and accountability structures that ensure charters provide excellent educations to at-risk students).

**Priority 7 — Best Practices for Charter School Authorizing**

Over the past decade, NJDOE has taken a series of purposeful steps to ensure that it implements best practices in charter school authorizing. In 2010 and 2014, NJDOE commissioned the National Association of Charter School Authorizers (NACSA) to evaluate the extent to which its policies and practices aligned with NACSA’s *Principles and Standards* (see Appendices F-11 and F-12). In 2010, NACSA identified five priorities for the Department: (1) improve the quality of application decisions; (2) define the terms of school operation and

expected performance; (3) establish and enforce clear performance expectations; (4) clarify monitoring roles, responsibilities, and processes; and (5) define school autonomy.

Under the leadership of Harry Lee, then School Performance and Accountability Manager for NJDOE's Office of Charter and Renaissance Schools (now President of NJPCSA and Project Director for *Project Cultivate 38*), NJDOE went to work implementing NACSA's recommendations. First, it established and published a Performance Framework that provides clear academic, organizational, and financial criteria against which charter applicants and operators are assessed (see N.J.A.C. 6A:11-2.2(d)). Second, it created a charter agreement that incorporates the charter application and the Performance Framework by reference, delineates the authorizer's oversight responsibilities, and sets forth clear benchmarks pursuant to which all high-stakes decisions — including renewal, expansion, revocation, and intervention — will be made (N.J.A.C. 6A:11-1.2). Third, it created an expedited renewal review process for high-performing charter schools with no major fiscal or compliance issues (N.J.A.C. 6A:11-2.3(c)).

Critically, NJDOE worked with the State Board of Education to adopt regulations that promote autonomy and maximize the flexibilities afforded under statute. NJDOE (a) devised an alternate route licensure program that harmonizes with the Act's mandate for the Commissioner to "expedite the certification of persons who are qualified by education and experience" (N.J.S.A. 18A:36A-14(c); N.J.A.C. 6A:9B-11.12); (b) created a streamline tenure process that outlines the manner in which eligible staff may acquire tenure within charter schools (N.J.S.A. 18A:36A-14(e); N.J.A.C. 6A:11-6.2); and (c) permitted charters to develop educator evaluation systems that incorporate qualitative measures of educator practice and quantitative measures of student learning growth (N.J.A.C. 6A:11-1.2; N.J.A.C. 6A:11-2.3(b)(11)).

As a result, NACSA in 2014 scored NJDOE in the top two scoring tiers (“Well-Developed” or “Approaching Well-Developed”) in each category of its Quality Authorizing Practices rubric. Accordingly, the Office of Charter and Renaissance Schools website explicitly cites to NACSA’s Principles and Standards in support of the proposition that the Department “authorizes charter schools consistent with national best practice in charter school authorizing, offering school operators autonomy and opportunities for innovation in exchange for accountability for student outcomes.” The Department’s adoption of a tripartite Performance Framework is of particular relevance. As explained in our response to Selection Criterion (b) (Quality of Eligible Subgrant Applicants), *Project Cultivate 38* will use NJDOE’s review of a charter application or material revision request as an initial screen when assessing the quality of a subgrant applicant. Applicants who satisfy NJDOE’s exacting academic, organizational, and financial standards will necessarily have demonstrated not just an ability to drive educational outcomes but also sound and sustainable operational and fiscal practices that reduce the risk of poor execution during the subgrant period. Moreover, utilizing these benchmarks as quality proxies will reduce the burden on applicants who have successfully navigated NJDOE’s process.

As noted, the Project Director previously led NJDOE’s charter school authorizing division and completed the NACSA Leaders Program in 2014. Leveraging these enduring relationships, the *Project Cultivate 38* team will support NJDOE’s continued efforts to implement best practices by providing technical assistance opportunities tailored to the authorizer’s specific areas of interest and need (e.g. policy development; effective oversight, and organizational capacity) and provided through the most impactful delivery channels.

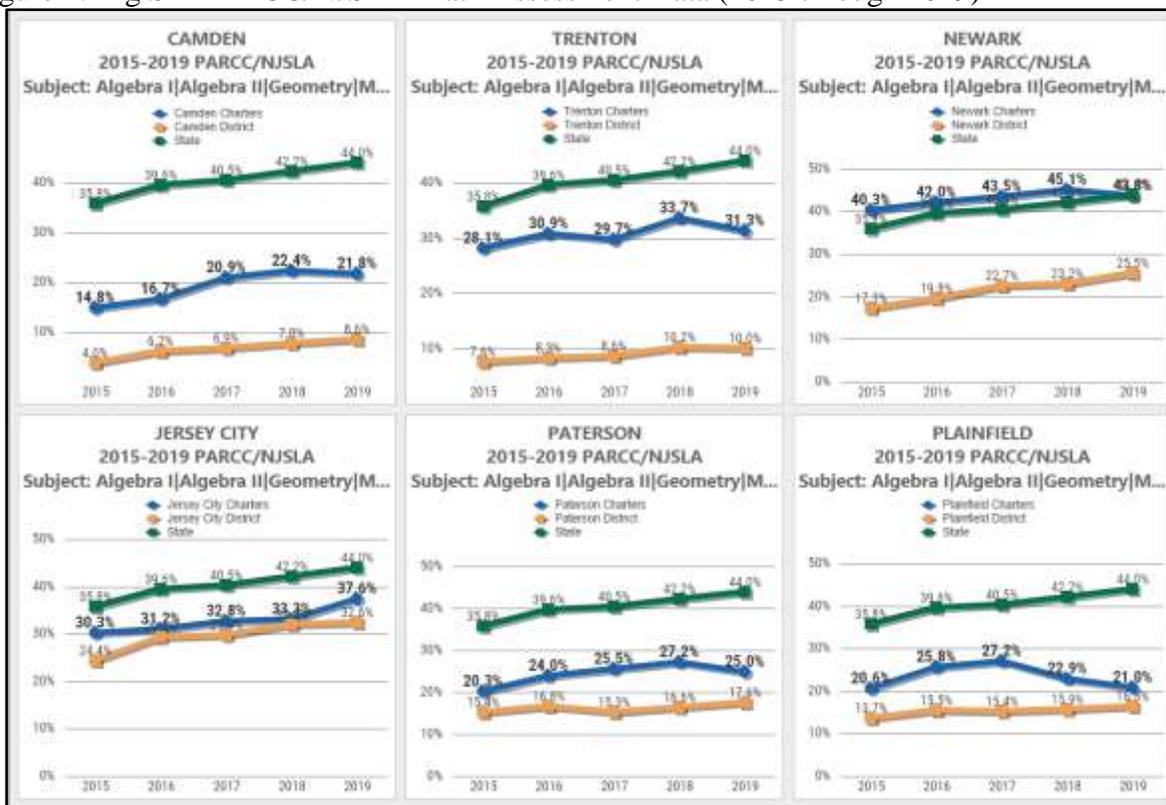
A letter of support from Dr. Julie Bunt, Director of the NJDOE Office of Charter and Renaissance Schools, is included in Appendix C.

## A. Quality of the Project Design

### 1. Rationale and Logic Model

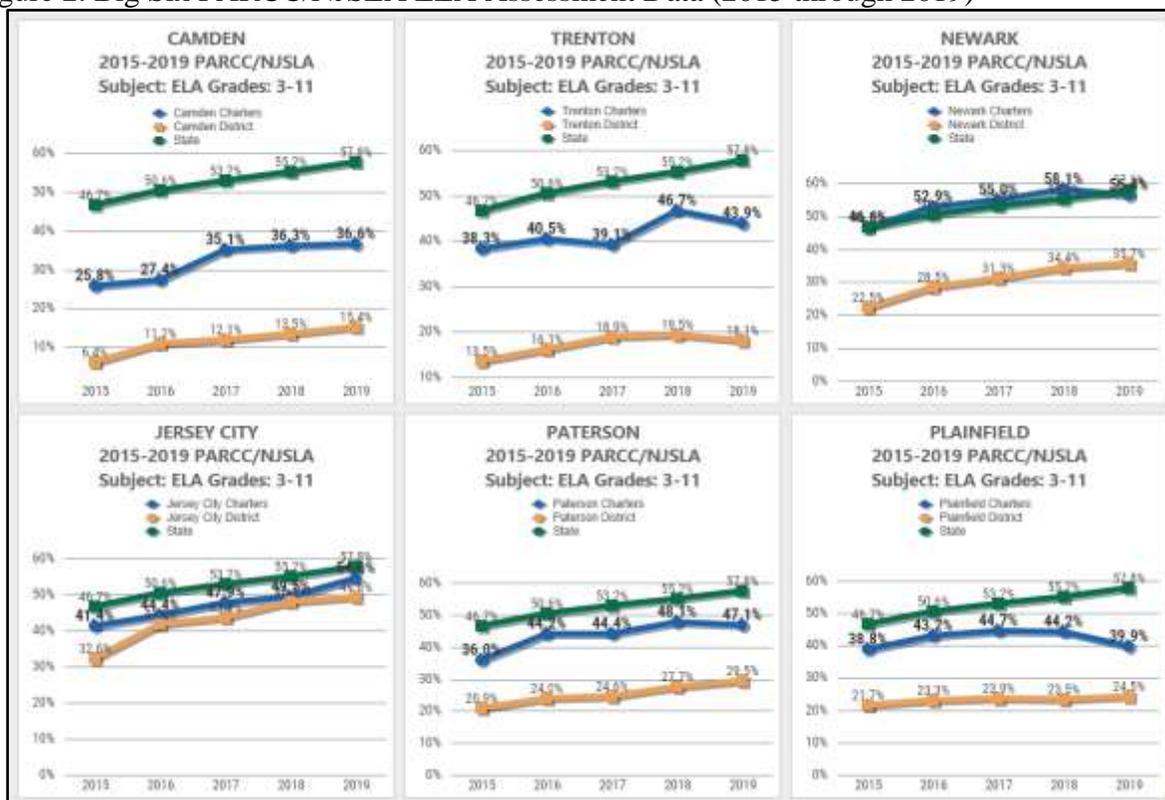
New Jersey’s urban charter schools provide excellent educational opportunities to low-income students of color. Particularly in the State’s Abbott districts, where low-income students have historically been consigned to substandard educations, charter schools have offered families reliable access to high-quality public school options. Across the State’s proverbial Big Six school districts (Camden, Elizabeth, Jersey City, Newark, Paterson, and Trenton), students attending charter schools have routinely outperformed their peers attending traditional public schools on English Language Arts (ELA) and Math assessments over the past five years.<sup>6</sup>

Figure 1. Big Six PARCC/NJSLA Math Assessment Data (2015 through 2019)



<sup>6</sup> The “Big Six” refers to the New Jersey urban centers that propelled America’s Industrial Revolution in the 19<sup>th</sup> Century. In the 2019-20 school year, these Abbott districts also had five of the State’s six largest charter school market shares — Newark at 35%, Camden at 32%, Jersey City at 20%, Trenton at 19%, and Paterson at 16%.

Figure 2. Big Six PARCC/NJSLA ELA Assessment Data (2015 through 2019)



Charter high schools graduate 84.9% of their students in four years compared to 78.1% in their host districts. Similarly, Black and Hispanic students attending charter schools graduate at higher rates than do their peers attending traditional public schools in their host districts.

These outcomes have repeatedly been reinforced by research findings from the country’s most esteemed educational economists. In 2012, the Center for Research on Educational Outcomes (“CREDO”) conducted a comprehensive evaluation of New Jersey’s charter schools. Using a quasi-experimental study design that compares the performance of students attending New Jersey charter schools with an observationally similar set of students attending comparison traditional public schools, CREDO found that charter school students learned “significantly more” than their traditional public school peers in both ELA and Math. Notably, CREDO found that both low-income Black students and low-income Hispanic students attending charter schools performed significantly better in both ELA and Math than did their district school peers.

In 2015, CREDO conducted a study of charter school performance in 41 urban regions. Relative to the comparison sets of traditional public schools, Newark’s charter schools were found to have the second largest impact on student performance in both ELA and Math of any urban charter sector in the country. The effect sizes associated with enrollment (.216 standard deviations in ELA and .233 standard deviations in Math) meant that students gained the equivalent of more than 150 additional days of learning in each subject while enrolled in a Newark charter school. Moreover, CREDO cited Newark as a rare example of a charter sector that has “figured out a way to provide superior, or at least equivalent, levels of academic growth relative to local [traditional public schools] for every student subgroup.”

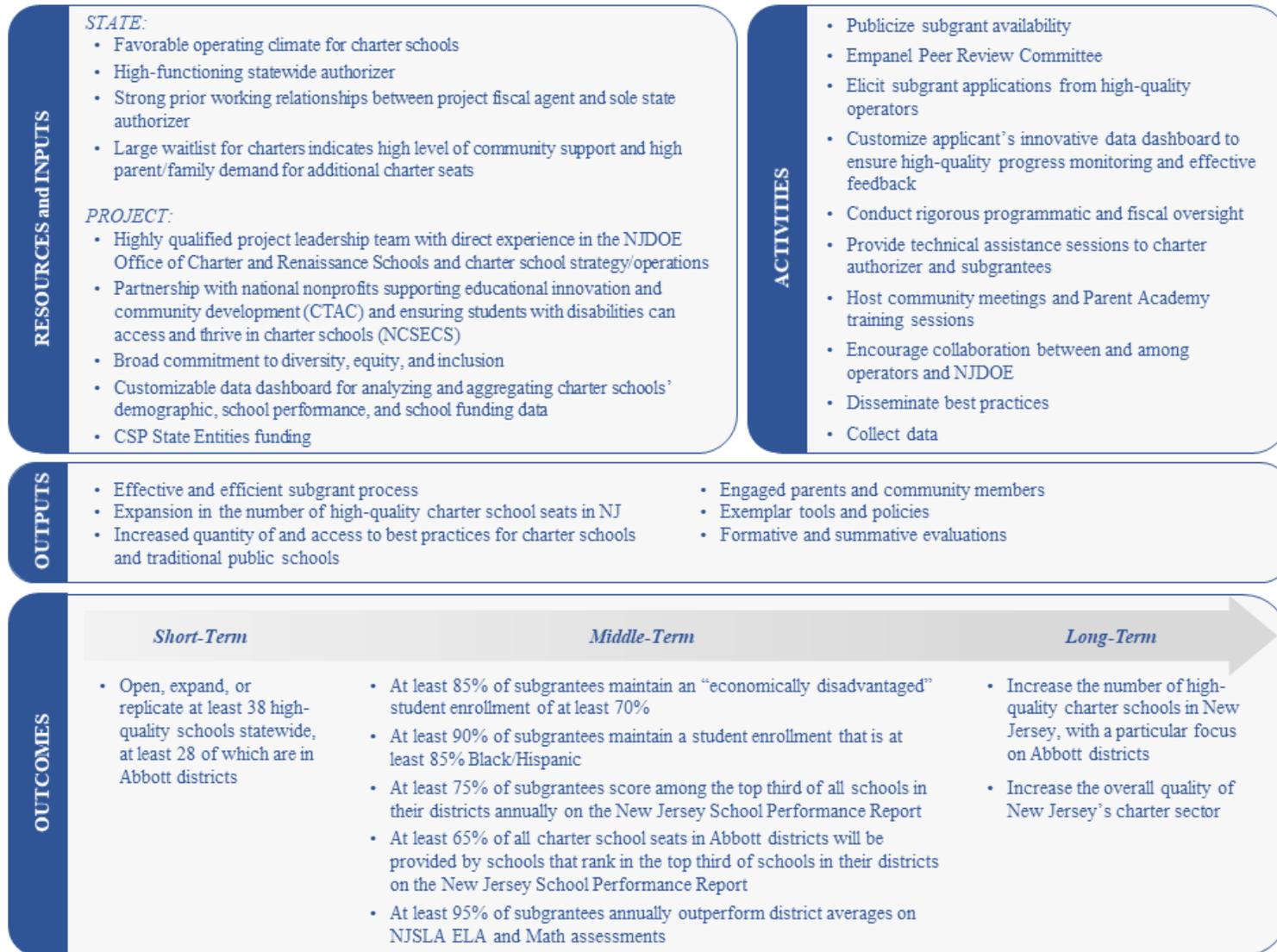
In 2020, the Manhattan Institute published a study on Newark’s charter sector using a rigorous research design that took advantage of the city’s unified enrollment system that has a randomized admissions component. The study found that attending a Newark charter school “has a larger effect than 80% of other educational interventions that have been recently studied using an experimental design.” This finding was particularly notable given the scale of Newark’s charter sector, which educates nearly 19,000 students and is therefore “large enough to truly have an impact on local educational outcomes.”<sup>7</sup>

The theory of action animating *Project Cultivate 38* is based on these clear and consistent findings: New Jersey will use CSP funds to support the growth of high-quality charter schools that educate significant numbers of low-income students of color in urban districts. Our Logic Model (Figure 3) depicts how NJPCSA, along with our project partners propose to accomplish the project’s short-, medium-, and long-term outcomes.

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<sup>7</sup> The 2012 and 2015 CREDO studies and the 2020 Manhattan Institute study are included as Appendices F-13, F-14, and F-15.

Figure 3. Logic Model



During the CSP project period (FY21–25), New Jersey will open, expand, or replicate between six and 10 high-quality charter schools annually. **With nearly 55,000 students currently attending New Jersey’s 88 charter school LEAs, these 38 grant-funded campuses could easily add more than 14,000 high-quality seats with CSP funding.** This estimated schedule of awards, depicted in Table 5, is based on the existing supply of high-quality operators contemplating expansion, the likelihood that CSP funding will make the New Jersey operating landscape more attractive to high-quality outside operators considering whether to partner with communities across the State, and the desire to strengthen rather than erode the cohesive statewide system that allows New Jersey’s charter schools to flourish.

Table 5. Total Estimated Subgrants (Years 1–5)<sup>8</sup>

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
# of Awards	10	6	6	8	8	38

Relative to other states whose growth plans are more speculative or contingent, New Jersey is uniquely positioned to use CSP funding to catalyze preplanned *and* preapproved growth within the sector. CSP funding will be leveraged to encourage high-quality operators to move forward with existing expansion plans that have been paused in part due to the cost-prohibitive expenses associated with such growth including those related to hiring and training leaders, renovating and repairing facilities, and carrying out community engagement activities. In fact, over 40 schools have already received NJDOE authorization to expand either by significantly increasing their enrollment or by adding one or more grades over the next five years, and over

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<sup>8</sup> While not all of the operators with approved expansions will necessarily qualify for subgrants, this existing pipeline provides clear evidence of the extent of the untapped supply within the State’s charter sector. Accordingly, Table 5 reflects our expectation that the largest number of subgrants will be awarded in Year 1 as the availability of CSP funding removes the principal barrier obstructing these operators’ growth plans.

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7,300 additional charter school seats statewide have already been authorized to open by 2024-25.

Governor Phil Murphy’s administration has approved 19 charter expansions over the past two years. As seen in Table 6, 38 charter schools in Abbott districts have received authorization to add at least 100 new seats between 2019-20 and 2024-25 (see NJDOE’s master file, received April 2020, in Appendix F-16).

Table 6. Approved expansions of at least 100 seats in Abbott Districts (2019-20 to 2024-25)

Charter School	District	2019-20 Enrolled	2024-25 Approved Max	Potential New Seats
Achieve Community	Newark	285	714	429
Achievers Early College Prep	Trenton	174	360	186
Beloved Community	Jersey City	1,198	1,320	122
Bergen Arts & Science	Garfield	1,166	1,440	274
Bridgeton Public	Bridgeton	101	285	184
Camden's Promise	Camden	2,194	2,800	606
College Achieve Asbury Park	Asbury Park	291	961	670
College Achieve Central	Plainfield	1,186	1,430	244
College Achieve Paterson	Paterson	712	961	249
Cresthaven Academy	Plainfield	299	675	376
East Orange Community	East Orange	469	600	131
Empowerment Academy	Jersey City	717	1,200	483
Freedom Prep	Camden	846	1,140	294
Gray	Newark	341	450	109
Great Oaks Legacy	Newark	1,672	3,520	1,848
Hope Community	Camden	119	275	156
Jersey City Global	Jersey City	477	618	141
Jersey City Golden Door	Jersey City	562	720	158
John P. Holland	Paterson	401	916	515
LEAD	Newark	266	480	214
Marion P. Thomas	Newark	1,418	1,950	532
Middlesex County STEM	Perth Amboy	183	318	135
Millville Public	Millville	235	567	332
New Horizons Community	Newark	544	756	212
North Star Academy CS	Newark	5,764	7,300	1,536
Passaic Arts & Science	Passaic City	1,573	2,276	703
Paterson Arts and Science	Paterson	846	1,025	179
Philip's Academy	Newark	458	816	358
Philip's Academy CS of Paterson	Paterson	285	660	375
Principle Academy	Pleasantville	473	698	225

Charter School	District	2019-20 Enrolled	2024-25 Approved Max	Potential New Seats
Queen City Academy	Plainfield	322	484	162
Robert Treat Academy	Newark	687	860	173
Soaring Heights	Jersey City	267	500	233
TEAM Academy	Newark	4,776	7,920	3,144
Trenton STEM to Civics	Trenton	599	1,050	451
Union County TEAMS	Plainfield	382	500	118
University Heights CS of Excellence	Newark	765	1,125	360
Vineland Public	Vineland	309	810	501
<b>TOTALS</b>		<b>33,362</b>	<b>50,480</b>	<b>17,121</b>

Moreover, a number of schools in Abbott Districts have received authorization to expand *immediately* but have struggled to move forward in the absence of funding to defray start-up costs, particularly those related to facilities. As seen in Table 7 below, these schools *both* educate far fewer students than their authorized enrollment ceilings would permit *and* maintain lengthy waitlists. A number of schools appear in Table 6 and Table 7, indicating that their present and future growth plans are constrained by a lack of access to critical start-up funding.

Table 7. Underenrolled Public Charter Schools with Substantial Waitlists

Charter School	Comparative District	Current Enrollment	Max Approved Enrollment	Waitlist
Atlantic Community CS	Atlantic City Public Schools	370	950	147
Beloved Community CS	Jersey City Public Schools	1,198	1,320	1,042
Bergen Arts & Science CS	Garfield Public School District	1,166	1,440	1,520
Camden's Promise CS	Camden City Public Schools	2,194	2,800	751
Central Jersey College Prep CS	Franklin Township Public Schools	1,016	1,320	1,279
College Achieve Central CS	Plainfield Public Schools	1,186	1,430	247
College Achieve Paterson	Paterson Public Schools	712	961	568
Cresthaven Academy	Plainfield Public Schools	299	600	203
East Orange Community CS	East Orange School District	469	600	100
Empowerment Academy CS	Jersey City Public Schools	717	1,200	350
Gray CS	The Newark Public Schools	341	450	657
Great Oaks Legacy CS	The Newark Public Schools	1,672	3,520	782
Hudson Arts and Science CS	Kearny	803	1,021	250
Jersey City Golden Door CS	Jersey City Public Schools	562	720	627

Charter School	Comparative District	Current Enrollment	Max Approved Enrollment	Waitlist
LEAD CS	The Newark Public Schools	266	480	215
Marion P. Thomas CS	The Newark Public Schools	1,418		
North Star Academy CS of Newark	The Newark Public Schools	5,764	7,300	2,896
Passaic Arts & Science	Passaic City Public Schools	1,573	2,168	1,101
Paterson Arts and Science CS	Paterson Public Schools	846	1,025	1,258
Philip's Academy CS	The Newark Public Schools	458	816	1,480
Philip's Academy CS of Paterson	Paterson Public Schools	285	585	230
Queen City Academy CS	Plainfield Public Schools	322	484	254
Robert Treat Academy CS	The Newark Public Schools	687	860	975
Soaring Heights CS	Jersey City Public Schools	267	500	472
TEAM Academy CS	The Newark Public Schools	4,776	7,920	2,243
Union County TEAMS CS	Plainfield Public Schools	382	500	65
University Heights CS of Excellence	The Newark Public Schools	765	1,125	279
Vineland Public CS	City of Vineland Board of Education	309	810	86

*Note: Highlighted rows indicate schools that appear in Tables 6 and 7.*

During the 2019-20 school year, 54,587 students are enrolled in New Jersey public charter schools. However, charter schools have been approved to serve a cumulative maximum enrollment of 67,036. CSP funds will allow preapproved seats to be unlocked and will accelerate the growth of high-quality schools so that the gap between *actual* and *maximum* enrollment decreases. When this happens, more students in New Jersey’s urban communities will receive the excellent public education that they deserve.

*Project Cultivate 38* is explicitly designed to strengthen New Jersey’s cohesive statewide system in a host of ways. First, our subgrant application and review processes are integrated into the State’s existing performance frameworks. As the State’s lone authorized public chartering entity, NJDOE is able to impose universal academic, operational, and financial standards that all New Jersey charter schools must meet. Because the Department’s review criteria for evaluating both new school and renewal applications are so rigorous, we will use the authorizer’s

determination of a school’s ability to contribute to the State’s educational landscape as a threshold indicator of its worthiness for a CSP subgrant. Furthermore, because the New Jersey Performance Report provides percentile rankings for all schools across the State, we will use that framework both to evaluate the quality of subgrant applications and to determine the project’s overall impact on the composition and quality of the State’s charter sector.

As described in our response to Competitive Preference Priority 5 (Best Practices to Improve Struggling Schools and LEAs), New Jersey has a number of mechanisms in place to ensure that best practices implemented in charter schools are identified, shared, and used to improve struggling schools across the State irrespective of their governance structures. Through the technical assistance, dissemination, and evaluation activities associated with this project, *Project Cultivate 38* will strengthen the State’s existing approach to cross-sector collaboration. We will work deliberately to foster collaboration and cohesion by providing in-person and digital trainings to operators; furnishing human, organizational, policy, and resource capacity-building services to the Office of Charter and Renaissance Schools; partnering with parents at gatherings across the State to solicit their input on the types of schools they believe would add value to their communities; and facilitating dialogue between charters and traditional public schools at conferences and smaller gatherings organized around areas of mutual need.

Subgrantees will be incentivized to prioritize the State’s low-income students of color in two distinct ways. *First*, the Peer Review Committee will score subgrant proposals on a rubric designed to assess an applicant’s commitment to supporting students in ESSA subgroups. Specifically, to meet our “high-quality” threshold, applicants will be required to explain how they plan to enroll significant numbers of at-risk students and how they plan to provide those students with instructionally rigorous and culturally affirming educations, and existing operators

will need to demonstrate a track record of success in these areas. *Second*, the size of subgrant awards will be tied to specific student enrollment benchmarks aligned to our project rationale and Logic Model. While all subgrantees will be eligible to earn \$1,500,000, receipt of the full maximum award will be conditioned on an applicant’s satisfaction of absolute and proportional enrollment targets that demonstrate an authentic commitment to educating at-risk students.

Table 8. Subgrant Award Amount Breakdown

Criterion	Target	Amount	Timing
1	Base Award	\$750,000	Upon approval of application
2	School either (a) is located in a QOZ or (b) draws at least 40% of its student population from neighboring QOZ	\$250,000	First verified enrollment count in Subgrant Year 1
3	At least 60% of School’s students are economically disadvantaged <i>and</i> at least 70% of a school’s students are Black or Hispanic	\$250,000	First verified enrollment count in Subgrant Year 1
4	School educates at least 250 economically disadvantaged students in CSP-funded grades	\$250,000	First verified enrollment count in Subgrant Year 2

This tiered approach accomplishes multiple project-related objectives. As noted, it properly aligns performance objectives with financial incentives. Moreover, it honors the fact that building educational and social-emotional support structures for at-risk student populations requires intensive resource expenditures. The inclusion of the absolute enrollment target (Criterion 4) serves as recognition that expansion schools may not necessarily require as much supplemental funding as newly opened or replication schools and reserves the maximum award for schools whose grant-funded at-risk populations are sizable not only in proportion but in number. Moreover, over 42% (53/125) of the schools identified for comprehensive support and improvement (CSI) are in the Big Six districts.<sup>9</sup> By privileging subgrant applications from

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<sup>9</sup> New Jersey Department of Education, Office of Comprehensive Support (2019). Comprehensive and targeted school list. <https://www.nj.gov/education/csn/docs/CTList1312019.pdf>.

operators educating sizable at-risk populations, *Project Cultivate 38* will necessarily provide enhanced support for charter schools in LEAs with significant numbers of CSI schools.

## 2. Objective Performance Measures

NJPCSA has established a set of ambitious yet attainable goals that we will pursue over the life of our CSP project period. As depicted in our Logic Model, the two overriding objectives that our project will accomplish are (1) an increase in the number of high-quality charter schools statewide, with a particular focus on Abbott districts, and (2) an increase in the overall quality of the State’s charter school sector. In order to achieve that long-term impact, we have created a series of interim and summative performance measures directly tied to our intended project outcomes that will be assessed using both qualitative and quantitative instruments. As seen in Table 9 below, each objective includes at least one specific performance measure that can be reported on annually. These data points are sufficient to measure the quality of both the process (efficient and aligned subgrantee awards) and the ultimate product (new/expansion/replication schools serving more high-need, low-income students) to be realized by *Project Cultivate 38*.

Table 9. Performance Measures

Objective 1: Increase the number of high-quality charter schools in New Jersey, with a particular focus on Abbott districts		
SMART Goal 1.1: Open, expand, or replicate at least 38 high-quality schools statewide, at least 28 of which are in Abbott districts		
SMART Goal 1.2: At least 85% of subgrantees maintain an “economically disadvantaged” student enrollment of at least 70%		
SMART Goal 1.3: At least 90% of subgrantees maintain a student enrollment that is at least 85% Black/Hispanic		
Activity	Performance Measure	Performance Target
Solicit community input and engage with parents seeking high-quality public school options	Community Meetings	Y1-5: NJPCSA hosts at least two community meetings annually to solicit input and to provide information about the CSP program
	Parent Academies	Y1-5: At least two CSP-funded schools participate annually in Parent Academies
	Website Materials	Y1: Create Parent section on NJPCSA website Y2-5: Update website with new parent-facing content

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Publicize availability of CSP funding and related technical assistance opportunities	Website Materials	Y1: Create dedicated CSP section on NJPCSA website with subgrant application and informational materials Y2-5: Update website at least quarterly with information about grant deadlines and upcoming technical assistance and dissemination opportunities
	NJPCSA Annual Conference	Y1-5: NJPCSA hosts dedicated CSP session at Annual Conference
	Information Sharing	Y1-5: NJPCSA promotes CSP opportunities during at 100% of quarterly in-person membership meetings, on 75% of monthly advocacy calls, and in 75% of weekly newsletters
Identify and recruit high-quality operators to provide expanded opportunities to at-risk students	CSP Applications Received	Y1: 15   Y2: 10   Y3: 10   Y4: 12   Y5: 12
	CSP Subgrants Awarded	Y1: 10   Y2: 6   Y3: 6   Y4: 8   Y5: 8
	Plans to Support At-Risk Students	Y1-5: 100% of CSP subgrantees develop plans to identify and provide appropriate supports to at-risk students
	Track Record of Success Educating At-Risk Students	Y1-5: 100% of replication/expansion applicants that receive CSP subgrants have track records of success in increasing the academic achievement of students in ESSA subgroups
Administer CSP subgrant program	Subgrant Administration	Y1-5: <i>Project Cultivate 38</i> “fully” or “largely” meets all indicators on ED CSP Monitoring Report
	Peer Review Process	Y1-5: Peer Review Committee consists of at least nine national experts in charter school operation and authorizing Y1-5: 100% of peer reviewers express familiarity with quality standards and application review criteria
	Subgrantee Participation in Federal Programs	Y1-5: 100% of subgrantees participate in federal programs for which they are eligible Y1-5: 100% of subgrantees receive commensurate share of federal funds for which they are eligible
	Avoidance of Duplication of Work	Y1-5: 90% of surveyed participants in CSP program express agreement with survey items related to ease and efficiency of subgrant process

**Objective 2: Increase the overall quality of New Jersey’s charter sector**

SMART Goal 2.1: At least 75% of subgrantees score among the top third of all schools in their districts annually on the New Jersey School Performance Report

SMART Goal 2.2: By the end of the grant period, at least 65% of all charter school seats in Abbott districts will be provided by schools that rank in the top third of schools in their districts annually on the New Jersey School Performance Report

SMART Goal 2.3: Starting in each subgrantee’s second year of operation, at least 95% of subgrantees annually outperform district averages on NJSLA ELA and Math assessments

<i>Activity</i>	<i>Performance Measure</i>	<i>Performance Target</i>
Provide capacity-building technical assistance	Technical Assistance for Charter Operators	Y1-5: Conduct at least three annual training sessions for operators on academic, organizational, and financial topic Y1-5: 85% of subgrantees indicate on formative evaluation surveys that they find technical assistance sessions relevant and useful Y1-5: Create New Jersey-specific best practice tool for educating students with disabilities

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	Technical Assistance for NJDOE Office of Charter and Renaissance Schools	Y1-5: Provide at least three training sessions annually for NJDOE Y1-5: 85% of NJDOE staff indicate on formative evaluation surveys that they find technical assistance sessions relevant and useful
Disseminate best practices	Charter School Dissemination	Y1-5: Publish best practices guide on NJPCSA website annually Y2-5: Develop two case studies highlighting exemplary practices for educating students with disabilities Y1-5: Facilitate session at NJPCSA Annual Conference dedicated to spotlighting best practices adopted by CSP subgrantees
	Charter School-LEA Dissemination	Y1-5: Host session at NJPCSA Annual Conference dedicated to spotlighting exemplary instances of cross-sector collaboration  Y1-5: Increase participation in dissemination activities by 3 non-charter LEAs annually
Evaluate project success	Formative Evaluations	Y1-4: Complete formative evaluation of CSP program and implement informed mid-course corrections
	Summative Evaluation	Y5: Complete summative evaluation of CSP program

*Project Cultivate 38's* first overriding objective — an increase in the number of high-quality charter schools across the State, particularly in Abbott districts — is supported by two ambitious and attainable goals. During the 2019-20 school year, New Jersey's 88 charter schools educated 54,587 students while an additional 36,000 students languished on waitlists. The 38-school target and the 28-school Abbott district sub-target are based on the existing pipeline of high-quality, in-state charter schools that have already received authorization to expand (see Table 6) and on the expectation that additional operators that have expressed initial interest in adapting their proven models to meet the needs of New Jersey's communities will be motivated by the availability of CSP start-up funding.

The expectation that at least 85% of our subgrantees will maintain an economically disadvantaged enrollment of at least 70% of their student populations (SMART Goal 1.2) is rooted in current demographic data that show 72% of all charter school students in New Jersey to fall within that subgroup. Given the application priorities and incentives that we will put in place

to privilege proposals from applicants intending to serve sizable at-risk populations, the 85% target is both ambitious and reasonable in light of the current baseline. Moreover, 86% of charter school students in 2019-20 were Black or Hispanic, which supports SMART Goal 1.3.<sup>10</sup>

The second objective — an increase in the overall quality of the State’s charter sector — is supported by three ambitious and attainable goals. The first two concern percentile rankings on the New Jersey School Performance Report and are driven by the current reality that 54 out of 83 (65%) of charter schools statewide with valid data are currently performing in the top third in their respective districts. “Performance” is defined as the percent of students “Meeting” or “Exceeding” grade level expectations on NJSLA ELA and Math exams. Enrollment in these 54 schools currently represents 34,546 of the 51,759 (66.7%) seats in schools with valid test results (SMART Goal 2.2). And SMART Goal 2.3, which projects 95% of subgrantees to outperform the proficiency rates in their surrounding districts starting in their second year of operation, is based on current data that show 83% of charter schools statewide outperform their respective districts’ median proficiency rates even when district proficiency rates include scores from selective-admissions programs such as county vocational and magnet schools.

### **3. Ambitiousness of Project Objectives**

The reasonable objectives associated with *Project Cultivate 38* will allow for the State’s charter sector to grow in a controlled fashion that prioritizes quality and sustainability over quantity and disruption. These project goals are ambitious in that they will result in a meaningful increase in the number of high-quality public school options available to parents, particularly in

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<sup>10</sup> “NJDOE Office of Finance (2020). Economically Disadvantaged (Low Income) enrollment divided by Actual Enrollment; FY21 Charter School Revised Aid Notices.”

Abbott districts, and they are attainable insofar as they build on the State’s existing infrastructure in a thoughtful, deliberate manner.

Critically, charter schools that have received authorization to increase their enrollment ceilings or to add new grades *will not need to seek additional NJDOE approvals before operationalizing their expansions*. Whereas other states require schools to return to their authorizers for what amounts to formal blessing of provisionally approved expansions, New Jersey does not impose any second-order authorization barriers once a material charter amendment has been approved. Therefore, New Jersey’s pipeline of high-quality public charter schools with pre-approved expansion plans makes our target of 38 CSP-funded schools over the next five years both ambitious and eminently attainable.

The reasonableness of these project objectives is further evidenced by the overwhelming support the proposal has received from key stakeholders across the State. As seen in Appendix C, *Project Cultivate 38* is supported by federal and state officials, municipal executives, charter operators, local and national partner organizations, and leaders from across the State’s philanthropic, civic, and business communities. This alignment of essential constituencies dramatically increases the likelihood that New Jersey will be able to translate its project design into action and to achieve the project’s ambitious objectives.

## **B. Quality of Eligible Subgrant Applicants**

New Jersey’s CSP program is explicitly designed to support high-quality charter schools that will improve educational results for children, particularly those in ESSA subgroups.

### **1. Eliciting High-Quality Applicants**

The foundation of New Jersey’s CSP program will be the identification of high-quality charter schools seeking funding to open, expand, or replicate. As seen in Tables 6 and 7 above,

38 operators in Abbott districts have already received authorization to open at least 100 new seats over the next five years, and 28 are currently *both* underenrolled and in possession of a substantial waitlist. New Jersey has engaged in preliminary conversations with a number of high-quality operators from around the country who have expressed interest in partnering with communities across the State to provide public school alternatives for parents seeking additional options. These national networks have been identified, in large measure, on account of their track record in driving educational outcomes for at-risk students. Four of these operators — Atmosphere Academy and Brilla Public Charter Schools from New York City; Distinctive Schools from Chicago; and Rooted Schools from New Orleans — have provided letters of support in connection with our application, indicating that the availability of start-up funding will be an important consideration when assessing the feasibility of a replication effort in New Jersey. All prospective subgrantees, regardless of whether they are an in-state or out-of-state operator, will be held to the same rigorous standards by the Peer Review Committee.

NJPCSA will use a variety of communication tools to publicize the subgrant competition. No less than one month after receipt of a formal Notice of Award, the Project Director will contact the Lead Person at each New Jersey charter school that has received authorization to open additional seats.<sup>11</sup> Information about the grant program — including deadlines, award sizes, permissible expenditures, application requirements, and review criteria — will be communicated on the NJPCSA website, at in-person gatherings including the Association’s Annual Conference and quarterly meetings, and through weekly newsletters and monthly advocacy calls. In subsequent years, NJPCSA will time its notification of grant availability to coincide with

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<sup>11</sup> See N.J.A.C. 6A:11-1.2 (defining “Lead Person” as “the person who performs the organizational tasks necessary for the operation of a charter school”).

NJDOE’s annual application cycle in order to ensure seamless integration with the statewide system for approving new schools, grade-level expansions, and enrollment ceiling increases.

## 2. Subgrant Application Components

The CSP subgrant application will be designed to accomplish three primary goals. First, to the extent practicable, we will adapt the NJDOE application and material revision frameworks, which require charter schools to provide extensive information about their approaches and track records. This integration will minimize unnecessarily duplicative efforts on the part of applicants. Second, the application will align to federal statutory requirements regarding the definition of a “high-quality” charter school (20 U.S.C. § 7221i(8)) and the permissible use of subgrant funds ((20 U.S.C. § 7221b(h)). And third, the application will include supplemental sections that require prospective subgrantees to articulate how their models and track records position them to advance our specific project-related objectives.

In addition to the standard sections that will faithfully approximate the NJDOE application, the subgrant application will require applicants to provide the following information:

- A detailed budget and budget narrative that explain how subgrant funds will be used to support the opening and preparation for operation of a new, expanded, or replicated school, along with a detailed explanation of how programming will be sustained after the CSP funding period ends;
- An organizational chart that delineates roles, responsibilities, and reporting structures among all key individuals and entities, including the Board of Trustees, Lead Person, charter management organization, staff, and external partners;

- A copy of the Charter Agreement between the applicant and NJDOE that sets forth the manner in which the school will be held accountable and the flexibilities and autonomies it is afforded as a charter operator;
- Artifacts that demonstrate the extent to which the applicant has engaged parents and community members during the school planning and design processes, and a detailed plan for soliciting parental and community input on the school’s use of CSP funds;
- A description of how the school will work with NJDOE and its district board of education to ensure students receive transportation consistent with the requirements of N.J.S.A. 18A:39-1 *et. seq.* and N.J.A.C. 6A:27-3.1;
- A detailed description of how the school plans to enroll significant numbers of at-risk students and how it plans to provide those students with instructionally rigorous and culturally affirming educational experiences; and
- In the case of existing operators seeking expansion or replication funding, a disaggregated breakdown of student performance by subgroup at all schools affiliated with the operator in all regions.

The subgrant application will be finalized by December of Year 1 and reviewed annually for consistency with project objectives.

### 3. Application Review

Subgrants will be awarded on a competitive basis. Because NJDOE’s application review entails a thorough vetting of a charter operator’s academic, operational, and financial viability, and because its approval criteria exceed those embedded in the federal definition of “high-quality,” applicants who have received authorizer approval to open, expand, or replicate will be deemed presumptively eligible for a subgrant. However, to qualify for funding, an applicant will

be assessed against a CSP-specific supplemental rubric that takes into account both the quality of an applicant’s responses to the informational prompts outlined above and the applicant’s ability to satisfy the competitive preference priorities.

Responses to the informational sections of the subgrant application will be scored on a four-point scale. Reviewers will award one point to responses that do not meet expectations, two to responses that partially meet expectations, three to responses that meet expectations, and four to responses that exceed expectations. Additionally, reviewers will award up to 20 total points to applicants who address the following competitive preference priorities: (1) providing services in Qualified Opportunity Zones; (2) educating at-risk student populations; (3) providing services to high school students; (4) commitment to equity and inclusion; (5) contributing to the diversity of charter school models across the State; and (6) providing services to rural communities.

Table 10 provides the relevant scoring rubrics and the weights accorded to each section.

Table 10. Subgrant Scoring Criteria

Application Section	Key Feature	Maximum Number of Points
School Model	Enrolling and educating at-risk students	20
Track Record	Disaggregated student performance at existing schools	20
Responsiveness to Community Need	Parental input on school design and use of CSP funds	20
Budget	Addressing start-up needs and planning for sustainability	20
Competitive Preference Priorities	Promoting <i>Project Cultivate 38</i> objectives	20

To receive a subgrant, applicants must (a) earn at least 80% of the available points on the scoring rubric; and (b) be among the most highly rated applicants during a subgrant cycle given the finite number of awards New Jersey anticipates making.

NJPCSA will create a Peer Review Committee (“PRC”) composed of nationally recognized experts in charter operation, authorizing, law, governance, and parent engagement.

The size of the PRC will range from nine to 12 with the precise number determined by the

number of applications received during a given cycle. Each application will be scored by three reviewers, and each reviewer will read no more than five applications per competition. The Project Director will be responsible for empaneling the PRC, whose appointment will be based on qualifications that are publicly posted on the NJPCSA website. *Project Cultivate 38* staff will provide onboarding and orientation support to all PRC members, who will be expected to demonstrate a refined understanding of the New Jersey educational landscape and the CSP project aims before assessing the extent to which a given proposal will enhance the quality of a community’s educational opportunities. Reviewers will score the proposals independently and transmit their completed rubrics to the Project Director for tabulation and formal selection.

### C. State Plan

#### 1. Monitoring Plan

To ensure that subgrantees are using CSP funds to meet the educational needs of their students, New Jersey has devised a comprehensive monitoring plan. This plan, summarized in Table 11 below, includes an array of activities and systems that will allow New Jersey to promptly identify evidence of *programmatic* and *fiscal* risk, to impose any necessary conditions and corrective actions in a timely fashion, and to tailor technical assistance to the specific needs of subgrantees.

Table 11. New Jersey CSP Monitoring Plan

Activity	Timeline
<i>Fiscal Monitoring</i>	
Identify secure grants management platform and establish reporting and communication infrastructure	Fall 2020
Develop subgrant policies and procedures consistent with EDGAR and all other applicable federal regulations	Fall 2020
Verify that applicants are not recipients of other active CSP grants	April-May 2021; annually
Collect, review, and approve CSP subgrant budgets	April-May 2021; annually
Review, approve, and document all CSP budget amendments	As-needed

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Activity	Timeline
Review subgrantee spending reports	Monthly
Review subgrant reimbursement requests for reasonableness and allowability	Monthly
Prepare, review, and execute USED reimbursement requests	Monthly
Compile running report of all CSP spending to ensure timeliness of drawdowns	Monthly
Conduct fiscal desk review	Subgrant Year 1 – Quarterly  Subsequent Subgrant Years – At least twice, frequency dictated by risk assessment
Attend meetings of subgrantee boards of trustees to ensure adequate oversight of grant expenditures	Subgrant Year 1 – At least twice  Subsequent Subgrant Years – At least once, frequency dictated by risk assessment
Provide technical assistance and training	As-needed, determined by risk assessment
Collect, review, and approve financial reports for each subgrantee	Annually
Verify completion of Federal Single Audit (A-133) for all subgrantees who expend federal funds in excess of the \$750,000 threshold	Annually
Prepare and submit all required reporting — including potential budget adjustment requests — to USED	Rolling
Prepare and submit annual performance report to USED	Annually
<i>Programmatic Monitoring</i>	
Create custom SchoolLens interface that includes CSP-specific performance monitoring tools and visualizations	Fall 2020
Create site visit review rubric	Fall 2020
Conduct programmatic desk review of data (enrollment, attendance, academic, operational, and disciplinary data) and compliance (federal and state laws, particularly those related to educational equity and nondiscrimination)	Subgrant Year 1 – Quarterly  Subsequent Subgrant Years – At least twice, frequency dictated by risk assessment
Conduct implementation site visit	Subgrant Year 1 – Annually  Subsequent Subgrant Years – Frequency dictated by risk assessment
Collect, review, and approval annual performance reports for each subgrantee	Annually
Attend meetings of subgrantee boards of trustees to ensure adequate attention to program development and academic data, with a particular focus on at-risk students	Subgrant Year 1 – At least twice  Subsequent Subgrant Years – At least once, frequency dictated by risk assessment
Provide technical assistance and training	As-needed, determined by risk assessment

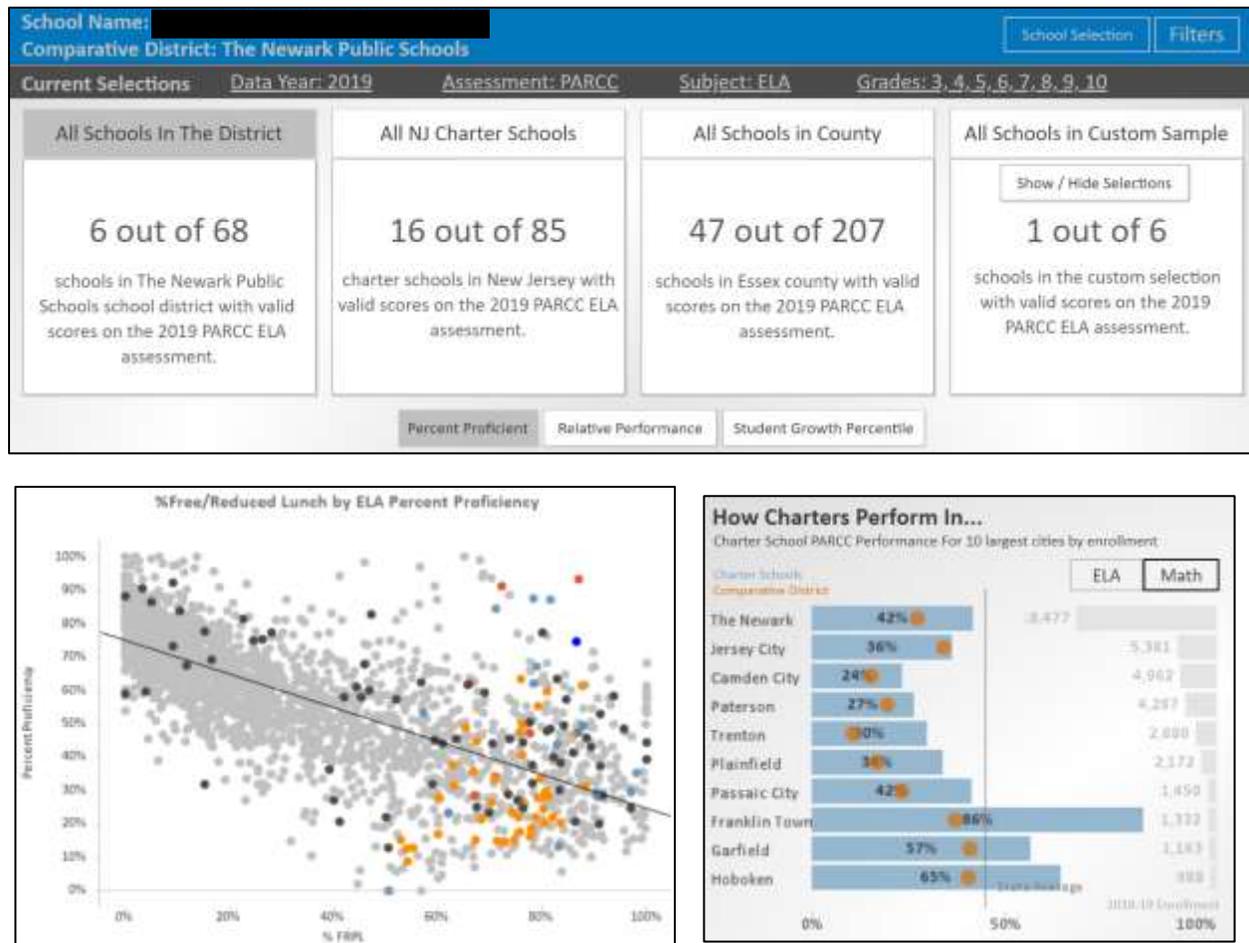
A three-person team will be responsible for monitoring subgrantee programmatic and fiscal compliance. The *Project Cultivate 38* Program Manager will coordinate and spearhead all

monitoring activities. The Program Manager will possess specific expertise in grants management, risk assessment, and mitigation of potential or actual noncompliance and will be responsible for identifying early warning signs, requiring corrective action, coordinating appropriate technical assistance, and determining whether subgrantees must be subjected to specific conditions such as enhanced monitoring or additional reporting (see 2 C.F.R. § 200.207). The Program Manager's efforts will be complemented by NJPCSA's Director of Data Systems, who will provide programmatic monitoring support, and CTAC's Director of Finance and Management Systems, who will provide fiscal monitoring support.

To conduct specialized programmatic monitoring for *Project Cultivate 38*, NJPCSA will use a small portion of CSP funds to create a custom interface on SchoolLens, an interactive data dashboard that the Association has already optimized to allow school administrators to monitor their standing against key accountability measures in real time. The only tool of its kind in New Jersey, SchoolLens allows a charter school to measure its test scores against the Charter School Performance Framework (the basis for charter school renewals); compare itself with any other public school (traditional or charter), as well as with districts or customized collections of schools; report performance and demographic school data in an easy-to-read infographic; and easily output charts and reports as Microsoft Excel spreadsheets available for download. SchoolLens can calculate a school's performance data in a fraction of the time it would otherwise take for personnel to synthesize the data that is publicly available through NJDOE.

As seen in Figure 4 below, SchoolLens visualizations also permit those responsible for conducting grant oversight to review the performance of individual schools benchmarked against absolute and comparative performance targets.

Figure 4. SchoolLens Data Visualizations



NJPCSA will develop a custom SchoolLens interface that allows us to conduct programmatic monitoring based on CSP-specific targets. For the purpose of administering this CSP subgrant program, NJPCSA will be considered a “pass-through” entity and will comply with pertinent federal regulations that govern the manner in which subgrant awards are monitored and supported. Thus, in addition to our routine monitoring activities, we will calibrate the intensity and frequency of enhanced oversight activities and technical assistance opportunities based on our evaluation of each subgrantee’s risk of noncompliance with the terms of their awards (2 C.F.R. § 200.331(b)). Accordingly, during these monitoring activities, we will use the custom SchoolLens interface to scrutinize the extent to which subgrantees are effectively

implementing policies, practices, and systems designed to support at-risk students including students with disabilities and English learners.

*Project Cultivate 38's* processes for evaluating how subgrantees plan to sustain their programs beyond the CSP grant period includes both fiscal and programmatic components. From a fiscal standpoint, subgrantees will be required to submit an updated five-year budget forecast in each annual performance report that contemplates the eventual sunseting of funds and notes additional or alternative sources to sustain specialized staff or resource-intensive programs. Subgrantees will also be required to participate in strategic planning capacity-building sessions as a condition of their receipt of CSP funds. On the programmatic side, subgrantees will be required to provide evidence of organizational health — including parental and community support (e.g. responses to school environment surveys), enrollment demand (e.g. waitlist, year-over-year retention numbers), succession planning at the board and administrative levels, and school-wide instructional and operational systems development — in their annual performance reports. These efforts also help build each school's individual capacity to contribute to *Project Cultivate 38's* goal of increasing the overall quality of the State's charter sector

## **2. Avoiding Duplication of Work**

*Project Cultivate 38* will be integrated into New Jersey's existing cohesive statewide system in a manner that meaningfully reduces data collection, reporting, and compliance burdens on both charter schools and NJDOE. As noted above in our response to Selection Criteria (a) and (b), the subgrant application and review processes build on the rigorous academic, organizational, and financial oversight efforts already undertaken by the Department. By utilizing NJDOE's Performance Framework to conduct preliminary application screens and leveraging its percentile rankings to establish our ambitious project objectives, our approach

avoids subjecting operators to duplicative reporting requirements. And, as explained above, our repurposing of SchoolLens to conduct CSP-specific programmatic monitoring is a novel approach to eliminating redundancies.

From a project administration standpoint, the Project Team will coordinate our oversight activities — including deadlines, site visit scheduling, and financial reporting obligations — with both operators and the authorizer in order to alleviate undue burdens on school and Department officials. The technical assistance we provide to charter school board members will be additive to the trainings mandated by the School Ethics Act that are exclusively furnished by the New Jersey School Boards Association (see N.J.S.A. 18A:12-33). Rather than provide duplicative training to trustees, our technical assistance will focus on considerations — such as developing comfort with disaggregated student data and centering equity in all discussions — that directly impact the capacity of a board to discharge its fiduciary duties in a manner that enhances a school’s ability to drive educational outcomes for at-risk students.

*Project Cultivate 38* will significantly reduce NJDOE’s Office of Charter and Renaissance Schools’ administrative burden in three additional ways. First, technical assistance and dissemination supports provided will eliminate the need for the authorizer to seek out and finance these activities independently. Second, the grant cycle will be structured around NJDOE’s existing timeline for rendering decisions on new school proposals, renewal applications, and material revision requests. Consequently, the authorizer will not need to adjust its calendar in any way in order to facilitate smooth operation of the State’s CSP program. And third, NJPCSA intends to enter into a memorandum of understanding with NJDOE that includes a strong data-sharing provision. Accordingly, to the extent that we collect any new academic,

operational, or financial data that allow the authorizer to strengthen its own oversight policies and practices, we will be well-positioned to support those efforts.

### 3. Technical Assistance

a. Subgrant Recipients. Technical assistance for subgrantees will include capacity-building activities focused on both *grant management* and *school operation*. Technical assistance for eligible applicants will start with trainings provided in-person and via webinar during the application window. These pre-application trainings, led by the CSP Program Manager, will focus primarily on how to structure a subgrant budget in order to ensure all proposed expenditures will be deemed allowable and how reporting during the life of an active grant will occur. Once an applicant has been awarded a subgrant, the Program Manager will proactively provide technical assistance on an as-needed basis to recipients identified as needing additional support in the development and implementation of strong financial controls.

*Project Cultivate 38's* experienced team of partners will also provide operational technical assistance to active subgrant recipients targeted to their needs as stated in their subgrant applications and as observed during routine and enhanced monitoring. Training sessions will focus on building the capacity of schools in the areas set forth in Table 12:

Table 12. Technical Assistance for CSP Subgrant Recipients

Technical Assistance Topic	Provider(s)
<b>Meeting the needs of all students, particularly those in designated ESSA subgroups and those in danger of disengaging from school</b> , with trainings covering instructional supports, dropout prevention and intervention, effective use of data, family engagement, and inclusive and affirming program design	NJPCSA CTAC NCSECS
<b>Student recruitment and retention, including strategies to promote inclusion</b> that focus on canvassing, community outreach, communication, policy development, instructional program design, and social-emotional/behavioral supports	NJPCSA CTAC NCSECS
<b>Governance</b> , including cultivation of board talent pipelines, meeting structure, instructional and fiscal oversight, use of data, compliance, and policy development	NJPCSA CTAC
<b>Participation in federal programs</b> and receipt of federal funds	NJPCSA CTAC
<b>Replication and expansion</b> , including how to maintain quality while growing and how to adapt a proven model into a new community setting	CTAC

Technical Assistance Topic	Provider(s)
<b>Instructional leadership and school operation</b>	NJPCSA CTAC
<b>Promoting implementation of equitable and inclusive practices, strengthening overall school culture, and improving learning environments for students and teaching climates for educators, including:</b> <ul style="list-style-type: none"> <li>• Articulating school-wide values and norms, developing a common school-wide language, and cultivating a shared sense of ownership and accountability;</li> <li>• Identifying effective interventions and practices that can spread throughout a school;</li> <li>• Recommending modifications to behavioral management processes and systems, with a specific focus on communication norms, use of technology, harm remediation that prevents removal from the school community, and positive reintegration of students into instructional settings;</li> <li>• Reviewing instructional coaching practices to ensure schools are equipped to support teachers struggling to maintain calm and orderly learning environments; and</li> <li>• Facilitating responsive conversations, peer mediations, circles, and reflections.</li> </ul>	CTAC
<b>Meeting educational needs of students with disabilities, including:</b> <ul style="list-style-type: none"> <li>• Understanding the State’s policy and regulatory landscape;</li> <li>• Conducting needs assessments;</li> <li>• Using data to drive instructional, staffing, and budgetary decisions; and</li> <li>• Creating rubrics for self-evaluation.</li> </ul>	NCSECS
<b>Maximizing the flexibility provided under law, including:</b> <ul style="list-style-type: none"> <li>• Instructional systems design, including the selection of high-quality materials and interim assessments;</li> <li>• Development of enrollment, instructional, and student support systems and protocols that broaden access for at-risk students;</li> <li>• Creation and implementation of high-quality evaluation systems that triangulate multiple measures of educator performance;</li> <li>• Staffing structure and the cultivation of nontraditional educator pipelines; and</li> <li>• Alignment of financial resources to school priorities.</li> </ul>	NJPCSA CTAC

Trainings will be offered in a variety of modalities. Static materials — including guidance manuals, webinar slides, and exemplar tools and policies — will be posted to the NJPCSA website on a rolling basis. We will also conduct in-person trainings, lead webinars, and host capacity-building sessions on videoconferencing platforms.

b. Quality Authorizing Efforts. *Project Cultivate 38’s* comprehensive plan to support quality authorizing efforts will draw on local capacity and national expertise. As noted in our response to Competitive Preference Priority 7 (Best Practices for Charter School Authorizing), *Project Cultivate 38’s* technical assistance will focus primarily on ensuring that the authorizer

conducts its oversight duties with transparency and consistency and it aligns its human capital, organizational structures, resources, and policies to promote equity and excellence. Harry Lee, the *Project Cultivate 38* Project Director, formerly led NJDOE’s charter school authorizing division, and CTAC has deep institutional expertise in working with high-performing authorizers across the country, including on the implementation of CSP State Entities and CMO grants.

As the NACSA’s 2014 NJDOE Report and its 2015 State of Charter School Authorizing Report<sup>12</sup> make clear, NJDOE is a model authorizer in many respects. It assesses and publishes performance data annually. It created a charter agreement that incorporates the Performance Framework by reference, delineates the authorizer’s oversight responsibilities, and sets forth clear benchmarks pursuant to which all high-stakes decisions — including renewal, non-renewal, expansion, revocation, and intervention — are made (N.J.A.C. 6A:11-1.2). New Jersey requires charter schools slated for closure to “make all reasonable efforts to ensure that students enrolled at the time of the receipt of the closure notification have taken action to enroll in another school” (N.J.A.C. 6A:11-2.4(c)(2)(ii)). NJDOE enforces that requirement by facilitating the transition of students from closing campuses to alternative, high-quality charter schools. In 2014, for example, NJDOE simultaneously closed two persistently low-performing schools in Camden and permitted a high-performing school to expand in order to absorb the preponderance of those schools’ displaced students.

Robust two-way communication will ensure that technical assistance is both tailored to the authorizer’s specific areas of need and provided through the most impactful delivery channels. Through a needs assessment process that includes a preliminary review of authorizer

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<sup>12</sup> NACSA (2015). State of Charter School Authorizing Report. <https://www.qualitycharters.org/wp-content/uploads/2017/02/2015-State-of-Charter-Authorizing-FINAL.pdf>.

materials and conversations with key stakeholders, the Project Team will identify priority topics and preferred methods of delivery. Potential technical assistance areas will include:

Table 13. Technical Assistance for Authorized Public Chartering Agencies

Technical Assistance Topic	Provider(s)
Assessing annual school performance data	NJPCSA, CTAC
Financial review and assistance with annual audits	CTAC
Holding charter schools accountable to their performance agreements	NJPCSA, CTAC
Reviewing processes related to renewal, non-renewal, or revocation of the school’s charter	NJPCSA, CTAC
Establishing clear plans and procedures to assist students enrolled in a charter school that closes to attend other high-quality charter schools	NJPCSA, CTAC
Policy development, including the creation of conditions in which schools are encouraged and incentivized to educate at-risk students	CTAC, NCSECS
Effective oversight, including of facilities projects	NJPCSA, CTAC
Assisting schools with their financial reporting requirements, including audits and CSP submissions	CTAC
Family and community engagement	NJPCSA, CTAC, NCSECS
Data collection and dissemination	NJPCSA, CTAC
Organizational capacity	CTAC

Project partners will use a range of formats and modalities — including in-person, synchronous online, and virtual libraries — to ensure easy access to training materials.

#### 4. Parent and Community Input

New Jersey’s CSP project design is rooted in two fundamental notions: (1) charter schools are instruments of community self-determination, and (2) parents’ voices and input about their children’s educational needs are crucial for creating high-functioning charter school learning environments. At the State level, New Jersey instantiates this belief by requiring charter applicants to provide “a description of the procedures to be implemented to ensure significant parental involvement in the operation of the school” (N.J.S.A. 18A:36A-5(i)). Charter schools are required to report annually on the results of parent satisfaction surveys, the number of parents serving on the school’s board of trustees, the details of major activities and events both *offered to*

and *conducted by* parents, and the nature of any standing community partnerships (see Annual Report Template, Appendix F-17). NJDOE conducts parent focus groups during renewal visits and scrutinizes a school’s family and community engagement efforts as part of its Organizational Performance Framework (Appendix F-10). Additionally, the Department’s Guidelines for Access and Equity (Appendix F-9) in New Jersey Charter Schools mandate that all application materials and lottery information be provided “in all applicable languages.”

Mere “parental involvement,” however, is insufficient to accomplish *Project Cultivate 38*’s ambitious objectives. To ensure parents are authentically *engaged* and *empowered*, we have developed a comprehensive plan for soliciting and utilizing input from families and other members of the community. The project design is based on existing data that show parental demand for high-quality charter school seats in the State’s Abbott districts to be unmet. In order to obtain additional information about the types of schools parents and community members are seeking, our Family Engagement Specialist will conduct focus groups with families in high-need areas and review both annual reports and other high-stakes accountability documents that take into account perceptual data from these key constituencies. These collected insights will shape the manner in which we publicize the availability of CSP funds and structure technical assistance offerings throughout the five-year grant period. After the CSP program has been operationalized, we will collect information through subgrantee budgets on how schools intend to inform families about their offerings. Based on our prior solicitation of parent input and our nuanced understanding of how parents select schools for their children, we will provide guidance on which modes of outreach are likeliest to result in meaningful contact with families.

*Project Cultivate 38* will accelerate NJPCSA’s ongoing efforts to collect and use data from parents and community members to implement and operate schools across the State. The

Association is at the forefront of the State’s efforts to mobilize parents in support of expanded educational options in their communities, organizing annual advocacy trainings and Parent Action Days in Trenton. On October 11, 2018, NJDOE announced a comprehensive review of public charter schools in New Jersey. That very day, a statewide coalition of parents, students, and advocates launched the #ILoveMyCharter campaign to demand equity and fairness for charter school students. Through this campaign, more than 1,050 public charter school parents, teachers, and supporters turned out to charter review events in Newark, Paterson, Trenton, Jersey City, Camden, Atlantic City, and Plainfield to share their stories and to demand fair funding. On social media, more than 1 million New Jersey residents were reached with stories about how charter schools are changing lives. Videos from the #ILoveMyCharter campaign were viewed 136,733 times. Users interacted with the content to generate 68,601 post engagements (i.e. reactions, comments, shares, link clicks, post clicks, and photo clicks) (Appendix F-18).

During the *Project Cultivate 38* funding period, the Project Team will train parents from at least two subgrantees annually through NJPCSA’s Parent Academy program, which builds the capacity of cohorts of parents across the State (see sample parent training deck, Appendix F-19). Parent Academy training sessions are designed to inform parents about key laws and policies that shape New Jersey’s educational landscape and to empower them to advocate on behalf of their families and their communities when engaging with elected officials. Additionally, the Project Team — under the guidance of the Family Engagement Specialist — will help each new and replication school form a parent steering committee and will provide guidance on how to use parental input to shape the school’s approach to meeting the educational needs of its entire student population.

CTAC will provide training on topics ranging from implementing governance models that incorporate parent trustees, utilizing parent input to drive continuous improvement cycles, and structuring parent leadership councils that have authentic influence within a school’s power structure. Data will be shared with legislators during Parent Action Days and with practitioners at the NJPCSA Annual Conference. Critically, CTAC will feed information from parent data collection back into the program through annual formative evaluations that the Project Team will use to inform iterations to its approach over the grant period.

## **5. Maximizing Flexibility**

*Project Cultivate 38* reflects a comprehensive approach to maximizing the flexibilities allowed by law. The Charter School Program Act imbues charters with broad operational autonomy, vesting boards of trustees with “the authority to decide matters related to the operations of the school including budgeting, curriculum, and operating procedures” (N.J.S.A. 18A:36A-14(a)). While New Jersey’s charter law has limitations, charter schools possess important flexibilities in a range of areas, including — but not limited to — the following:

Educational program design. New Jersey charter schools can articulate their own missions, establish their own educational goals, and select the curricular materials and assessment measures necessary to promote those objectives (N.J.S.A. 18A:36A-5; N.J.A.C. 6A:11-2.1(b)(2-3)).

Serving at-risk students. Charter schools may constitute themselves as “single-purpose” institutions that “limit enrollment to a specific population of educationally disadvantaged or traditionally underserved students” (N.J.A.C. 6A:11-2.1(b)(5)). Charter schools may also prioritize the enrollment of at-risk students by establishing weighted lotteries that increase access for educationally and economically disadvantaged students (N.J.A.C. 6A:11-4.5(f)).

Staffing. NJDOE has devised a charter school licensure program for alternate route teachers that meaningfully expands the talent pool from which schools can hire the educators that best meet their students' needs (N.J.S.A. 18A:36A-14(c); N.J.A.C. 6A:9B-11.12).

Educator evaluation. Charter schools are authorized to develop their own evaluation systems that incorporate qualitative measures of educator practice and quantitative measures of student learning growth (N.J.A.C. 6A:11-1.2; N.J.A.C. 6A:11-2.3(b)(11)).

Tenure. Charter schools are permitted to develop streamline tenure policies that elucidate how staff become eligible to acquire tenure under their Department-approved evaluation systems. (N.J.S.A. 18A:36A-14(e); N.J.A.C. 6A:11-6.2).

Accordingly, charter schools have wide latitude to develop policies and practices that best suit the needs of their students, families, and communities. As noted in Table 12, *Project Cultivate 38* technical assistance will include training in specific topics that ensure subgrantees are aware of these flexibilities and on empowering them to maximize their statutory and regulatory autonomies for the benefit of their school communities. In providing technical assistance to NJDOE, we will focus on best practices in striking the appropriate balance between autonomy and accountability and on ensuring the authorizer remains equipped to implement an oversight regime that emphasizes impact and outcomes rather than onerous compliance inputs. Dissemination activities will highlight operators whose practices exemplify how to maximize flexibility without diluting quality or sacrificing their ability to fulfill accountability obligations.

## **D. Quality of the Management Plan**

### **1. Adequacy of Management Plan to Achieve Project Objectives**

A hallmark of *Project Cultivate 38* is the breadth and depth of experience and quality of relationships the Project Team brings as existing project resources. From this solid foundation,

the Project Team will ensure faithful implementation of the project's Logic Model and fulfillment of its overriding objectives.

**Applicant/Fiscal Agent: New Jersey Public Charter School Association**

NJPCSA is the statewide advocacy voice for New Jersey's 88 public charter schools and the 54,587 students it currently educates. Its mission is to advance quality public education for New Jersey's children through excellent public charter schools.

Harry Lee, President and CEO of the New Jersey Public Charter Schools Association, will serve as Project Director, ultimately accountable for the success of *Project Cultivate 38*. Mr. Lee is former charter school authorizer, charter management organization (CMO) executive, and independent consultant. Mr. Lee's 12 years in multiple roles at two divisions of NJDOE include five years in the Office of Charter and Renaissance Schools. His numerous accomplishments span education planning, administrator training, student achievement-driven performance management systems, and charter application approval, replication, expansion, renewal and closure. In 2014, Mr. Lee completed the NACSA Leaders Program, the nation's preeminent professional development opportunity for current and upcoming leaders in charter school authorizing offices. While at NJDOE, Mr. Lee authorized more than 15,000 additional high-quality public charter school seats. Mr. Lee's unique combination of experience in multiple roles in two divisions at the New Jersey Department of Education, in charter school operations and strategy, and now as spokesperson for New Jersey's charter sector position him as both a highly valued resource and the exact driver for change this project needs to ensure tens of thousands of students get the high-quality educations they deserve through CSP State Entities funding.

As Project Director, Mr. Lee will directly guide the work of the project's full-time Program Manager and Family Engagement Specialist (to be hired), who will provide day-to-day

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administration of the CSP program, fiscal and programmatic oversight for each CSP subgrantee, and coordination of all grant related-activities, partner organizations and potential vendors.

Please see Appendices F-20 and F-21 for job descriptions of these key roles and Appendix B for the resumes of all key personnel noted here.

Brian Diamante, the New Jersey Public Charter Schools Association’s Director of Data Systems, will serve as the NJPCSA Administrative Lead. Mr. Diamante built and maintains Schoolens, a cloud-based data analytics platform that integrates performance, growth, demographic, school climate, and funding data into a single, user-friendly interface. This comprehensive database of education data is used as a backend for website data visualizations, as well as a resource for data requests, advocacy, research, and reports published by the Association. Brian also serves as the Association’s Senior State Budget Analyst and is an expert on New Jersey’s school funding formula and the intricacies of charter school funding. His expertise informs advocacy strategy and enables the Association to provide timely, accurate, and detailed analysis of district and charter school funding.

This well-supported project features **technical assistance from two deeply experienced, high-value partners:**

### **Partner Organization #1: The Community Training and Assistance Center (CTAC)**

CTAC is a national nonprofit that builds organizational capacity by conducting research and evaluation, providing intensive on-site technical assistance, and informing public policy. Over the grant period, CTAC will support the implementation of *Project Cultivate 38* by providing technical assistance to operators and authorizers, monitoring subgrantee programmatic and fiscal compliance, and conducting formative and summative evaluations (Appendix F-22).

Benjamin Feit, J.D., Senior Associate, Program and Policy for the Community Training and Assistance Center, will serve as the CTAC Technical Assistance Lead for this project. During his six years at Democracy Prep Public Schools, a Harlem-based nonprofit charter management organization, Mr. Feit oversaw the network's expansion from four schools educating roughly 1,000 students to one that operates over 20 Title I schools educating more than 7,000 students in five states including New Jersey. In order to sustain school quality as the network grew, Mr. Feit led large teams responsible for translating and exporting policies, practices, and organizational norms to expansion campuses. He also served as the Interim Executive Director of a turnaround replication campus in one of the network's satellite regions. Mr. Feit is recognized as a leader in the field of charter school replication, having presented at the US Department of Education's annual meeting of CSP Project Directors on the challenges of multi-state expansion. He currently serves as the project lead on CSP State Entities evaluations for the Texas Education Agency (FY17) and New Schools for Alabama (FY19).

Cathi Leone CTAC's Director of Finance and Management Systems, will serve as the CTAC Administrative Lead for this project. Ms. Leone oversees all financial and human resource functions for CTAC, including financial reporting, grant and contract administration, risk management, and equal employment opportunity. She provides quality assurance to ensure that all project tasks are accomplished on time and at a standard of excellence and supervises all facets of the performance management system, including onboarding and integrating project and contracted personnel. Ms. Leone also has extensive experience providing fiscal oversight on federal grants programming funded under CSP, the Teacher and School Leader Incentive Program, and the Education Innovation and Research Program.

Jeffrey Edmison, CTAC's Senior Director of National Field Operations, will serve as the CTAC Policy Support Lead for this project. Mr. Edmison provides leadership and management oversight for CTAC's engagements with states, districts, charter networks, and schools nationwide. Prior to joining CTAC, he served as school superintendent/CEO for charter schools in Saint Louis and Kansas City, Missouri. Mr. Edmison has also served as the Chief Operating Officer for the Christina School District (Wilmington, DE) and Associate Superintendent of Operations for the West Contra Costa Unified School District (Richmond, VA).

Guodong Liang, Ph.D., Research Specialist, will be the CTAC Evaluation Lead for this project. Dr. Liang performs quantitative and qualitative data analysis and conducts research and evaluation for projects throughout the country, including a Teacher Incentive Fund project in Delhi, CA and a Race to the Top district grant in Houston, TX. He also played a critical role in evaluating the implementation of the new Teacher and Principal Evaluation system in Maryland, the System for Educator Evaluation and Development in Connecticut, and Student Learning Objectives in Rhode Island. Previously, Dr. Liang's primary areas of research include the impacts of organizational resources on teachers' participation in professional learning, professional development activities on teacher outcomes and student achievement, and teacher performance evaluation on professional development activities.

## **Partner Organization #2: The National Center for Special Education in Charter Schools**

NCSECS is a national nonprofit committed to ensuring that students with disabilities can access and thrive in charter schools. Over the five-year grant period, NCSECS will produce reports analyzing the state of special education in New Jersey charter schools, deliver strategic planning memoranda, create best practices tools, write case studies highlighting promising practices, and lead workshops at the NJPCSA Annual Conference (Appendix F-23).

Paul O’Neill, a co-founder and senior fellow at the National Center for Special Education in Charter Schools, will serve as the NCSECS Technical Assistance Lead for this project. Mr. O’Neill is an education attorney and practitioner who advises schools, authorizers, networks, nonprofits, government agencies, and philanthropies on the rules and complexities that apply to educational organizations as well as on effective board governance. Mr. O’Neill served for several years as General Counsel of the SUNY Charter Schools Institute, one of the nation’s leading charter authorizers, and has also held the positions of Senior Vice President, Chief Regulatory Officer, head education lawyer, and Senior Fellow for Edison Learning, the national school management and services organization. Notably, he is a former Associate Director of the Newgrange School and Educational Outreach Center in New Jersey, which serves individuals with learning disabilities. Mr. O’Neill serves on the adjunct faculty of Columbia University’s Teachers College, where he teaches courses on education law and policy.

The management plan provided below in Table 14 — which includes clearly defined responsibilities, timelines, and milestones for each major task to be completed during each year of the project — aligns both with the proposed budget and with our ambitious project objectives.

Table 14. Management Plan

Implementation Milestone / Benchmark	Timeline (Completed By)	Responsible Party <sup>13</sup>
<b>Project Management.</b> The Project Director and Program Manager will manage <i>Project Cultivate 38</i> in a manner that ensures timely and complete satisfaction of all milestones and benchmarks, compliance with all federal requirements, and continuous improvement based on incorporation of feedback from formative evaluations.		
Announce award information to all project partners and to the New Jersey charter school community	Upon notice of funding	PD

<sup>13</sup> **Key** for responsible parties: **PT** = Project Team; **PD** = Project Director; **PM** = Program Manager; **FES** = Family Engagement Specialist; **NJPCSAA** = NJPCSA Administrative Lead; **CTACA** = CTAC Administrative Lead; **CTACT** = CTAC Technical Assistance Lead; **NCSECST** = NCSECS Technical Assistance Lead; **CTACP** = CTAC Policy Support Lead; **CTACE** = CTAC Evaluation Lead; **PRC** = Peer Review Committee; **SGA** = Subgrant Applicants; **NJDOE** = New Jersey Department of Education.

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Implementation Milestone / Benchmark	Timeline (Completed By)	Responsible Party <sup>13</sup>
Begin monthly meetings with all members of the Project Team, including representatives from partner organizations, to ensure the work of all parties remains coordinated and aligned	Upon notice of funding	PM
Prepare and submit all required reporting — including potential budget adjustment requests — to the US Department of Education (ED)	October 2020 and ongoing	PD; PM
Review charter application and waitlist data	October 2020	PM
Circulate calendar of monthly PT meetings	October 2020; annually	PM
Formalize partnership agreements with all PT members	October 2020	PD; PM; PT
Circulate PT meeting agenda and minutes from previous meeting	Monthly starting November 2020	PM
Attend ED CSP Project Director’s Meeting	February 2021; annually	PD; PM
Begin data collection activities for formative evaluation	Spring 2021; annually	CTACE
Enter into Memoranda of Understanding with NJDOE that contemplates potential areas of integration and data sharing	Summer 2021; annually	PD
Prepare, review, and execute ED reimbursement requests	Monthly starting June 2021	PM; CTACA
Conduct formative evaluation to assess project implementation and ongoing TA needs	July-September 2021; annually	CTACE
Review findings from formative evaluation, make informed mid-course modifications to project	October 2021 and ongoing	PT
Prepare and submit annual performance report to ED	September 2021; annually	PD
Conduct summative evaluation of program implementation and impact and submit all final evaluation reports to ED	September 2025	CTACE
<b>CSP Subgrant Process.</b> The Project Team will design and implement a strong subgrant program that features a thoughtful application process designed to elicit high-quality proposals and a rigorous monitoring system that will quickly identify and remediate programmatic and fiscal risk.		
Confer with ED and make any necessary adjustments to the project plan	October 2020	PD; PM
Produce draft of subgrant application and scoring rubric	November 2020	PD; PM; NJPCSAA; CTACA
Review subgrant application and scoring rubric	November 2020	PT
Empanel PRC	November 2020	PD
Finalize subgrant application and scoring rubric	December 2020	PD; PM; NJPCSAA; CTACA
Identify secure grants management platform and establish reporting and communication infrastructure	December 2020	PM; CTACA
Create custom SchooLens interface that includes CSP-specific performance monitoring tools and visualizations	December 2020	NJPCSAA
Onboard and orient PRC members	December 2020	PD; PM

New Jersey CSP (Project Cultivate 38) — Project Narrative

Implementation Milestone / Benchmark	Timeline (Completed By)	Responsible Party <sup>13</sup>
Develop subgrant policies and procedures consistent with EDGAR and all other applicable federal regulations	December 2020	PM; CTACA
Obtain subgrant application approval from ED	January 2021	PD
Release RFP for potential subgrantees	February 2021; annually	PD
Deadline for subgrant application submissions	April 2021; annually	PD; SGA
Review and score subgrant applications	April-May 2021; annually	PRC
Collect, review, and approve CSP subgrant budgets	April-May 2021; annually	CTACA; PRC
Verify that applicants are not recipients of other CSP grants	April-May 2021; annually	CTACA; PRC
Finalize subgrant agreements with successful applicants	May-June 2021; annually	PD
Create site visit review rubric	June 2021	PM; NJPCSAA; CTACA
Review subgrant reimbursement requests for reasonableness and allowability	Monthly starting July 2021	PM; CTACA
Review subgrantee spending reports	Monthly starting July 2021	PM; CTACA
Compile running report of all CSP spending to ensure timeliness of drawdowns	Monthly starting July 2021	PM; CTACA
Conduct fiscal desk review	Summer 2021 and ongoing (quarterly for first-year subgrantees, subsequently no less than semiannually with frequency dictated by risk assessment)	PM; CTACA
Conduct programmatic desk review of data and compliance	Summer 2021 and ongoing (quarterly for first-year subgrantees, subsequently no less than semiannually with frequency dictated by risk assessment)	PM; NJPCSAA
Collect, review, and approve annual performance reports for each subgrantee	Summer 2021 and ongoing	PM; NJPCSAA; CTACA
Collect, review, and approve financial reports for each subgrantee	Summer 2021; annually	PM; CTACA
Verify enrollment data for purpose of calculating subgrant award amount	Fall 2021; annually	PM; CTACA
Verify completion of Federal Single Audit (A-133) for all subgrantees who expend federal funds in excess of the \$750,000 threshold	Fall 2021; annually	PM; CTACA
Review subgrant application and make modifications as needed	Fall 2021; annually	PT
Coordinate with NJDOE to determine appropriate timing of site visits	Summer 2021 and ongoing	PD; NJDOE
Conduct implementation site visits	Fall 2021 and ongoing (quarterly for first-year	PM; NJPCSAA

New Jersey CSP (Project Cultivate 38) — Project Narrative

Implementation Milestone / Benchmark	Timeline (Completed By)	Responsible Party <sup>13</sup>
	subgrantees, subsequent frequency dictated by risk assessment)	
Attend meetings of subgrantee boards of trustees	Fall 2021 and ongoing (at least semiannually for first-year subgrantees; at least annually thereafter)	PM; NJPCSAA; CTACA
Review, approve, and document all CSP budget amendments	Fall 2021 and ongoing	PM; CTACA
Review PRC composition and appoint/reappoint members as needed	Fall 2021; annually	PD; PRC
<b>Communication.</b> The Project Team will utilize a range of communication strategies to publicize subgrant availability, encourage collaboration between and among operators and NJDOE, and disseminate best practices.		
Create dedicated CSP landing page on NJPCSA website	October 2020	PM
Contact Lead Person at each New Jersey charter school that has received authorization to open additional seats and inform them about availability of CSP funding	October 2020	PD
Curate NJPCSA website and update with relevant manuals, webinar slides, and exemplar tools and policies	October 2020 and ongoing	PM
Provide information about CSP funding and technical assistance opportunities in weekly email newsletters	October 2020 and ongoing	PD
Provide information about CSP funding and technical assistance opportunities on monthly advocacy calls	October 2020 and ongoing	PD
Provide information about CSP funding and technical assistance opportunities at quarterly meetings	October 2020 and ongoing	PD
Conduct orientation for NJDOE about CSP program	November 2020	PD; CTACTION
Coordinate with NJDOE to ensure timing of subgrant notifications coincides with charter application cycle	Fall 2020; annually	PD
Post CSP guidance document on project website	November 2020	PM
Host informational session at NJPCSA Annual Conference	Winter 2020; annually	PD; PM
Post qualifications of Peer Review Committee members and explain selection process on project website	January 2021	PM
Host CSP pre-proposal webinar	January 2021; semiannually	PD; PM
Use platforms such as USED’s National Charter Resource Center to disseminate information about grant availability to out-of-state operators	Spring 2021 and ongoing	PM
Solicit LEA participation in dissemination activities	Spring 2021 and ongoing	PD
Solicit authorizer participation in dissemination activities	Spring 2021 and ongoing	PD; CTACTION
Announce CSP subgrant recipients	May 2021; annually	PD
Update project website to feature best practices from CSP subgrantees	Summer 2021 and ongoing	PM
Host sessions highlighting exemplary practices adopted by CSP subgrantees at NJPCSA Annual Conference	October 2021; annually	PD; PM

New Jersey CSP (Project Cultivate 38) — Project Narrative

Implementation Milestone / Benchmark	Timeline (Completed By)	Responsible Party <sup>13</sup>
Host dissemination walkthroughs at exemplary CSP schools	Fall 2021 and ongoing	PD; CTA CT
Draft policy briefings that feature key takeaways from CSP program	Fall 2021 and ongoing	PD; PM
<b>Technical Assistance.</b> The Project Team will provide responsive technical assistance to support both CSP subgrantees and the statewide charter authorizer.		
Host in-person training for prospective subgrantees during application window	February-April 2021; annually	PM; NJPCSAA; CTACA
Host webinar for prospective subgrantees during application window	February-April 2021; annually	PM; NJPCSAA; CTACA
Conduct initial TA needs assessment through subgrant applications and routine monitoring	Summer 2021	PD; PM; CTA CT; NCSECST
Provide compliance-focused technical assistance to subgrant recipients based on findings from monitoring activities	Summer 2021 and ongoing	CTACA; CTACP
Provide technical assistance to subgrant recipients on key instructional, operational, organizational, cultural, financial, and governance topics	Summer 2021 and ongoing (at least three in-person and/or virtual sessions annually for each subgrantee)	CTA CT; NCSECST
Provide technical assistance to subgrant recipients on maximizing statutory autonomies and accessing federal funding opportunities	Summer 2021; annually	CTA CT; CTACP
Provide technical assistance to NJDOE OCRS on key topics concerning oversight, equity, and balancing autonomy with accountability	Fall 2021 and ongoing (at least three in-person and/or virtual sessions annually)	CTA CT
Host strategic planning sessions for subgrant recipients	Spring 2022; annually	CTA CT; CTACP
<b>Parent and Community Engagement.</b> The Project Team will solicit input from families and community members about the operation of charter schools across the State of New Jersey and will use these data to inform the implementation of our CSP project.		
Conduct focus groups with families in high-demand areas	Fall 2020; semiannually	FES; PD; PM
Create “For Parents” section of project website and post family-facing materials about the CSP program	October 2020 and ongoing	PM; FES
Review subgrantee communication plans and provide guidance on outreach efforts	May 2021; annually and ongoing	PRC; PM; FES
Facilitate formation of parent steering committee at each new and replication school	Fall 2021; annually and ongoing	FES; PD; CTA CT
Train at least five parents from each subgrantee school through NJPCSA Parent Academy program	Fall 2021 and ongoing	FES; PD; PM
Provide family impact training to schools	Fall 2021 and ongoing	FES; CTA CT
Hold community capacity-building sessions with parent steering committees	Winter 2021; semiannually	FES; PD; CTA CT

## 2. Feedback and Continuous Improvement

The *Project Cultivate 38* Team will use actionable data to support high program standards and to inform continuous improvements efforts. CTAC's Evaluation Lead will conduct annual formative evaluations based on the project Logic Model that monitor the efficacy and fidelity of project implementation. Formative evaluations will explore whether the program is reaching its intended beneficiaries and is being operationalized as intended, how effectively inputs are leading to outputs, and whether short-term outcome targets are being reached.

Data collection activities will begin in the spring and will include the following:

- Interviews and focus groups with key constituencies, including Project Team members, representatives from grant-funded schools and NJDOE, and parents and community members;
- Surveys of key constituencies at grant-funded schools; and
- Artifact review and administrative data to determine adherence to project plan and alignment of processes with project objectives.

Each eligible applicant will be required to participate in good faith with all evaluation activities as a condition of receiving a subgrant. Data will be analyzed during the summer months, and findings will be presented to the Project Team during their standing meeting each October. This timeline ensures the Project Team will have ample time to review findings and make adjustments to the subgrant application process, the monitoring system, the technical assistance topics and modalities, and the community engagement strategies during the subsequent subgrant cycle. The Project Director and Program Manager will bear ultimate responsibility for determining how the project should be modified and for overseeing execution of all mid-course improvements.

### 3. Appropriate and Adequate Time Commitments

The success of *Project Cultivate 38* will have profound implications for the quality of educational opportunities accessible to families in New Jersey’s Abbott districts. Accordingly, all Project Team members will devote significant time to fulfillment of the program’s objectives. These time commitments, which are outlined below in Table 15, are both appropriate and adequate to meet the goals of the grant.

Table 15. Key Personnel Time Commitments

Key Personnel	Project Role	Time Commitment
Harry Lee	Project Director	54%
[New Contingent Hire]	CSP Program Manager	100%
[New Contingent Hire]	Family Engagement Specialist	100%
Brian Diamante	NJPCSA Administrative Lead	44%
Cathi Leone	CTAC Administrative Lead	35%
Guodong Liang	CTAC Evaluation Lead	35%
Benjamin Feit	CTAC Technical Assistance Lead	55%
Paul O’Neill	NCSECS Technical Assistance Lead	15%
Jeff Edmison	CTAC Policy Support Lead	30%

## Application Requirements

### I. Description of the Program

For each Application Requirement that we have addressed in the preceding narrative sections, Table 16 identifies where those explanations can be found. In the space that follows, we respond to the Application Requirements that require additional elaboration.

Table 16. Application Requirements Addressed in the Project Narrative

Application Requirement	Location(s) in Project Narrative
(A)(1) Support the opening, expansion, and replication of high-quality charter schools	Selection Criterion (a), Subsection (1)   Pages 15–25
(A)(2) Inform eligible applicants of available funds	Selection Criterion (b)   Pages 29–31
(A)(3)(a) Participate in federal programs	Selection Criterion (c), Subsection (3)   Page 40
(A)(3)(b) Receive commensurate share of federal funds	Selection Criterion (c), Subsection (3)   Page 40
(A)(3)(c) Meet the needs of students served under federal programs	Selection Criterion (c), Subsection (3)   Pages 40–43
(A)(4) Closure plans and procedures	Selection Criterion (c), Subsection (3)   Pages 42–43

Application Requirement	Location(s) in Project Narrative
(A)(6)(a) Subgrantee monitoring	Selection Criterion (c), Subsection (1)   Pages 34–38
(A)(6)(b) Subgrantee fiscal sustainability	Selection Criterion (c), Subsection (1)   Pages 34–38
(A)(7)(a) Support LEAs with a significant number of CSI schools	Selection Criterion (a), Subsection (1)   Pages 24–25
(A)(7)(b) Improve or turnaround struggling schools	Selection Criterion (a), Subsection (1)   Pages 15–25; Competitive Preference Priority 5   Pages 8–9
(A)(8)(a) Promote inclusion in recruitment and enrollment	Selection Criterion (c), Subsection (3)   Pages 40–41
(A)(8)(b) Promote student retention	Selection Criterion (c), Subsection (3)   Pages 40–41
(A)(9) Share best practices	Selection Criterion (a), Subsection (1)   Pages 23, 26–27; Selection Criterion (c), Subsection (5)   Pages 46–47; Competitive Preference Priority 5   Pages 8–9; Competitive Preference Priority 7   Pages 12–14
(A)(10) Meet the educational needs of all students	Selection Criterion (c), Subsection (1)   Pages 34–38; Selection Criterion (c), Subsection (3)   Pages 40–41; Competitive Preference Priority 6   Pages 10–12
(A)(11) School quality initiatives	Selection Criterion (c), Subsection (3)   Pages 40–43
(A)(13) High schools	Competitive Preference Priority 5   Page 9; Competitive Preference Priority 6   Pages 11–12; Selection Criterion (a), Subsection (1)   Page 16; Selection Criterion (b)   Page 33
(B)(2) Strengthen cohesive statewide system	Competitive Preference Priority 5   Page 9; Selection Criterion (a), Subsection (1)   Pages 22–23; Selection Criterion (b)   Page 30–31; Selection Criterion (c), Subsection (2)   Pages 38–40
(B)(3) Strengthen cohesive strategy to encourage collaboration	Competitive Preference Priority 5   Page 9; Selection Criterion (a), Subsection (1)   Pages 22–23; Selection Criterion (b)   Page 30–31; Selection Criterion (c), Subsection (2)   Pages 38–40
(C)(1) Subgrant application	Selection Criterion (b)   Pages 31–32
(C)(2) Subgrant application review	Selection Criterion (b)   Pages 32–34
(D) Partner organization roles and responsibilities	Selection Criterion (d)   Pages 49–56
(E) Transportation	Selection Criterion (b)   Page 32
(G) Diverse models	Selection Criterion (b)   Page 33

(A)(5)(a). A description of how NJPCSA will work with NJDOE and charter schools across the State to maximize participation in Federal and State programs is provided above in our response to Selection Criterion (c), Subsection (3) (pages 40–41).

(A)(5)(b). A description of how NJPCSA will work with NJDOE to operate New Jersey’s CSP program is provided above in our responses to Competitive Preference Priority 7 (pages 12–

14); Selection Criterion (a), Subsections (1) and (3) (pages 19–23 and 29); Selection Criterion (b) (pages 31–32); and Selection Criterion (c), Subsections (2–4) (pages 38–46).

(A)(12)(b). A description of how NJPCSA will support New Jersey’s system of technical assistance and oversight of the authorizing activity of authorized public chartering agencies is provided above in our responses to Competitive Preference Priority 7 (pages 12–14) and Selection Criterion (c), Subsections (3) and (5) (pages 41–43 and 47).

(B)(1). A description of how New Jersey is able to meet and carry out Competitive Preference Priorities 1 through 7 is provided on pages 2–14.

(F). New Jersey public charter schools are subject to both the Open Public Records Act (N.J.S.A. 47:1A-1 *et seq.*) and the Open Public Meetings Act (N.J.S.A. 10:4-6 *et seq.*).

## **II. Assurances**

Please see Appendix A for a signed copy of the Charter School Program Assurances — State Entities.

## **III. Waivers**

New Jersey is not requesting any statutory or regulatory waivers at this time.

## Other Attachment File(s)

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***Appendix A - Expanding Opportunity Through Quality Charter Schools Program (CSP)  
Grants to State Entities  
Charter Schools Program Assurances***

Pursuant to section 4303(f)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), recipients of CSP grants to State Entities must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

- (A) Each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions;
- (B) The State entity will support charter schools in meeting the educational needs of their students, including children with disabilities and English learners;
- (C) The State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners;
- (D) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in section 4303(f)(1)(A)(viii) and (f)(2)(B) of the ESEA;
- (E) The State entity will promote quality authorizing, consistent with State law, such as through providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by--
  - 1) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;
  - 2) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles, and ensuring that any such audits are publically reported; and
  - 3) Holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as through renewal, non-renewal, or revocation of the school's charter;
- (F) The State entity will work to ensure that charter schools are included with the traditional public schools in decisionmaking about the public school system in the State; and
- (G) The State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements

of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including--

- 1) Information on the educational program;
- 2) Student support services;
- 3) Parent contract requirements (as applicable), including any financial obligations or fees;
- 4) Enrollment criteria (as applicable); and
- 5) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

(H) For a State entity that is a State educational agency, State charter school board or Governor of a State, the State entity will expend and account for the Federal award in accordance with State laws and procedures for expending and accounting for the State's own funds. In addition, for all State entities, the State entity's and other non-Federal entity's financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

(I) The State entity will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

Harold (Harry) Lee

NAME OF AUTHORIZED OFFICIAL

President and CEO

TITLE

SIGNATURE OF AUTHORIZED OFFICIAL

May 12, 2020

DATE

New Jersey Public Charter Schools  
Association a NJ Nonprofit Organization

APPLICANT ORGANIZATION

May 15, 2020

DATE SUBMITTED

## Appendix B Resumes/Curriculum Vitae

1. Harry Lee [Project Director]
2. Brian Diamante [NJPCSA Administrative Lead]
3. Cathi Leone [CTAC Administrative Lead]
4. Guodong Liang [CTAC Evaluation Lead]
5. Benjamin Feit [CTAC Technical Assistance Lead]
6. Paul O'Neill [NCSECS Technical Assistance Lead]
7. Jeff Edmison [CTAC Policy Support Lead]

# HAROLD S. LEE

## EXECUTIVE SUMMARY:

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President & CEO at New Jersey Public Charter Schools Association. Former Chief Strategy Officer at iLearn Schools, a high-performing non-profit charter school management organization (CMO) serving more than 4,000 students in northern New Jersey and New York. Former Charter Office Director at NJDOE; developed and implemented high-quality authorizing practices to increase the number of high-performing charter seats in NJ. Completed NACSA's Leaders Program in 2014. National charter school consultant.

## PROFESSIONAL EXPERIENCE:

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### **New Jersey Public Charter Schools Association**

*President & CEO (May 2019 – Present)*

*Interim President (September 2018 – April 2019)*

*Director of Strategy and Special Projects (January 2018 – August 2018)*

- Establish the strategic vision and goals of NJPCSA to build a high quality charter sector in New Jersey.
- Build a strong coalition of schools and partner organizations to advocate for fair funding, facilities funding, and greater autonomy for public charter schools.
- Oversee annual \$1.2 million budget, including meeting fundraising targets; increase the number of dues-paying member schools at NJPCSA (currently at 95%).
- Serve as the spokesperson for New Jersey's charter sector and educate the governor's office, state legislators, and the media about the positive contributions and impact of charter schools.
- Created annual state of the sector charter school reports for New Jersey.

### **HSL Education Consulting, Inc.**

*Principal (July 2017– Present)*

- Strengthen districts, authorizers, and schools across the country (New Jersey, New York, Florida, Georgia, Louisiana, New Mexico, Pennsylvania, Mississippi) through consulting on charter school authorization, new school development, school oversight/evaluation, renewal services, and board training.

### **iLearn Schools, Inc.**

*Chief Strategy Officer (August 2016 – June 2017)*

- Oversaw the strategic vision, goals, and growth of iLearn Schools in NJ and NY in consultation with CEO.
- Connected with strategic partners in areas such as facilities, special education, and philanthropy to further organization's mission and vision.
- Redesigned iLearn's school-based administrative evaluation frameworks and CMO evaluation framework.

### **New Jersey Department of Education, Office of Charter and Renaissance Schools**

*Director (April 2014 – July 2016)*

*School Performance and Accountability Manager (July 2011 – March 20 14)*

- Oversaw the Office of Charter and Renaissance Schools' vision, goals, and plans to increase the number of high-quality charter and renaissance school seats in the state; high-quality seats increased by 50%.
- Created performance management system based on student achievement data to guide high-stakes decision making including application approval, replication, expansion, renewal and closure.
- Team lead for charter school office core functions such as charter application reviews, in-depth interviews, and preparedness and renewal visits.

**New Jersey Department of Education, Office of Professional Standards, Licensing, and Higher Education Collaboration**

*Education Planner / Administrator Training Program Coordinator (August 2005 – June 2011)*

- Oversaw Administrator Training Program for all novice superintendents and principals in New Jersey; tracked outcomes and placements for School Leaders exiting Training Program.

*Examiner, Special Services (November 2004 – July 2005)*

- Evaluated and recorded case evaluations for applicants seeking licensure in the State of New Jersey.

**Major League Baseball Advanced Media**

*Marketing Coordinator (July 2002 – August 2004)*

- Produced sponsorship proposals and presentations for campaigns with outside vendors.
- Analyzed online user trends in areas ranging from email, site traffic, and banner ads in order to assist Director of Marketing in implementation of marketing plans.

**EDUCATION:**

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**Yale University, New Haven, CT**

BA: History, May 2002

**Rutgers University, Newark, NJ**

MA: Public Administration, January 2009

**DEMONSTRATED EXPERIENCE**

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- In 2014, completed the National Association of Charter School Authorizers' Leaders Program, the nation's only professional development opportunity for current and upcoming leaders in charter school authorizing offices. Capstone project was developing guidelines to improve access and equity oversight in New Jersey's charter schools.
- Delivered presentations on charter authorization, oversight, accountability, access and equity, expansion, governance, and public policy. Audiences included the NJ Department of Education, the National Association of Charter School Authorizers, the National Center for Special Education in Charter Schools, the Mississippi Charter School Authorizer Board, Albuquerque Public Schools, and Orleans Parish School Board.

**VOLUNTEER EXPERIENCE**

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**Graceway Presbyterian Church**

*Kenya Missions Team Leader (January 2008- Present)*

- Oversee ongoing student sponsorship program (130 students) with Bethany Mission of Kenya to provide school tuition/lunch at public schools near Mombasa, Kenya.
- Led five separate trips to Mombasa, Kenya to work with rural Kenyan youth through Bethany Mission of Kenya.

# Brian Diamante

## Director of Data Systems & Senior State Budget Analyst

Professional data analyst and visualization expert with more than a decade of experience extracting, cleaning, combining and quickly identifying and presenting actionable information in meaningful ways. Combines expertise in data analysis with substantial experience in full stack web application development. Highly adaptable and motivated to learn whatever it takes to operate at the highest caliber.



Lakewood, CO



## TECHNICAL SKILLS

Python for Data Science



Python for Deveopment



C++



SQL



HTML/CSS



Javascript/JQuery



Qlikview



Tableau



SAS



## PERSONAL INTERESTS

Accordion

Economics

Martial Arts

Travel

Stock Trading

System Dynamics Modeling

## WORK EXPERIENCE

### Director of Data Systems & Senior State Budget Analyst

#### New Jersey Charter Schools Association

01/2013 – Present

Statewide association for charter schools operating in NJ providing advocacy and operational support

Hamilton, NJ

##### Achievements/Tasks

- Designed, built, and actively maintain the State's second-most comprehensive education database
- Automate data extraction, cleaning and loading, enabling NJCSA to have the fastest data reporting of any education policy organization in NJ
- Conceptualized and developed a web based SaaS data application (SchoolLens) to provide meaningful, self-guided data analysis generating nearly \$40,000 in annual subscriptions for FY19; SchoolLens clients currently include charter schools and financial institutions specializing in education loans
- Conduct research and analysis on numerous education topics and generate high quality, intelligible data visualizations
- Provide year-round budget-related consulting services to five education policy and advocacy organizations; Budget analysis has helped secure over \$150 million in state funding to the charter school sector since FY17

### Project Lead, Research Support Specialist

#### Institute for Traffic Safety Management & Research

01/2008 – 01/2013

ITSMR facilitates the application of academic expertise to the mitigation and solution of traffic safety problems between SUNY and NYS

Albany, NY

##### Achievements/Tasks

- Initial Project Lead on a two-year development grant for the NYS Drug Recognition Expert (DRE) Program managing a staff of three to create a custom mobile (Android, iOS) and web application using Python/Django stack for content to be used by over 150 police departments
- Create and maintain in-house Oracle and SQL Server databases to store and optimize data transfers from remote enterprise data sources
- Responsible for cleaning/scrubbing/validating/analyzing datasets containing millions of records sourced from NYS DMV's crash and ticket records system
- Write and optimize SAS programs to generate data and create publicly released reports for the NYS Department of Motor Vehicles

## EDUCATION

### Masters Coursework in Computer Science

#### State University of New York - University at Albany

2009 – 2012

##### Courses

- Mathematics
- System Dynamics Modeling
- C++/Java
- Functional Programming
- Programming Language Design
- Networking

### Bachelor of Arts in Public Policy and Management

#### State University of New York - University at Albany

2007

Albany, NY

## PERSONAL PROJECTS

### Interactive, Searchable Map Using Google Maps API (2016)

- Developed an interactive Google map to allow parents to find schools using geographic location and several filters
- Developed using Javascript, JQuery, Google Maps API, GeoJSON, Amazon AWS

\_\_\_\_\_ • Tel: \_\_\_\_\_ • [www.ctacusa.com](http://www.ctacusa.com) • \_\_\_\_\_

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**PROFESSIONAL EXPERIENCE**

**Community Training and Assistance Center (CTAC)**

*Director, Finance and Management Systems*

Boston, MA

2007–Present

- Serves in a senior leadership role providing organizational and project management
- Oversees all financial and human resource functions, including financial reporting, grant and contract administration, risk management, and equal employment opportunity.
- Provides quality assurance to ensure that all project tasks are accomplished on time and at a standard of excellence.
- Supervises all facets of the performance management system, including onboarding and integrating project and contracted personnel.
- Financial management and regulatory compliance for all federal, and non-federal grants,
- Serve as a key team member for a variety of CTAC initiatives including the Education Innovation and Research initiative in Tracy, CA; Teacher Incentive Fund initiatives in Delhi, CA, both the Henrico County Public Schools and the Prince William County Public Schools in Virginia.

**Hillside School, Inc.**

*Business Manager*

*Assistant Business Manager*

*Business Office Associate*

Marlborough, MA

2004–2007

2000–2004

1996–2000

Supervise and direct all non-academic operations of the school, including all aspects of the school's finances, human resources, non-academic student services, facilities, and, operational and safety functions.

- Implement and maintain prudent practices for fiscal management, budget preparation and management, strategic planning, financial projections, internal accounting controls, and management of restricted assets.
- Develop and maintain partnerships with the head of school and senior administrators while serving as an essential member of the Cabinet, and Senior Administration Team.
- Oversee and manage all aspects of facilities and grounds maintenance and improvements including campus expansion and construction.
- Lead, develop, and provide support to the managers of all non-academic operations of the school such as the business office, facilities and grounds, and dining services.
- Work with the Board of Trustees and serve as a member of board committees such as the finance committee and building committee.
- Manage all facets of technology including software, hardware, and network support, purchases, and coordination with external support.
- Administer Human Resources for the school including design and implementation of policies, benefits management, and regulatory compliance.
- Ensure integrity of all aspects of finance and accounting, including financial statement preparation, and implementation of accounting controls, regulatory compliance and annual audit by an independent accounting firm.

**Northworks Eatery & Drinkery**  
*Bookkeeper*

Worcester, MA  
1989–1996

Part-time position as a full charge bookkeeper for the restaurant including general ledger maintenance and financial reporting.

- Maintained all aspects of bookkeeping and accounting through financial statements, including budget projections.
- Ensured a smooth operation of the daily functions of the business office including purchasing restaurant supplies.

**Fallon Clinic, Inc.**  
*Various, see below*

Worcester, MA  
1980–1988

Began at an entry level position and during eight years of employment, earned promotions through all phases of the accounting department.

- Accounting Department Supervisor 1987–1988
- Senior General Accounting Clerk 1985–1987
- General Accounting – Assistant to Accounting Manager 1983–1985
- Accounts Payable Clerk 1981–1983
- Internal Cashier 1980–1981

**EDUCATION AND TRAINING**

Quinsigamond Community College, Phi Theta Kappa  
Select Accounting Courses, Worcester State College  
University of Lowell

Various professional development seminars offered through AISNE and other associations.  
Served as the financial review member of an independent school accreditation team

**GUODONG LIANG, PH.D.**

**Boston, MA**



**PROFESSIONAL EXPERIENCE**

**COMMUNITY TRAINING AND ASSISTANCE CENTER, Boston, MA**

*Research Specialist*

2012 to Present

- Conduct comprehensive research and evaluation for various projects throughout the country, including Harmony Public Schools' Teacher Incentive Fund project, and the Charter School Program (CSP) High-Quality Replication Grant (TX).
- Evaluated the implementation of Teacher Incentive Fund projects in Henrico County Public Schools (VA), Prince William County Public Schools (VA), and Delhi Unified School District (CA), and Houston Independent School District's Race to the Top district grant.
- Perform quantitative and qualitative data collection and analysis from interviews, focus groups, and statewide surveys.
- Provide comprehensive research and evaluation on Student Learning Objectives implementation in Connecticut, Maine, Maryland, Rhode Island, Washoe, Delhi, Dallas, Philadelphia and the DC Office of the State Superintendent of Education.
- Examined the implementation of the new Teacher and Principal Evaluation (TPE) system in Maryland, the fidelity of implementation of the System for Educator Evaluation and Development (SEED) in Connecticut, and Student Learning Objectives (SLOs) in Rhode Island.
- Prepare analytical annual and final reports for schools, districts, and states.
- Co-author comprehensive evaluation reports and present findings to key state stakeholders.

**UNIVERSITY OF MISSOURI, Columbia, MO**

*Post-Doctoral Researcher*

2011-2012

*Educational Leadership and Policy Analysis*

- Served as Co-Investigator in the project entitled, "Work Contexts and Professional Learning Activities of Middle School Mathematics Teachers in Missouri." Collected data on districts' and schools' professional development policies, conducted onsite interviews with principals and teachers, transcribed the interviews and analyzed the data.
- Examined the impacts of organizational resources on teachers' participation in professional learning, professional development activities on teacher outcomes and student achievement, and teacher performance evaluation on professional development activities using three-level hierarchical linear growth models.

- Examined the impact of teacher quality and opportunity gap in students' access to qualified teachers on national achievement across 50 countries using the Trends in International Mathematics and Science Study (TIMSS) data.

**UNIVERSITY OF MISSOURI**, Columbia, MO

*Research/Teaching Assistant*

2006-2011

*Educational Leadership and Policy Analysis*

- Served as principal investigator in the project entitled, "Teacher Compensation Practices Survey on midsize to large school districts in Missouri."
- Administered and managed the 2009-10 and 2010-11 Teachers' Opportunity to Learn (TOTL) surveys of middle school mathematics teachers in Missouri. Developed and improved survey instruments, collected, tracked, and cleaned surveys, analyzed data, and presented reports to school districts.
- Served as a teaching assistant in the statewide Ed.D. program
- Provided assistance to Prof. Carolyn D. Herrington, Dean of the College, for the College's Strategic Development Program. Conducted literature reviews and collected data from peer universities in the Association of American Universities (AAU).
- Served as a team member supporting the Multi-cultural Learning of Pre-Service Teachers Project. Conducted literature reviews and classroom observations, helped develop research strategies and instruments, and collected and analyzed survey data.

**SHANGHAI UNIVERSITY OF FINANCE AND ECONOMICS (SUFU)**, Shanghai, China 2004-2006

*Program Officer*

*Internal Exchange Office*

- Evaluation and management of university level programs on Chinese-Foreign Cooperation in Running Schools.
- Management of international cooperation programs.
- Management of international funding programs.
- Editor of the SUFU Annual Report.
- Interpreter and translator.

**SHANGHAI UNIVERSITY OF FINANCE AND ECONOMICS (SUFU)**, Shanghai, China 2004-2006

*English Lecturer*

*Evening Program, School of Continuing Education*

**SHANGHAI UNIVERSITY OF FINANCE AND ECONOMICS (SUFU)**, Shanghai, China 2000-2004

*Program Officer*

*Internal Affairs Office*

- International student, teacher and scholar services.
- Chinese teacher and mentor for international students.

- Management of international cooperation programs.
- Editor of the USTC Newsletter and the USTC Annual Report.
- University liaison for the Association of East Asian Research Universities.
- Interpreter and translator.

## EDUCATION

**UNIVERSITY OF MISSOURI**, Columbia, MO, Ph.D. Educational Leadership & Policy Analysis  
Graduated 2011

**UNIVERSITY OF SCIENCE & TECHNOLOGY OF CHINA (USTC)**, Hefei, Anhui, China, M.A.,  
Linguistics and Applied Linguistics, Graduated 2003

**UNIVERSITY OF SCIENCE & TECHNOLOGY OF CHINA (USTC)**, Hefei, Anhui, China, B.A.,  
Graduated 2000

## HONORS AND AWARDS

Graduate Student Travel Scholarship, Univ. Council for Educational Admin. (UCEA)	2010
Robert C. Shaw Endowed Education Fund, College of Education, Univ. of Missouri	2010
Invited Participant, David L. Clark National Graduate Student Research Seminar, University Council of Educational Administration (UCEA)	2009
Helen M. Barrett Memorial Scholarship in Education, Robert C. Shaw Endowed Education Fund, College of Education, University of Missouri-Columbia,	2009
Barbara L. Jackson Scholarship, Univ. Council of Educational Admin. (UCEA)	2007-2008
Fellowship, College of Education, University of Missouri-Columbia	2006

## SELECT PUBLICATIONS

### *Peer Reviewed Journal Articles*

Akiba, M., & Liang, G. (2016). Effects of teacher professional learning activities on student achievement growth. *The Journal of Educational Research*, 109(1), pp. 99-110.

Huang, H., & Liang, G. (2016). Parental cultural capital and student school performance in mathematics and science across nations. *The Journal of Educational Research*, 09(3), pp. 286-295.

Liang, G., & Akiba, M. (2015). Characteristics of teacher incentive pay programs: A statewide district survey. *Journal of Educational Administration*, 53(6), pp. 702-717.

Liang, G., Zhang, Y., Huang, H., & Qiao, Z. (2015). Teacher incentive pay programs in the United States: Union influence and district characteristics. *International Journal of Education Policy and Leadership*, 10(3). URL:  
<http://journals.sfu.ca/ijepl/index.php/ijepl/article/view/491>

### *Book Chapters*

Akiba, M., Howard, C., & Liang, G. (2019). Comparative research on teacher learning communities in a global context. In L. Suter (Ed.), *SAGE Handbook of International Studies in Education*. Thousand Oaks, CA: Sage Publishing.

Liang, G., & Akiba, M. (2017). Teachers' working conditions: A cross-national analysis using the OECD TALIS and PISA Data. In M. Akiba & G. K. LeTendre (Eds.), *International Handbook of Teacher Quality and Policy* (pp. 388-402). New York, NY: Routledge/Taylor & Francis.

Akiba, M., & Liang, G. (2014). Teacher qualification and achievement gap: A cross-national analysis of 50 countries. In J. V. Clark (Ed.), *Closing the achievement gap from an international perspective: Transforming STEM for effective education*. New York, NY: Springer.

### **SELECT PRESENTATIONS AT INTERNATIONAL AND NATIONAL CONFERENCES**

Liang, G., Zhou, E., & Huang, H. (2016). *Professional development and female principals' job satisfaction: A cross-national study*. Paper presented at American Educational Research Association (AERA) annual meeting, Washington, DC.

Akiba, M., & Liang, G. (2015). *Teachers' working conditions: A cross-national comparison using the OECD TALIS data*. Paper presented at Comparative and International Education Society (CIES) annual meeting, Washington, DC.

Slotnik, W. J., Bugler, D., & Liang, G. (2014). *Real progress in Maryland: Student learning objectives and teacher and principal evaluation*. Report presented to the Maryland State Department of Education (MSDE), Baltimore, MD

### **EDITORIAL POSITIONS**

Editorial Board Member, *Educational Researcher* 2017–present  
American Educational Research Association (AERA)

Outstanding Reviewer, *Educational Researcher* 2016  
American Educational Research Association (AERA)

Peer Reviewer 2007–present  
Reviewed hundreds of manuscripts and submissions for publishers, journals, and academic conferences such as *Teachers College Press*, *Emerald Publishing* (UK), *American Journal of Education*, *the Sociological Quarterly*, *Educational Researcher*, *Educational Policy*, *Economics of Education Review*, *Journal of Teacher Education*, *Youth and Society*, *Journal of Educational Administration*, *International Journal of Educational Development*, AERA, UCEA, and CIES

**PROFESSIONAL EXPERIENCE****COMMUNITY TRAINING AND ASSISTANCE CENTER | Boston, MA** **2018 – Present***Director, CTAC Charter Center* 2019-Present*Senior Associate, Program and Policy* 2018-Present

- Designed and launched practice group that provides strategic and technical assistance to charter schools and networks. Cultivate and execute new business and partnership opportunities.
- Serve as Project Director on evaluations of Charter Schools Program State Entities grant projects administered by the Texas Education Agency (\$59.2 million award in FY17) and New Schools for Alabama (\$25 million award in FY19).
- Serve as Principal Author and Study Team Leader on evaluation of Harmony Public Schools' (TX) attempts to strengthen its human capital management practices pursuant to a \$26.7 million federal Teacher Incentive Fund grant.
- Support design of local teacher designation system under Texas House Bill 3 for 12-campus charter network. System will use qualitative and quantitative measures of educator performance as basis for awarding financial incentives.
- Provide planning support and technical assistance in the areas of school leadership development and data-informed decision-making to three Nevada schools identified for improvement under the state's accountability system.
- Delivered presentations on root cause analysis and educator support and development at the Independent Charter School Symposium and the Delaware Charter Schools Conference.

**DEMOCRACY PREP PUBLIC SCHOOLS | New York, NY** **2012 – 2017***Vice President of Strategy & Chief of Staff* 2017*Chief of Staff* 2014-17*Deputy Chief of Staff* 2013-14*Assistant Director of Strategy & Development* 2012-13*Policy Manager* 2012

- Developed and executed growth strategies for national nonprofit charter management organization that expanded its successful model from a single Harlem site to 22 Title I schools in five states. Oversaw site selection, constituent engagement, pre-opening work, early-stage operation, and delivery of central office support services.
- Hired, supported, and supervised team of 15 responsible for providing accountability, data, governance, policy, and operational services to over 1,000 employees in Louisiana, Nevada, New Jersey, New York, and Washington, D.C.
- Served as Project Director on \$12.7 million grant to replicate and expand Democracy Prep's model under the U.S. Department of Education's Charter Schools Program. Oversaw grant implementation, reporting, and compliance.
- Led central office efforts to support charter-to-charter turnarounds of persistently underperforming schools in four states. Oversaw internal and external transition work and coordinated interdepartmental output at the senior staff level.
- Prepared 20 successful applications to open, renew, or expand schools, providing over 5,500 additional high-quality seats for low-income students of color and securing the network nearly \$100 million in annual operating revenue.
- Provided counsel and advisement to Chief Executive Officer and acted as principal network representative to boards of trustees, charter school authorizers, federal and state regulatory agencies, elected officials, and researchers.
- Tailored personnel, financial, disciplinary, and operational policies to conform to prevailing regulatory regimes in each Democracy Prep region. Led annual policy revision process in collaboration with executive directors, principals, and board members across the network, resulting in yearly codification and approval of 35 policy manuals.
- Delivered presentations and testimony on charter restart, expansion, governance, public policy, post-secondary outcomes, and employee benefits. Audiences included the U.S. Department of Education, the National Alliance of Public Charter Schools, the Alliance of Public Charter School Attorneys, the National Charter School Resource Center, the Council of the District of Columbia, the Louisiana Charter School Association, the Nevada Board of Education, and the Oklahoma State Senate.
- Secured and oversaw the administration of \$2 million in private grants from city-based funders including the Robin Hood Foundation, Education Forward DC, New Schools for Baton Rouge, and Opportunity 180.

**BENJAMIN FEIT**

Boston, MA || \_\_\_\_\_ ||

**DEMOCRACY PREP CONGRESS HEIGHTS PUBLIC CHARTER SCHOOL** | Washington, DC **2016 – 2017**  
*Interim Executive Director*

- Served as chief administrator of Title I school responsible for educating 675 students across grades PreK through 7.
- Led team of 75 instructional, operational, and student support team members while managing a budget of \$10 million.
- Assumed role on temporary basis and oversaw onboarding of new full-time school leader to ensure smooth transition.

**DEMOCRACY PREP CHARTER HIGH SCHOOL** | New York, NY **2012 – 2014**  
*Teacher, Senior Seminar in American Democracy*

- Taught college-style Advanced Civics course to over 90 seniors at Democracy Prep’s flagship high school in Harlem.

**UNITED STATES COURT OF APPEALS FOR THE THIRD CIRCUIT** | Philadelphia, PA **2010 – 2011**  
*Judicial Law Clerk to the Honorable Anthony J. Scirica*

- Selected from among nation’s most accomplished law students and legal professionals to assist the former chief judge of the Third Circuit in addressing matters on appeal from trial courts in Delaware, New Jersey, and Pennsylvania.
- Drafted memoranda and opinions on issues including civil rights, class action procedure, consumer fraud, foreign trade sanctions, habeas corpus, honest services fraud, and contract, criminal, employment, insurance, and maritime law.

**PREM TINSULANONDA INTERNATIONAL SCHOOL** | Chiang Mai, Thailand **2006 – 2007**  
*Health-Physical Education Teacher & Residential Counselor*

- Taught 20 lesson periods weekly and worked on 13-member team responsible for supervising 100 boarding students.

**EDUCATION**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY** | New York, NY **Expected 2022**  
*Ed.D., Urban Education Leaders Program (in progress)*

**DUKE UNIVERSITY SCHOOL OF LAW** | Durham, NC **Graduated 2010**  
*J.D. (magna cum laude; Order of the Coif; Duke Law Journal)*

**YALE UNIVERSITY** | New Haven, CT **Graduated 2006**  
*B.A., History (cum laude; Distinction in the Major)*

**DEMONSTRATED EXPERTISE**

**BAR ADMISSIONS**

Massachusetts; New York (2011)

**LEGAL SERVICE**

*General Counsel, Committee to Elect Josh Zakim* (2018)

- Served as chief legal officer on three-term Boston City Councilor’s campaign for Massachusetts Secretary of State

**PUBLICATIONS**

Feit, B. (2011). P.R.I. Primer: What I.R.S. Private Letter Rulings Reveal About Program-Related Investments. *Taxation of Exempts*, 23(3).

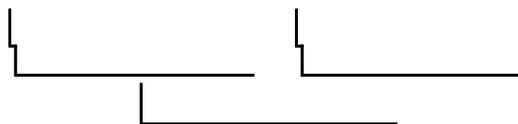
**VOLUNTEER ACTIVITIES**

Duke Law Boston, Co-Chair (2018 – Present)

Yale Alumni Schools Committee, Undergraduate Admissions Interviewer (2008 – Present)

New York City Bar Association, Nonprofit Organization #32624000 Member (2012 – 2015)

## Paul T. O'Neill



### EXPERIENCE

#### Current Positions

**NATIONAL CENTER FOR SPECIAL EDUCATION IN CHARTER SCHOOLS**, New York, NY  
*Co-founder and Senior Fellow, April 2013 -- present*

Co-founder and Senior Fellow of the only national not-for-profit organization devoted to ensuring that students with disabilities are able to access and thrive in charter schools. Work with Executive Director to launch, grow and lead the organization, secure funding, build coalitions with stakeholder organizations, and further the work of the Center. [www.ncsecs.org](http://www.ncsecs.org)

**TUGBOAT EDUCATION**, Glen Ridge, NJ  
*President & Founder, August 2008 -- present*

Founder and President of Tugboat Education, an advisory organization that provides high quality regulatory, operational and governance expertise to education organizations engaging in reform. It identifies, prevents and solves problems relating to the rules and requirements that surround and define, restrict and often empower not-for-profit, private, and governmental education organizations.  
[www.tugboateducation.net](http://www.tugboateducation.net)

**BARTON GILMAN LLP**, New York, NY  
*Of Counsel, February 2017 -- present*

Head of the New York office of a regional law firm with offices in Boston, Providence and New York. Work focuses on representation of charter schools and networks, as well as private schools, education support organizations and vendors. [www.bartongilman.com](http://www.bartongilman.com)

#### Work History

**COHEN SCHNEIDER & O'NEILL LLP**, New York, NY  
*Partner, August 2008 – January 2017*

Partner in a boutique law firm with offices in New York, New Jersey and Massachusetts. Served as Chair of a unique practice group dedicated to Education Law.

**EDISON LEARNING, INC.**, New York, NY  
*Senior Fellow, July 2008 – May, 2010*  
*Chief Regulatory Officer, December 2007- July 2008*  
*Senior Vice President & Acting General Counsel, May 2007 – September 2007*  
*Senior Vice President & Deputy General Counsel, July 2006 – May 2007*  
*Senior Vice President & Senior Counsel, November 2004 – July 2006*

Served as senior executive, and successively as head education lawyer, Chief Regulatory Officer and Senior Fellow, for company that served as one of the leading providers of services to public school districts and to parents of public school students. During my time there Edison was also the largest private manager of public schools in the nation. It served nearly 300,000 students in 19 states and the United Kingdom.

**BRUSTEIN & MANASEVIT**, Washington, D.C.  
*Of Counsel, March - November 2004* PR/Award # S282A200020

Of Counsel to boutique education law firm focusing on federal regulatory and civil rights law and legislation. Advised states, districts, charter school authorizers and schools as well as not-for-profit and for-profit organizations on a wide range of education law issues, including those relating to charter schools, special education, the federal No Child Left Behind Act, and high stakes testing.

**CHARTER SCHOOLS INSTITUTE, STATE UNIVERSITY of NEW YORK**, New York, NY  
*General Counsel, 2001 – 2004*

Served as General Counsel, with responsibility for all legal needs of one of the nation's leading charter school authorizers. Provided legal advice to SUNY Trustees, Institute staff, support organizations and individual schools; utilized and managed outside counsel; drafted, revised and reviewed contracts; conducted investigations; interacted with other branches of government regarding issues impacting charter schools.

**WILLKIE, FARR & GALLAGHER**, New York, NY  
*Staff Associate, 1998 - 2001*

As an attorney in the firm's Litigation Department, engaged in general litigation practice, with a focus on Environmental Insurance Litigation and Bankruptcy Litigation. Duties regularly included drafting trial and appellate pleadings, taking depositions, selecting and preparing expert witnesses, negotiating settlements, submitting and defending claims objections, managing junior associates and support staff.

*Pro bono* and related work:

Provided legal and related advice to numerous local and national organizations concerning special education, assessment and charter school issues.

**THE NEWGRANGE SCHOOL & EDUCATIONAL OUTREACH CENTER**, Princeton, NJ  
*Associate Director, 1997 - 1998*

Served as Associate Director and counsel for non-profit institution in central New Jersey with a school in Trenton and an educational outreach center in Princeton, both of which serve individuals with learning disabilities, their families and teachers. Supervised staff, directed fund development, marketing, public relations, grant and proposal writing, creation of newsletters and annual reports, creation of website, assessment and review of policies, laws and current education and special education legislation. Achieved fund raising revenue increase of more than 70% from previous year.

**DEWEY BALLANTINE LLP**, New York, NY  
*Associate, 1993-1997*

Within Litigation Department practiced in a wide range of areas, primarily Environmental Insurance Coverage, Antitrust and Contract. Created ongoing firm-wide Historic Preservation Law pro bono program in conjunction with the National Trust for Historic Preservation and the Preservation League of New York.

**EDUCATION**

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY**, New York, NY  
*M.Ed. in Educational Administration with inter-disciplinary concentrations in Education Law, Education Policy and Special Education, 2001*

**UNIVERSITY of VIRGINIA SCHOOL of LAW**, Charlottesville, VA  
*J.D., 1993*

- Articles Editor, *Journal of Law & Politics*

**OBERLIN COLLEGE**, Oberlin, OH  
*B.A. in English, 1986*

**UNION COUNTY COLLEGE**, Cranford, NJ  
*A.A. in Liberal Arts with Fine Arts Concentration, 1984*

**PROFESSIONAL AFFILIATIONS & HONORS**

- Admitted to Practice: New York State and the federal courts of the Southern and Eastern Districts of New York
- Received 2011 “Distinguished Alumni” Award from Teachers College, Columbia University (awarded annually to a graduate for achievement within 10 years of graduation)
- Board of Trustees, New York Center for Autism Charter School, NY, NY
- Member, “ESSA Think Tank,” created by the New York State Board of Regents to advise them on the implementation of the federal Every Student Succeeds Act, 2016-2017
- Co-founder and Advisory Board member, Alliance of Public Charter School Attorneys
- Founding Trustee; Board of Trustees, Manhattan Charter School and Manhattan Charter School 2, NY, NY, 2005 - 2015
- Professional Advisory Board, National Center for Learning Disabilities, 2003 – 2010
- Chair, Education & the Law Committee, New York City Bar Association, 2005-2007
- Co-founder and Founding Trustee, Family Life Academy Charter School, Bronx, NY
- Executive Committee, New York Coalition of Charter Schools
- Editorial Board, IDEA Compliance Insider
- Trustee, Learning Disabilities Association of New York City, 1997 - 2003
- Trustee & Professional Advisory Board, Smart Kids with Learning Disabilities, 2001 - 2007
- Member: Association of the Bar of the City of New York; Learning Disabilities Association of America

**ACADEMIC APPOINTMENTS****TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY***Adjunct Assistant Professor, September, 2001- present*[\[http://gogo.tc.columbia.edu/faculty/index.htm?facid=pto2\]](http://gogo.tc.columbia.edu/faculty/index.htm?facid=pto2)

- Designed and regularly teach graduate course entitled “*Designing Charter Schools*” focusing on the creation an operation of high quality charter schools. Also designed and taught course entitled “*Introduction to Special Education Law*” focusing on core legal and policy issues impacting schools under federal and New York State special education laws
- Serve on faculty of the *Education Policy Studies Center* at Teachers College

**VARIOUS UNIVERSITIES***Guest Lecturer*

- Regularly serve as a guest lecturer at U.S. graduate schools on wide range of education law issues; Recent presentations have addressed the No Child Left Behind Act (Georgetown University Law Center; University of Virginia School of Law, Columbia Law School), Title IX (University of Wisconsin at Madison), Special Education (Columbia Law School & Teachers College, Harvard University, Yale School of Management); Charter Schools (Harvard University; University of Virginia’s Curry School of Education); Educational Entrepreneurship (Columbia Business School).

**PUBLICATIONS****Books**

- The Charter School Law Deskbook (unique compilation of and guide to the legal authorities impacting charter schools nationwide) (lead author, with Todd Ziebarth) Lexis Nexis Publications, first published December 2007; Second edition, March 2009.
- The NCLB Compliance Manual, (lead author, with Christian Johnson) (comprehensive desk reference for administrators and others concerned with the federal No Child Left Behind Act) Brownstone Publishers, first published May, 2004; Second edition, LRP Publications, May 2007

**Major Articles/Resources**

- “Charter Schools and Special Education: Ensuring Legal Compliance and Effectiveness Through Capacity Building,” (co-authored with Robert Garda), *University of Memphis Law Review*, Vol. 50, 2020
- “Students with Disabilities and School Choice; School Portfolio Management,” a chapter of *The Oxford Handbook of U.S. Education Law*; Oxford University Press, 2019
- “Model Policy Guide: Leveraging Policy to Increase Access and Quality Opportunities for Students with Disabilities in Charter Schools,” (lead author) National Center for Special Education in Charter Schools, April 2017
- “A User Guide to Fiscal Oversight: A Toolkit for Charter School Governing Boards,” (co-authored with Suzie Kim) National Charter School Resource Center / U.S. Department of Education, October 2016
- “A User Guide to Fiscal Oversight: A Toolkit for Charter School Authorizers,” (co-authored with Suzie Kim) National Charter School Resource Center / U.S. Department of Education, October 2016
- “Getting Lost While Trying to Follow the Money: Special Education Finance in Charter Schools,” (co-authored with Lauren Morando Rhim, Amy Ruck, Kathryn Huber and Sivan Tuchman) National Alliance for Public Charter Schools, November 2015
- “Equity at Scale: How Public Charter School Networks Can Innovate and Improve Services for Students with Disabilities,” (co-authored with Lauren Morando Rhim) National Alliance for Public Charter Schools, February 2015
- “Improving Access and Creating Exceptional Opportunities for Students with Disabilities in Public Charter Schools,” (co-authored with Lauren Morando Rhim) National Center for Special Education in Charter Schools, October 2013
- “The Unique System of Charter Schools in New Orleans After Hurricane Katrina: Distinctive Structure, Familiar Challenges,” (co-authored with Renita Thukral), *Loyola University New Orleans Journal of Public Interest Law*, Vol. 11, (2), Spring 2010
- “Maximizing Effectiveness: Focusing the Microscope on Charter School Governing Boards,” (co-authored with Priscilla Wohlstetter, Joanna Smith and Caitlin Farrell), National Resource Center on Charter School Finance & Governance, Spring, 2009
- “Transforming Public Schooling Through Effective Portfolio Management,” National Association of Charter School Authorizers, Monograph, Fall, 2008
- “High Stakes Testing Law & Litigation,” *BYU Education & Law Journal*, Vol. 2003, No. 2, July, 2003
- “Serving Students with Disabilities in Charter Schools: Legal Obligations and Policy Options,” *Education Law Reporter*, Vol. 169, November, 2002, (lead author; co-authored with Richard J. Wenning and Elizabeth Giovannetti)
- “Special Education and High Stakes Testing for High School Graduation: An Analysis of Current Law and Policy,” *Journal of Law & Education*, Vol. 30(2), April, 2001

## PROFESSIONAL EXPERIENCE

### **Community Training and Assistance Center (CTAC)**

*Senior Director, National Field Operations*

Boston, MA  
December 2011–present

- Provide organizational leadership for all of CTAC's engagements with charter, traditional public schools and school districts around the nation.
- Work with clients to establish, assess, and better align their organizational systems, structures and resources to improve teaching and learning.
- Provide leadership, training and technical assistance to states and districts implementing Student Learning Objectives as a component of educator evaluation and performance-based compensation systems.
- Assist schools and school districts to provide training and coaching to grow and develop school and district leaders.
- Oversee CTAC's business and operations strategy, internal staffing, and management efforts.
- Manage and direct school-turnaround initiatives in multiple school districts using CTAC's Standard Bearer Schools Process, which identifies root causes of underperforming schools.
- Coordinate CTAC Professional Development Audits for Cohort 3 and 4 Teacher Incentive Fund Grants.

### **EdisonLearning, Inc.**

*Regional General Manager*

New York, NY  
September 2008–August 2011

EdisonLearning is a privately held management company that provides an array of educational and operational services to 350,000 students in 25 states both in the United States and abroad.

- Led and delivered, for all clients within the region, EdisonLearning's 5-Points of accountability: Student Achievement, Academic Design Implementation, Financial Management, Client Satisfaction, and Operational Excellence. Prepared written reports and oral presentations for client and corporate interests.
- Served as school superintendent/CEO for client, \$40 million annual budget. Increased state-wide assessment scores by 9.1% in Communication Arts and 15.5% in Mathematics. Achieved AYP in Mathematics for the first time in the District's history.
- Managed finances, revenue totaling more than \$55 million and a \$17 million profit and loss center including budgeting, accounting, and auditing. Managed human resources for region, executed contracts, evaluated performance, conducted wage and salary analysis, reviewed annual bonus structure.
- Developed and implemented recruitment and staffing plans, professional development plans, leadership training, curriculum resource modifications, and academic improvement plans.
- Provided superior summer school services to 24,000 students across 20 geographically separated districts and assessment services to clients in 70 schools.
- Directed and implemented technology improvements, operational and academic, and recognized company-wide as the "Tech" Regional leader of the Year 2011. Opened a new elementary school and expanded grade levels and course offerings for an existing high school.
- Developed and optimized the region's operational strategy including prioritization of goals for field operations and modified the business model to meet customer needs.
- Built and maintained relationships with board members, state elected officials, university charter authorizers, and other stakeholders that positively impacted and influenced field operations.
- Interpreted and ensured school operations were in compliance with all federal, state, and local laws along with all client and corporate policies.

**West Contra Costa Unified School District**  
*Associate Superintendent of Operations*

Richmond, CA  
September 2006–September 2008

West Contra Costa Unified School District serves a diverse student population of 30,000 students in five cities and six unincorporated areas.

- Created the operational framework, led and managed the efficient and effective day-to-day operations of Technology, Child Nutrition Services, Transportation, Risk Management, Facility Maintenance and Custodial Operation, and Capital Improvement Program. Services provided in more than 65 separate schools and support facilities.
- Led departments through top-to-bottom budget review ensuring funds were allocated, executed, and available according to approved strategic plans, state and federal law, and ongoing operational needs. Reallocated and adjusted positions and resources to ensure budgets were balanced.
- Integrated the Operations Division budget planning process in close coordination with the Chief Financial Officer and other senior staff peers to reallocate positions and services to balance budget.
- Re-engineered district-wide technology service upgrades improving data integrity, increasing federal E-Rate revenue, and growing staff confidence in the student information system.
- Revamped the district operational policies and procedure to reflect current operations.
- Served as negotiator for the district leadership team for classified unions—contracts settled resulted in substantial savings to the organization.
- Met routinely with community leaders and city officials, in five independent incorporated cities, built partnerships and negotiated modified public services for the various school locations.
- Led improvement of the \$870 million capital improvement program, 3rd largest in the state of California, through internal staff restructuring, process changes, and strategic communication with organizational leaders and external customers resulting in significant end user improvements.
- Presented various plans and programs to the Board of Education and community constituents increasing understanding and support for complex initiatives and agendas.
- Upgraded the food service program increasing participation and improving overall food quality.
- Provided ongoing oversight and strategic planning for the risk management program resulting in reduced claims and favorable settlements for the District within a variety of legal matters.

**Christina School District**  
*Chief Operating Officer*  
*Supervisor of Facilities*  
*Interim Superintendent*

Wilmington, DE  
March 2004–September 2006

Christina School District is the largest school district in Delaware serving 19,300 students.

- Provided strategic and sustainable leadership coaching for 28 schools encompassing more than 2,400 employees. Directly led the following departments: Curriculum and Instruction, Student Services, Alternative and Non-traditional Schools, Special Services, Facilities Custodial and Maintenance Operations, Child Nutrition Services, Transportation, Office of Safety & Security, Procurement, and Facilities Capital Improvements.
- Championed the creation of the Reform Transformation Group where all departments participated in a system-wide ongoing strategic and tactical planning process to improve service delivery.
- Directed the planning, development, and public communication strategy for the district-wide redistricting and new grade configuration plan.
- Developed partnerships with the Latin American Community Center (LACC) and the Metropolitan Wilmington Urban League (MWUL) to develop long-term strategies for improved student achievement and parental involvement.
- Established the Performance Review cycle that focused on monthly review of selected performance indicators for every department, a result of the Reform Transformation Group.
- Established and developed the District's Office of School Safety and Security and the Procurement Department. Procurement saving of \$800,000 in two years.

**Brandywine School District**

*Executive Director of Support Services*

Claymont, DE  
July 2002–March 2004

- Provided leadership management for the Facilities Maintenance and Custodial Operations, Food Service, Transportation, and Major Capital Improvements. Set operating direction for each department and evaluated performance.
- Created and implemented the District's School Safety and Security program including emergency preparedness, significantly improving response.
- Spearheaded negotiations and provided administrative oversight and interpretation for employee group contracts consisting of Food Service, Custodial, and Maintenance Operations holding overall employee compensation to within budgeted targets.
- Oversaw property management services including acquiring, disposing, and leasing of real estate reducing the annual operational cost to the district.

**Christina School District**

*Supervisor of Major Capital Improvements*  
*Supervisor of Plant Operations and Maintenance*

Wilmington, DE  
June 1998–July 2002

- Provided leadership for all custodial and maintenance staff. Directed the design and development of plans and specifications for 19 projects totaling approximately \$147 million dollars.
- Directed space planning studies, analyzed and implemented results, and coordinated real estate searches to meet District enrollment projections. Chairman for the Capital Improvement section of the District's five-year strategic plan.
- Improved overall union relationships through joint problem solving and an enhanced, simplified grievance process.
- Member of the State of Delaware Department of Education Facility Standards committee assembled to formulate state facility standards. Developed District construction guidelines.

**MILITARY EXPERIENCE**

**United States Air Force and Delaware Air National Guard**

*Retired USAF Officer, Major*

July 1978–July 1998

Served in a variety of leadership roles during a 20-year career including, but not limited to, the supervision of human resources, facility management, food service, emergency response force, fire department, security police, operational readiness inspection team, and energy management.

**EDUCATION**

**University of Missouri**

M.S., Mechanical Engineering

Rolla, MO  
1988

**University of Missouri**

B.S., *summa cum laude*, Mechanical Engineering

Rolla, MO  
1987

**Squadron Officers School**

Distinguished Graduate

Maxwell AFB, AL  
1991

**CERTIFICATIONS**

**Georgetown University**

Certificate in Education Finance

Washington, DC  
2018

## Appendix C: Letters of Support

The CSP proposal put forward by the New Jersey Public Charter Schools Association (*Project Cultivate 38*) has support from the New Jersey Department of Education; elected leaders at the federal, state, and local levels; partner organizations; funders; in-state charter operators contemplating growth; and out-of-state charter operators who understand the impact that CSP support will have on the State's educational landscape. Appendix C contains letters from the following individuals:

- Julie Bunt, New Jersey Department of Education
- Sen. Cory A. Booker, United States Senate (NJ)
- Sen. M. Teresa Ruiz, New Jersey State Senate Education Chair (29th District)
- Sen. Nellie Pou, New Jersey State Senate (35th District)
- Sen. Troy Singleton, New Jersey State Senate (7th District)
- Sen. Steven V. Oroho, New Jersey State Senate (24th District)
- Sen. Thomas H. Kean, Jr., New Jersey State Senate Minority Leader (21st District)
- Assemblywoman Pamela R. Lampitt, New Jersey General Assembly Education Chair (6th District)
- Assemblywoman Angela V. McKnight, New Jersey General Assembly (31st District)
- Assemblyman Gary S. Schaer, New Jersey General Assembly (36th District)
- Assemblywoman Shanique Speight, New Jersey General Assembly (29th District)
- Mayor André Sayegh, City of Paterson
- Mayor Adrian O. Mapp, City of Plainfield
- William J. Slotnik, Community Training and Assistance Center
- Nina Rees, National Alliance for Public Charter Schools
- Lauren Morando Rhim, National Center for Special Education in Charter Schools
- Patricia Morgan, JerseyCAN
- M. Karega Rausch, National Association of Charter School Authorizers
- Altorice Frazier, Parents Engaging Parents
- Sonia C. Park, Diverse Charter Schools Coalition
- Kyle Rosenkrans, New Jersey Children's Foundation
- Naeha Dean, Camden Education Fund
- Steve Small, KIPP New Jersey
- Karin Gerald, Uncommon Schools
- Nihat Guvercin, Passaic Arts & Science Charter School
- Colin J. Greene, Atmosphere Academy
- Scott Frauenheim, Distinctive Schools
- Stephanie Saroki de Garcia, Seton Education Partners
- Jonathan Johnson, Rooted School



*State of New Jersey*

DEPARTMENT OF EDUCATION

PO Box 500

TRENTON, NJ 08625-0500

PHILIP D. MURPHY  
*Governor*

SHEILA Y. OLIVER  
*Lt. Governor*

LAMONT O. REPOLLET, ED.D.  
*Commissioner*

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary DeVos,

As Director of the Office of Charter and Renaissance Schools for the New Jersey Department of Education (Department), I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY2020 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). Under the direction of the New Jersey Commissioner of Education, Dr. Lamont O. Repollet, my office is responsible for implementing the Department's oversight of charter schools statewide. The Department is committed to ensuring that all students have access to a high quality, world-class education in alignment with New Jersey Governor Phil Murphy's vision.

Currently, there are nearly 55,000 public charter school students in New Jersey, a majority of whom are served in urban communities. NJPCSA's proposal for CSP funding will help improve educational outcomes for New Jersey students. Additionally, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that will increase collaboration between schools and community-based organizations.

The Department believes that NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey and are delighted to support their application.

## United States Senate

April 23, 2020

Frank Brogan  
Assistant Secretary  
U.S. Department of Education  
Office of Elementary and Secondary Education  
Lyndon Baines Johnson (LBJ) Building  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Mr. Brogan:

I write with regard to the New Jersey Public Charter School Association's grant application to the U.S. Department of Education's Expanding Opportunities Through Quality Charter School Programs (CSP) Grants to State Entities program. I hope that you will give this proposal full and fair consideration.

The New Jersey Public Charter School Association (NJPCSA) is the statewide advocacy group representing New Jersey's 88 public charter schools. Serving approximately 54,587 students, the NJPCSA is dedicated to improving access to quality public education for children, particularly those in predominantly underserved areas. Approximately 81 percent of charter schools in New Jersey are located in economically strained communities.

If awarded, this funding would expand scholastic opportunities for students across the state by increasing the overall number of available public charter school seats and enhancing program design. The grant would allow New Jersey's charter schools to provide operational technical assistance and the coordinate best practices amongst institutions.

I appreciate your careful review of this application. If you have any questions or comments, please feel free to contact me or my staff at \_\_\_\_\_



NEW JERSEY SENATE

M. TERESA RUIZ  
SENATOR, 29TH DISTRICT  
166 BLOOMFIELD AVENUE  
NEWARK, NJ 07104

PRESIDENT PRO TEMPORE  
EDUCATION CHAIR  
BUDGET AND APPROPRIATIONS

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). As a Member of the New Jersey State Senate, I strongly believe that public charter schools play a vital role in ensuring the equitable distribution of high-quality educational opportunities across the state. There are nearly 55,000 public charter students in New Jersey – a vast majority of whom attend schools in urban communities. CSP funding will ensure that parents — particularly in low-income communities of color — have access to additional public school options that provide their children with educations that meet their academic, social-emotional, physical, and character development needs.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes for high-need students in urban communities will be eligible to receive CSP sub-grants, NJPCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. Additionally, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

I believe that NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey, and I am delighted to support their application.



NEW JERSEY SENATE

**NELLIE POU**  
SENATOR, 35<sup>TH</sup> DISTRICT  
PASSAIC AND BERGEN COUNTIES  
100 HAMILTON PLAZA, SUITE 1405  
PATERSON, NJ 07505

COMMITTEES:  
CHAIR: COMMERCE  
VICE CHAIR: JUDICIARY

April 20, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). As a member of New Jersey State Senate, representing the 35<sup>th</sup> District, I strongly believe that public charter schools play a vital role in ensuring the equitable distribution of high-quality educational opportunities across the state. There are nearly 55,000 public charter students in New Jersey – a vast majority of whom attend schools in urban communities. CSP funding will ensure that parents — particularly in low-income communities of color — have access to additional public school options that provide their children with educations that meet their academic, social-emotional, physical, and character development needs.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes for high-need students in urban communities will be eligible to receive CSP sub-grants, NJPCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. Additionally, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

It is clear to me that NJPCA is committed to the core principles of charter schools and will provide a fair, just, and impartial educational environment and opportunities for students, especially the traditional underserved students, with the hope of students acquiring knowledge and skills essential to their future development. Further, I believe charter school expansions not only add significantly to the educational system by delivering high quality education for their students, their parents, and teachers alike, but also serves as another educational alternative for communities.

We believe that NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey, and we are delighted to support their application.



NEW JERSEY SENATE

SENATOR TROY SINGLETON  
7<sup>TH</sup> LEGISLATIVE DISTRICT  
400 NORTH CHURCH STREET  
SUITE 260  
MOORESTOWN, NJ 08057

COMMITTEES  
COMMUNITY AND URBAN AFFAIRS, CHAIR  
ECONOMIC GROWTH, VICE CHAIR  
BUDGET AND APPROPRIATIONS  
JUDICIARY

March 25, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

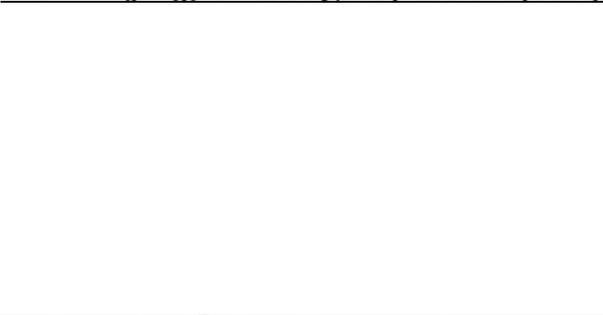
Dear Secretary DeVos,

I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

As a current New Jersey State Senator, I strongly believe that public charter schools play a vital role in ensuring the equitable distribution of high-quality educational opportunities across the state. There are nearly 55,000 public charter students in New Jersey – a vast majority of whom attend schools in urban communities. CSP funding will ensure that parents — particularly in low-income communities of color — have access to additional public school options that provide their children with educations that meet their academic, social-emotional, physical, and character development needs.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes for high-need students in urban communities will be eligible to receive CSP sub-grants, NJPCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. Additionally, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

I am forever grateful for the opportunities that my education gave to me which is why I support all public schools, both traditional and charter. Every student should have access to an education that will set them up for success.

I believe that NJPCSA's proposal will have a meaningful impact on the lives of thousands of  
 delighted to support their application.

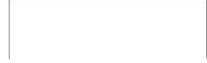


NEW JERSEY SENATE

**STEVEN V. OROHO**

SENATOR, 24<sup>TH</sup> DISTRICT

ONE WILSON DRIVE, SUITE 2B  
SPARTA, NJ 07871



1001 ROUTE 517  
P.O. Box 184

ALLAMUCHY, NJ 07820



REPUBLICAN BUDGET OFFICER

COMMITTEES:

- BUDGET AND APPROPRIATIONS
- ECONOMIC GROWTH

April 6, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

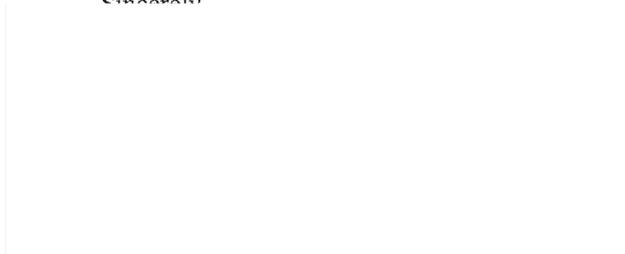
Dear Secretary DeVos,

I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program (CSP) Grants to State Entities competition (CFDA 84.282A). As a New Jersey state senator, I strongly believe that public charter schools play a vital role in ensuring the equitable distribution of high-quality educational opportunities across the state. There are nearly 55,000 public charter students in New Jersey – a vast majority of whom attend schools in urban communities. CSP funding will ensure that parents have access to additional public school options that provide their children with educations that meet their academic, social-emotional, physical, and character development needs. This is especially true in disadvantaged minority communities where options are severely limited.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes for high-need students in urban communities will be eligible to receive CSP sub-grants, NJPCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. Additionally, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

I am a huge proponent of school choice and believe it is critical that we support and promote measures that enhance educational outcomes for students no matter where they reside or from what background they come. As such, I believe that NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey, and am very pleased to support their application.

Sincerely,





## NEW JERSEY SENATE

SENATE MINORITY LEADER  
**THOMAS H. KEAN, JR.**  
SENATOR - DISTRICT 21  
MORRIS-SOMERSET-UNION COUNTIES  
HIGHER EDUCATION COMMITTEE  
LEGISLATIVE OVERSIGHT COMMITTEE  
SELECT COMMITTEE ON NJ TRANSIT

425 NORTH AVENUE EAST  
WESTFIELD, NEW JERSEY 07090

[www.senatenj.com](http://www.senatenj.com)

April 3, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am pleased to write in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). As a member of the New Jersey Senate, I strongly believe that public charter schools play a vital role in ensuring the equitable distribution of high-quality educational opportunities across the state. There are nearly 55,000 public charter students in New Jersey – a vast majority of whom attend schools in urban communities. CSP funding will ensure that parents – particularly in low-income communities of color – have access to additional public school options that provide their children with educations that meet their academic, social-emotional, physical, and character development needs.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes for high-need students in urban communities will be eligible to receive CSP sub-grants, NJPCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. Additionally, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

I truly believe that the pathway to a world-class education is through innovation and the public charter school system in New Jersey has been an integral and innovative part of the state's educational success. I believe NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey, and I am proud to support their application.



NEW JERSEY GENERAL ASSEMBLY

PAMELA R. LAMPITT  
ASSEMBLYWOMAN, 6TH DISTRICT  
1101 LAUREL OAK ROAD  
SUITE 150  
VOORHEES, NJ 08043

CHAIRWOMAN  
EDUCATION COMMITTEE  
VICE-CHAIR  
FINANCIAL INSTITUTIONS



The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

May 14, 2020

Dear Secretary DeVos,

It is with great pleasure that I write this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

As Chair of the Assembly Education Committee, ensuring that all children in the State of New Jersey receive a high-quality education has been my highest priority and I believe that public charter schools play a pivotal role in providing equitable educational opportunities to all communities across the state. With nearly 55,000 public charter students in New Jersey – a vast majority of whom attend schools in urban communities – this critical funding will help our public charters schools continue to serve our high-need communities and provide access to even more students seeking a quality public charter school education.

I believe that NJPCSA's proposal will expand educational opportunities in all communities to ensure that no student is left behind. By focusing resources to only public charters schools who have demonstrated an ability to improve educational outcomes for high-need students in urban communities, NJPCSA will improve the overall quality of our state's charter schools.

Additionally, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has

positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

NJPCSA has a long and proven track record working to build a New Jersey educational system that is grounded in equity and quality for all students in New Jersey. That is why I am proud to write this letter of endorsement and through this financial support, NPCSA can continue their vital efforts to enhance the educational opportunities provided by New Jersey's public charter schools. I believe that NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey and I am delighted to support their application.

Respectfully,

Assem  
New Jersey

n  
oman



## NEW JERSEY GENERAL ASSEMBLY

ANGELA V. MCKNIGHT  
ASSEMBLYWOMAN, 31<sup>ST</sup> DISTRICT  
2324 JOHN F. KENNEDY  
BOULEVARD  
JERSEY CITY, NJ 07304

FAX: (201)-

EMAIL:

### COMMITTEES:

CHAIRWOMAN,  
HOMELAND SECURITY AND  
STATE PREPAREDNESS

AGING AND SENIOR SERVICES

WOMEN AND CHILDREN

March 31, 2020

Hon. Betsy DeVos, *Secretary*  
**United States Department of Education**  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). As a member of the New Jersey General Assembly, I strongly believe that public charter schools play a vital role in ensuring the equitable distribution of high-quality educational opportunities across the state. There are nearly 55,000 public charter students in New Jersey – a vast majority of whom attend schools in urban communities. CSP funding will ensure that parents — particularly in low-income communities of color — have access to additional public school options that provide their children with educations that meet their academic, social-emotional, physical, and character development needs.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes for high-need students in urban communities will be eligible to receive CSP sub-grants, NJPCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. Additionally, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

Page 2  
Secretary DeVos  
March 30, 2020

Jersey City, part of the 31<sup>st</sup> Legislative District in which I represent, has eleven charter schools serving nearly six thousand, predominately minority, students. Recently, three Jersey City charter schools were ranked in the top ten most diverse public schools in New Jersey. Additional funding would continue to ensure school choice for parents and equity among public school students.

I believe that NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey, and I am delighted to support their application.



NEW JERSEY GENERAL ASSEMBLY  
OFFICE OF THE POLICY CHAIR

GARY S. SCHLAER  
DEPUTY SPEAKER  
ASSEMBLYMAN, 36TH DISTRICT  
REPRESENTING PARTS OF BERGEN  
AND PASSAIC COUNTIES  
ONE HOWE AVENUE, SUITE 401  
PASSAIC, NJ 07055

COMMITTEES  
VICE-CHAIR, APPROPRIATIONS  
FINANCIAL INSTITUTIONS  
AND INSURANCE  
HOMELAND SECURITY

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). As a Member of the New Jersey State Assembly, I believe that public charter schools play an important role in ensuring that high quality education is available to all students. As our nation struggles to guarantee equal opportunities across racial and economic divides, charter schools provide possibilities to students in communities like mine. There are nearly sixty thousand students currently benefitting from a public charter school education in New Jersey, most of whom live within our urban communities. Through this grant, parents in urban communities are given additional school options that can provide their children with an education that meets their academic and developmental needs.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. NJCSA will only provide CSP Grants to charter school operators who have a demonstrable ability to improve educational outcomes for vulnerable students in underserved communities. NJPCSA's dedication to quantitative results will not only increase the number of charter school students but also the overall quality of the state's charter sector for every student. The NJCSA has proven its commitment to the ideological mission of charter schools, while also being fiscally conscience in utilizing available resources for the advancement of our students.

The city of Passaic, of which I have the great privilege to represent, has significantly benefited from the Passaic Arts and Science Charter School. In 2010 PASC opened as an elementary school with 350 students; since then it has expanded to meet community needs with four campuses and 1,500 students. The school's 100% graduation rate has consistently raised the graduation rate for the city as a whole and has served as an example of what we strive to accomplish for all of our students. The work done for Passaic students has led me to be a legislative advocate for charter schools. I will always fight for New Jersey's students. Every child deserves a quality education, and school choice is an important tool in making that a reality for our working families.



NEW JERSEY GENERAL ASSEMBLY

Shanique Speight  
Assemblywoman, 29<sup>th</sup> District  
Newark (Partial) & Belleville  
59 Lincoln Park 3<sup>rd</sup> Floor  
Newark, NJ 07106

Committees:  
Aging and Senior Services – Vice Chair  
Human Services  
Health

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). As a Member of the New Jersey State Assembly, I strongly believe that public charter schools play a vital role in ensuring the equitable distribution of high-quality educational opportunities across the state. There are nearly 55,000 public charter students in New Jersey – a vast majority of whom attend schools in urban communities. CSP funding will ensure that parents — particularly in low-income communities of color — have access to additional public school options that provide their children with educations that meet their academic, social-emotional, physical, and character development needs.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes for high-need students in urban communities will be eligible to receive CSP sub-grants, NJPCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. Additionally, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

We believe that NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey, and we are delighted to support their application.

Vertical line



**André Sayegh**  
Mayor

May 12, 2020

The Honorable Betsy DeVos, Secretary  
United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos:

I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). As [Role / Elected Office, e.g. a Member of the New Jersey State Assembly], I strongly believe that public charter schools play a vital role in ensuring the equitable distribution of high-quality educational opportunities across the state. There are nearly 55,000 public charter students in New Jersey – a vast majority of whom attend schools in urban communities. CSP funding will ensure that parents — particularly in low-income communities of color — have access to additional public school options that provide their children with educations that meet their academic, social-emotional, physical, and character development needs.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes for high-need students in urban communities will be eligible to receive CSP sub-grants, NJPCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. Additionally, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

We believe that NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey, and we are delighted to support their application.



# CITY OF PLAINFIELD

OFFICE OF THE MAYOR  
CITY HALL  
515 WATCHUNG AVENUE  
PLAINFIELD, NEW JERSEY 07060

(908) [redacted] (OFFICE)  
[redacted] (FAX)

Email: [redacted]



**Adrian O. Mapp**  
Mayor

May 11, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). As Mayor of the City of Plainfield, I strongly believe that public charter schools play a vital role in ensuring the equitable distribution of high-quality educational opportunities across the state. There are nearly 55,000 public charter students in New Jersey – a vast majority of whom attend schools in urban communities. CSP funding will ensure that parents — particularly in low-income communities of color — have access to additional public school options that provide their children with educations that meet their academic, social-emotional, physical, and character development needs.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes for high-need students in urban communities will be eligible to receive CSP sub-grants, NJPCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. Additionally, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

One of my responsibilities is to reach out to our education leadership to advocate on behalf of our City's Charter Schools concerning its educational needs. I wholeheartedly support their application for funding to increase national understanding of the charter school model by expanding the number of high quality charter schools available to students across the Nation. By providing financial assistance for charter schools, particularly for planning, program design, and initial implementation; evaluating the effects of charter schools, including their effects on students, student academic achievement, staff and parents, these programs will yield successful students.

The NJPCSA will use these funds to not only increase the quantity of charter school seats but also the overall quality of the state's sector by ensuring only those charter schools with a demonstrated ability to improve education outcomes for high-need students in urban areas will be eligible to receive the sub-grants made available through this program.

We believe that NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey, and we are delighted to support their application.

March 27, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

On behalf of Community Training and Assistance Center (CTAC) I am pleased to confirm our support as a partner in the application submitted by the New Jersey Public Charter Schools Association (NJCSA) to the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A).

Public charter schools have played a significant role in expanding opportunities for students throughout New Jersey who have historically lacked reliable access to high-quality public educations. NJCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes for high-need students in urban communities will be eligible to receive CSP sub-grants, NJCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. The availability of CSP funding will allow operators who satisfy rigorous academic, organizational, and financial screening criteria to navigate start-up challenges and to open and expand schools that fundamentally transform New Jersey's educational landscape.

The partner organizations, NJCSA and CTAC, have extensive track records as technical assistance providers and responsible stewards of federal funds. We are extremely well-positioned to implement a grant program that not only catalyzes the growth of new seats but also ensures the broad dissemination of resources and best practices to existing operators, charter school authorizers, and traditional public school districts. Over the past forty years, as CTAC's Executive Director I have reinforced the importance of families being involved in educational choices and recognize the critical impact that CSP funding can have on a school community.

CTAC strongly believes the approach proposed by NJCSA will have a meaningful impact on the lives of children in New Jersey, and we are pleased to offer our support for their application.



April 21, 2020

The Honorable Betsy DeVos, Secretary  
United States Department of Education  
400 Maryland Ave SW  
Washington, DC 20202

Dear Secretary DeVos:

I am pleased to provide this letter in support of the New Jersey Charter School Association's application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). As President & CEO of the National Alliance for Public Charter Schools, I strongly believe that public charter schools play a vital role in ensuring the equitable distribution of high-quality educational opportunities across the state. CSP funding will ensure that parents — particularly in low-income communities of color — have access to additional public school options that provide their children with educations that meet their academic, social-emotional, physical, and character development needs.

NJCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes for high-need students in urban communities will be eligible to receive CSP sub-grants, NJCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. And, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

The team at NJPCSA are fierce advocates who use and elevate the voices of families who are unafraid to demand a high-quality public education for their children. Serving 88 charter schools and nearly 55,000 students who attend those schools, NJPCSA is committed to making sure every child in the state has a high-quality public school. Their results are impressive, boasting achievement numbers that outpace many other schools in the state, and serving a diverse population of students. Many come from low-income families.

We believe that NJCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey, and we are delighted to support their application.

1425 K Street, NW  
Suite 900  
Washington, D.C. 20005



May 13, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A) (CSP). As Executive Director and Co-founder of the National Center for Special Education in Charter Schools, I strongly believe that public charter schools play a vital role in ensuring the equitable distribution of high-quality educational opportunities across the state, including students with disabilities. CSP funding will ensure that parents have access to additional public school options that provide their children with educations that meet their academic, social-emotional, physical, and character development needs.

Our organization has provided support to the New Jersey charter schools community for the past 6 years and we have a first-hand understanding of both the challenges and opportunities there. From the cluster of southern schools centered around Vineland, to central New Jersey charters concentrated in Camden and Trenton, to the numerous charter schools in Newark and Paterson, these geographically dispersed programs all need support in equitably meeting the needs of diverse learners. New Jersey charter schools function like school districts with regard to special education and so they have a daunting level of responsibility for meeting a wide range of student need. Given our expertise and experience nationally, as well as in New Jersey, we can work closely with NJPCSA to help the state's charter schools understand and meet those challenges.

We look forward to the opportunity to partner with NJPCSA through its CPS work. Their proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. It is intentionally inclusive of all learners and prioritizes equity and academic success for every student. We strongly support that approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes will be eligible to receive CSP sub-grants, NJPCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. And, by partnering with community-facing organizations that have experience as both technical assistance providers and

fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

We believe that NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey, and we are delighted to support their application.

Respectfully,



info@jerseycan.org  
www.jerseycan.org

March 25, 2020

The Honorable Betsy DeVos  
Secretary, U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). As the Executive Director of JerseyCAN, I strongly believe that public charter schools in New Jersey play a vital role in creating high-quality educational opportunities particularly in our urban areas. CSP funding will ensure that parents — particularly in low-income communities of color — have access to additional public school options that provide their children with an education that meets their academic, social-emotional, physical, and character development needs.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By limiting eligibility for CSP sub-grants to charter school operators with a demonstrated track record of serving high-need students in urban communities, NJPCSA will increase both the quantity of charter school seats and the overall quality of the state's charter sector. By partnering with community-facing organizations that have experience as technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that will have a transformative effect on the state's charter landscape.

JerseyCAN is a non-profit education advocacy organization, and we have been in operation for seven years. JerseyCAN is a part of the national 50CAN network, led by Marc Porter Magee. While JerseyCAN focuses on several K-12 education issues, the growth of high quality charter schools has been a longstanding policy priority for our organization. We have worked alongside the NJPCSA for many years to advance stronger state policies for charter schools in New Jersey. We are confident that the NJPCSA, under the leadership of their President and CEO, Harry Lee, will successfully oversee and implement their proposed plans for this grant.

We believe that NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey, and we are delighted to support their application.

Sincerely,



105 W. Adams St  
Suite 1900  
Chicago, IL 60603

T: (312)

F: (312)

[www.qualitycharters.org](http://www.qualitycharters.org)

May 12, 2020

The Honorable Betsy DeVos

Secretary, United States Department of Education

400 Maryland Ave., SW

Washington, DC 20202

Dear Secretary DeVos,

On behalf of the National Association of Charter School Authorizers (NACSA), I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). NJPCSA is well positioned to use such funding to expand access to high quality charter schools across the state especially for students in need of life changing schools.

As an organization committed to increasing and improving quality educational opportunities for children by strengthening charter school authorizing, NACSA is pleased to support the promotion of an accountability-focused, high quality authorizing environment in New Jersey. NJPCSA has laid out ambitious objectives which we believe will not only lead to expanding great options for students in New Jersey, but also help foster an environment focused on increasing quality seats, while utilizing relationships, partners, and best practices to effectively impact NJ's charter sector.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes will be eligible to receive CSP sub-grants, NJPCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. And, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.



The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). As Executive Director of Parents Engaging Parents, Inc I strongly believe that public charter schools play a vital role in ensuring the equitable distribution of high-quality educational opportunities across the state. CSP funding will ensure that parents — particularly in low-income communities of color — have access to additional public school options that provide their children with educations that meet their academic, social-emotional, physical, and character development needs.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes for high-need students in urban communities will be eligible to receive CSP sub-grants, NJPCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. And, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

PEP Inc. and NJPCSA have partnered to build bridges for parents, educators, administrators and community engagement thought the state of New Jersey towards leadership and organizing towards the energy needed for the quality education our charter communities need. At PEP, we understand the impact our educational institutions have on our communities and school, and the need for collaborating efforts towards growth and resources in schools and communities statewide.

We believe that NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey, and we are delighted to support their application.



The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

March 24, 2020

Dear Secretary DeVos,

I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). As Executive Director of the [Diverse Charter Schools Coalition](#) (DCSC), I strongly believe that charter schools play a vital role in ensuring the equitable distribution of high-quality educational opportunities. CSP funding will ensure that families in New Jersey have access to public school options that provide their children with educational opportunities that meet their academic, social-emotional, physical, and character development needs.

DCSC, founded by 14 charter schools and networks, currently represents 60 members operating more than 190 individual schools in 21 states, including New Jersey, and the District of Columbia. Our vision is that an ever-growing number of American public schools, including many charter schools, will embody the diversity of our nation's people - across race, socioeconomic status, language and abilities - while preparing the children in their care to pursue higher education, meaningful and sustainable work in a global economy, and an equal role in a more cohesive and connected participatory democracy.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes will be eligible to receive CSP sub-grants, NJPCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. And, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

I have worked with several state charter school associations across the country and have always found NJPCSA to be proactively supportive of charter schools in the state. I believe that NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey, and am delighted to support their application.

26 Broadway  
8th Floor  
New York, NY 10004  
[www.diversecharters.org](http://www.diversecharters.org)



March 17, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am pleased to provide this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). As Founder and Executive Director of the New Jersey Children's Foundation, I strongly believe that public charter schools play a vital role in ensuring the equitable distribution of high-quality educational opportunities across the state. CSP funding will ensure that parents – particularly in low-income communities of color – have access to additional public school options that provide their children with educations that meet their academic, social-emotional, physical, and character development needs.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes for high-need students in urban communities will be eligible to receive CSP sub-grants, NJPCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. And, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

Under the stewardship and management of a talented leadership team, with NJPCSA President & CEO Harry Lee at the helm, we firmly believe that NJPCSA has proved to be adept in setting an effective and results-driven strategic direction for the organization.

We firmly believe that NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey, and we are delighted to support their application. If there is anything further I can provide regarding our recommendation of NJPCSA, please feel free to contact me.

New Jersey Children's Foundation



April 4, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am writing this letter in support of the New Jersey Public Charter School Association's (NJPCSA) application for funding under the FY20 Charter Schools Program Grants to State Entities competition (CFDA 84.282A). As the executive director of the Camden Education Fund, I strongly believe that public charter schools play a vital role in ensuring the equitable distribution of high-quality educational opportunities across the state. CSP funding will ensure that parents — particularly in low-income communities of color — have access to additional public school options that provide their children with educations that meet their academic, social-emotional, physical, and character development needs.

NJPCSA's proposal reflects a vision of charter expansion in New Jersey that is both ambitious in its objectives and measured in its approach. By ensuring that only those operators who have demonstrated an ability to improve educational outcomes for high-need students in urban communities will be eligible to receive CSP sub-grants, NJPCSA will increase not only the quantity of charter school seats but also the overall quality of the state's charter sector. And, by partnering with community-facing organizations that have experience as both technical assistance providers and fiscal agents on major federal projects, NJPCSA has positioned itself to implement a grant program that has a transformative effect on the state's charter landscape.

Charter schools have played an instrumental role in providing high-quality choices to families across New Jersey, but they have played an especially important role in Camden. The Camden Education Fund's mission is to accelerate progress in Camden's public schools, regardless of school type. Over the past five years, as enrollment in charter schools has risen, so too has the city's overall test scores and graduation rates. In Camden, charters and traditional public schools work collaboratively, and we are proud that district and city leadership are aligned on a vision of school improvement that sees charter schools as partners.

We believe that NJPCSA's proposal will have a meaningful impact on the lives of thousands of families across New Jersey, and we are delighted to support their application.



May 11, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am writing in support of the CSP State Entities competition application submitted by the New Jersey Public Charter Schools Association. Over the past two decades, New Jersey charter schools have provided tens of thousands of students, particularly low-income students of color, with high-quality educations. KIPP New Jersey has played a key role in expanding opportunities for New Jersey's highest need students. KIPP NJ has a nearly two decade track record of success in Newark and more recently in Camden, where KIPP students have completed college at three times the expected rate for low-income students. Our high school has more African American graduates go to college than any other high school in Newark and our students outperform city-wide averages by large percentages every year. With KIPP and Uncommon leading the way, Newark has become of the top 3 highest performing charter sectors in the country, with more "beat the odds" schools, according to CRPE, than any other city in the nation.

Parents in our community continue to demand access to high-quality charter school seats for their children, and KIPP New Jersey is committed to doing its part to provide more students with rigorous and responsive educational experiences. In order to ensure those seats are of the highest possible quality, it is imperative that we are equipped from Day One to furnish our students and communities with affirming and equitable educations. The CSP project proposed by NJPCSA will provide essential financial and human capital resources that will prevent expanding and replicating charter school operators from having to endure inevitable start-up challenges without adequate funding or expertise. As the barriers to successful and sustainable growth are removed, we will be positioned to offer outstanding educations to additional students without having to divert scarce resources from our existing high-quality schools. In Newark and Camden, which has historically struggled to provide our children with the educational opportunities they deserve, this formula will ensure that charter schools continue to provide a reliable alternative to traditional public schools that too often fail to meet student need.

As Chief Financial Officer, I am acutely aware of how important CSP-related funding and training can be to a fledgling school. Schools with demonstrated track records of improving educational and life outcomes for at-risk students will benefit dramatically from access to these resources and will further enrich the quality of the State's charter sector. Because we believe these funds will meaningfully increase the number of high-quality public charter schools available to New Jersey students, we offer our strong support for this proposal.

Respectfully,

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am writing in support of the CSP State Entities competition application submitted by the New Jersey Public Charter Schools Association. Over the past two decades, New Jersey charter schools have provided tens of thousands of students, particularly low-income students of color, with high-quality educations. Uncommon Schools - North Star Academy has played a key role in expanding opportunities for New Jersey's highest need students. Our school serves approximately 7,000 students in Newark in grades K through 12, that academically outperform the wealthiest suburbs of New Jersey in both math and English Language Arts. Similarly, our students are graduating from college at nearly five times the rate of the typical student from a low-income community.

Parents in our community continue to demand access to high-quality charter school seats for their children, and North Star Academy is committed to doing its part to provide more students with rigorous and responsive educational experiences. In order to ensure those seats are of the highest possible quality, it is imperative that we are equipped from Day One to furnish our students and communities with an affirming and equitable education. The CSP project proposed by NJPCSA will provide essential financial and human capital resources that will prevent expanding and replicating charter school operators from having to endure inevitable start-up challenges without adequate funding or expertise. As the barriers to successful and sustainable growth are removed, we will be positioned to offer an outstanding education to additional students without having to divert scarce resources from our existing high-quality schools.

As the Senior Director, I am acutely aware of how important CSP-related funding and training can be to a growing school. Schools with a demonstrated track record of improving educational and life outcomes for at-risk students will benefit dramatically from access to these resources and will further enrich the quality of the State's charter sector. Because we believe these funds will meaningfully increase the number of high-quality public charter schools available to New Jersey students, we offer our strong support for this proposal.



**PASSAIC ARTS & SCIENCE CHARTER SCHOOL**

iLearn Schools Central Office | 33-00 Broadway Suite 301 Fair Lawn, NJ 07410

The Honorable Betsy DeVos  
 Secretary, United States Department of Education  
 400 Maryland Ave., SW  
 Washington, DC 20202

Dear Secretary DeVos,

I am writing in support of the CSP State Entities competition application submitted by the New Jersey Public Charter Schools Association. Over the past two decades, New Jersey charter schools have provided tens of thousands of students, particularly low-income students of color, with high-quality educations. Passaic Arts and Science Charter School (Passaic ASCS) has played a key role in expanding opportunities for New Jersey’s highest need students. Passaic ASCS saw 100% of its first senior class graduate into 2- and 4-year colleges and universities. Passaic ASCS students’ Advanced Placement test results, in which students earn credits toward college courses, are especially exceptional in comparison with the host district.

Parents in our community continue to demand access to high-quality charter school seats for their children, and Passaic ASCS is committed to doing its part to provide more students with rigorous and responsive educational experiences. In order to ensure those seats are of the highest possible quality, it is imperative that we are equipped from Day One to furnish our students and communities with affirming and equitable educations. The CSP project proposed by NJPCSA will provide essential financial and human capital resources that will prevent expanding and replicating charter school operators from having to endure inevitable start-up challenges without adequate funding or expertise. As the barriers to successful and sustainable growth are removed, we will be positioned to offer outstanding educations to additional students without having to divert scarce resources from our existing high-quality schools. In Passaic City which has historically struggled to provide our children with the educational opportunities they deserve, this formula will ensure that charter schools continue to provide a reliable alternative to traditional public schools that too often fail to meet student need.

As the CEO/Lead Person of Passaic ASCS, I am acutely aware of how important CSP-related funding and training can be to a fledgling school. Schools with demonstrated track records of improving educational and life outcomes for at-risk students will benefit dramatically from access to these resources and will further enrich the quality of the State’s charter schools. We will meaningfully increase the number of high-quality public charter schools for our strong support for this proposal.



**Elementary School (K-3)**

40 Tulip Street  
 Passaic, NJ 07055

**Middle School (4-8)**

188 1<sup>st</sup> St.  
 Passaic, NJ 07055

**High School (9-12)**

7 St. Francis Way  
 Passaic, NJ 07055

**Clifton Campus (K-3)**

418 Mt. Prospect Ave.  
 Clifton, NJ 07012

**Clifton Campus (4)**

43 Clifton Ave.  
 Clifton, NJ 07011

rd # S2  
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The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am writing in support of the CSP State Entities competition application submitted by the New Jersey Public Charter Schools Association. Over the past two decades, New Jersey charter schools have provided tens of thousands of low-income students of color with a high-quality public education. Particularly in the State's Abbott districts, which have historically struggled to provide high-need communities with the educational opportunities their children need and deserve, public charter schools have filled the gap and met the needs of students and families. New Jersey's charter sector is one of the best in the nation which is the reason why there are currently 35,000 students on charter school waiting lists.

In order to increase the supply of great public schools in every neighborhood, public charter schools are a key part of the solution. For public charter schools opening, expanding, or replicating in our most underserved communities, every day counts. The availability of CSP funding means that New Jersey schools committed to providing excellent educational opportunities in these communities will not have to endure inevitable start-up challenges without adequate funding or expert training. The CSP project proposed by NJPCSA will provide essential financial and human capital resources to charter school operators that need to ensure they are equipped from Day One to furnish students and communities with responsive, affirming, and equitable educations.

As Atmosphere Academy's Principal, I am acutely aware of how important CSP-related funding and training is to increase the number of high-quality charter school seats throughout New Jersey. Schools with demonstrated track records of improving educational and life outcomes for at-risk students will benefit dramatically from access to these resources and will further enrich the quality of the State's charter sector. We believe these funds will meaningfully increase the number of high-quality public charter schools available to New Jersey students and we offer our strong support for this proposal.



March 20, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am writing in support of the CSP State Entities competition application submitted by the New Jersey Public Charter Schools Association. Over the past two decades, New Jersey charter schools have provided tens of thousands of low-income students of color with a high-quality public education. Particularly in the State's Abbott districts, which have historically struggled to provide high-need communities with the educational opportunities their children need and deserve, public charter schools have filled the gap and met the needs of students and families. New Jersey's charter sector is one of the best in the nation which is the reason why there are currently 35,000 students on charter school waiting lists.

In order to increase the supply of great public schools in every neighborhood, public charter schools are a key part of the solution. For public charter schools opening, expanding, or replicating in our most underserved communities, every day counts. The availability of CSP funding means that New Jersey schools committed to providing excellent educational opportunities in these communities will not have to endure inevitable start-up challenges without adequate funding or expert training. The CSP project proposed by NJPCSA will provide essential financial and human capital resources to charter school operators that need to ensure they are equipped from Day One to furnish students and communities with responsive, affirming, and equitable educations.

As the CEO of Distinctive Schools, I am acutely aware of how important CSP-related funding and training is to increase the number of high-quality charter school seats throughout New Jersey. Schools with demonstrated track records of improving educational and life outcomes for at-risk students will benefit dramatically from access to these resources and will further enrich the quality of the State's charter sector. We believe these funds will meaningfully increase the number of high-quality public charter schools available to New Jersey students and we offer our strong support for this proposal. We hope to continue our partnership in support of this funding and future opportunities to lead an innovative and culture first learning experience in the great state of NJ!



**SETON**  
EDUCATION PARTNERS

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos:

I am writing in support of the CSP State Entities competition application submitted by the New Jersey Public Charter Schools Association. Over the past two decades, New Jersey charter schools have provided tens of thousands of low-income students of color with a high-quality public education. Particularly in the State's Abbott districts, which have historically struggled to provide high-need communities with the educational opportunities their children need and deserve, public charter schools have filled the gap and met the needs of students and families. New Jersey's charter sector is one of the best in the nation which is the reason why there are currently 35,000 students on charter school waiting lists.

In order to increase the supply of great public schools in every neighborhood, public charter schools are a key part of the solution. For public charter schools opening, expanding, or replicating in our most underserved communities, each day counts. The availability of CSP funding means that New Jersey schools committed to providing excellent educational opportunities in these communities will not have to endure inevitable start-up challenges without adequate funding or expert training. The CSP project proposed by NJPCSA will provide essential financial and human capital resources to charter school operators that need to ensure they are equipped from the very first day to furnish students and communities with responsive, affirming, and equitable educations.

As the founder of a highly successful charter school network (Brilla College Preparatory Charter Schools) and leader of its CMO (Seton Education Partners), I am acutely aware of how important CSP-related funding and training is to increase the number of high-quality charter school seats throughout New Jersey. Schools with demonstrated track records of improving educational and life outcomes for at-risk students will benefit dramatically from access to these resources and will further enrich the quality of the State's charter sector. We believe these funds will meaningfully increase the number of high-quality public charter schools available to New Jersey students and we offer our strong support for this proposal.



Jonathan Johnson  
4238 St. Charles Avenue  
New Orleans, LA 70115

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April 3, 2020

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

I am writing in support of the CSP State Entities competition application submitted by the New Jersey Public Charter Schools Association. Over the past two decades, New Jersey charter schools have provided tens of thousands of low-income students of color with a high-quality public education. Particularly in the State's Abbott districts, which have historically struggled to provide high-need communities with the educational opportunities their children need and deserve, public charter schools have filled the gap and met the needs of students and families. New Jersey's charter sector is one of the best in the nation which is the reason why there are currently 35,000 students on charter school waiting lists.

In order to increase the supply of great public schools in every neighborhood, public charter schools are a key part of the solution. For public charter schools opening, expanding, or replicating in our most underserved communities, every day counts. The availability of CSP funding means that New Jersey schools committed to providing excellent educational opportunities in these communities will not have to endure inevitable start-up challenges without adequate funding or expert training. The CSP project proposed by NJPCSA will provide essential financial and human capital resources to charter school operators that need to ensure they are

equipped from Day One to furnish students and communities with responsive, affirming, and equitable educations.

As the Founder and CEO of Rooted School, I am acutely aware of how important CSP-related funding and training is to increase the number of high-quality charter school seats throughout New Jersey. Schools with demonstrated track records of improving educational and life outcomes for at-risk students will benefit dramatically from access to these resources and will further enrich the quality of the State's charter sector. We believe these funds will meaningfully increase the number of high-quality public charter schools available to New Jersey students and

proposal.

**STATE OF NEW JERSEY  
DEPARTMENT OF THE TREASURY  
DIVISION OF REVENUE AND ENTERPRISE SERVICES  
SHORT FORM STANDING**

**NEW JERSEY PUBLIC CHARTER SCHOOLS ASSOCIATION A NJ NONPROFIT CORPORATION  
0100795374**

*I, the Treasurer of the State of New Jersey, do hereby certify that the above-named New Jersey Domestic Non-Profit Corporation was registered by this office on October 08, 1999.*

*As of the date of this certificate, said business continues as an active business in good standing in the State of New Jersey, and its Annual Reports are current.*

*I further certify that the registered agent and office are:*

*HAROLD LEE  
1 AAA DRIVE  
SUITE 206  
HAMILTON, NJ 08691*



Certificate Number : 6104634014

Verify this certificate online at

[https://www1.state.nj.us/TYTR\\_StandingCert/JSP/Verify\\_Cert.jsp](https://www1.state.nj.us/TYTR_StandingCert/JSP/Verify_Cert.jsp)

**New Jersey Division of Revenue & Enterprise Services**  
**Certificate of Amendment for NJ Non-Profit Corporations**  
**NJSA 15A:9-4**  
**New Jersey Non-Profit Corporation Act**

State of New Jersey  
Department of the Treasury  
Division of Revenue & Enterprise Services  
Business Amendments  
Filed

Validation Number: 4094546422  
01/15/20 13:21:45

Verify this certificate online at  
[https://www1.state.nj.us/TYTR\\_StandingCert/JSP/Verify\\_Cert.jsp](https://www1.state.nj.us/TYTR_StandingCert/JSP/Verify_Cert.jsp)

This Domestic Non-Profit Corporation filed with the Division of Revenue and Enterprise Services to amend its Certificate of Formation. The filer is responsible for ensuring strict compliance with NJSA 15A:9-4.

1. Name of Domestic Non-Profit Corporation: NEW JERSEY CHARTER PUBLIC SCHOOLS ASSOCIATION, A NEW JERSEY NON-PROFIT CORPORATION.

2. Business ID Number: \_\_\_\_\_

3. Date of the Filing of the Original Certificate: 10/08/1999

4. Amendments:

Article 1, Business Name is amended as follows:

Previous Name: NEW JERSEY CHARTER PUBLIC SCHOOLS ASSOCIATION, A NEW JERSEY NON-PROFIT CORPORATION.

Amended Name: NEW JERSEY PUBLIC CHARTER SCHOOLS ASSOCIATION A NJ NONPROFIT CORPORATION

6. Adoption Proceedings:

Number of Trustees: 10

Voting For: 8

Voting Against: 0

Trustees present at meeting: 8

Date of Adoption: 12/11/2019

The undersigned represent(s) that this filing complies with State law as detailed in NJSA 15A:9-4 and that they are authorized to sign this form on behalf of the NJ Domestic Non-Profit Corporation on January 15, 2020.

**Signature**

HAROLD LEE, PRESIDENT



1 AAA DRIVE, SUITE 206 HAMILTON, NJ 08691  
T (609) 989-9700 F (609) 890-7700 info@njcharters.org

March 18, 2020

Internal Revenue Service  
Exempt Organizations Determinations  
Room 6403  
P.O. Box 2508  
Cincinnati, OH 45201

Dear Sir/Madam:

**CHANGE OF NAME - EXEMPT ORGANIZATION  
NEW JERSEY PUBLIC CHARTER SCHOOLS ASSOCIATION, A NJ NONPROFIT CORPORATION**  
[REDACTED]

Please find enclosed a copy of the Certificate of Amendment of NJ Non-Profit Corporations that was filed with the New Jersey Division of Revenue & Enterprise Services on January 15, 2020 that made the following changes:

Previous Name:  
NEW JERSEY CHARTER PUBLIC SCHOOLS ASSOCIATION, A NEW JERSEY NON-PROFIT CORPORATION.

**Amended Name:**  
**NEW JERSEY PUBLIC CHARTER SCHOOLS ASSOCIATION A NJ NONPROFIT CORPORATION**

Kindly update your records accordingly with the change.

Please do not hesitate to contact me at [REDACTED] if you have any questions.

[REDACTED]  
*President and CEO*

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **OCT 12 2004**

Employer Identification Number:

DLN:

NEW JERSEY CHARTER PUBLIC SCHOOLS  
ASSOCIATION A NEW JERSEY  
NON-PROFIT CORPORATION  
C/O JENNIFER LANGER  
349 W STATE ST 4TH FLR  
TRENTON, NJ 08618-0000

Contact Person:  
JEFFERY L GREENE ID# 31328  
Contact Telephone Number:

Public Charity Status:  
170(b)(1)(A)(vi)

Dear Applicant:

Our letter dated FEBRUARY 2000, stated you would be exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, and you would be treated as a public charity, rather than as a private foundation, during an advance ruling period.

Based on the information you submitted, you are classified as a public charity under the Code section listed in the heading of this letter. Since your exempt status was not under consideration, you continue to be classified as an organization exempt from Federal income tax under section 501(c)(3) of the Code.

Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, (800) 829-3676. Information is also available on our Internet Web Site at [www.irs.gov](http://www.irs.gov).

If you have general questions about exempt organizations, please call our toll-free number shown in the heading between 8:00 a.m. - 6:30 p.m. Eastern time.

Please keep this letter in your :

ons

Letter 1050 (DO/CG)

## Appendix F: Additional Information

<b>F-1</b>	Per-Pupil Increases (FY18–FY20)
<b>F-2</b>	North Star Academy
<b>F-3</b>	Lighthouse Districts
<b>F-4</b>	Newark Literacy Collaboration
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<b>F-6</b>	Paterson All City Education Council
<b>F-7</b>	Senate Education Recovery Task Force
<b>F-8</b>	New Jersey Charter School Fact Sheet
<b>F-9</b>	NJDOE Guidelines for Access and Equity in Charter Schools
<b>F-10</b>	NJDOE Charter School Performance Framework
<b>F-11</b>	NACSA (2014)
<b>F-12</b>	NACSA (2010)
<b>F-13</b>	CREDO (2012)
<b>F-14</b>	CREDO (2015)
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<b>F-16</b>	NJDOE Master File (April 2020)
<b>F-17</b>	NJDOE Charter School Annual Report Template
<b>F-18</b>	NJ Charter School Landscape Report (2018)
<b>F-19</b>	Parent Academy Training Deck
<b>F-20</b>	CSP Program Manager Job Description
<b>F-21</b>	Family Engagement Specialist Job Description
<b>F-22</b>	CTAC Roles and Responsibilities
<b>F-23</b>	NCSECS Roles and Responsibilities

## Appendix F-1 (Per-Pupil Increases FY18-20)

Charter School Name	FY20 Per-pupil	FY19 Per-pupil	FY18 Per-pupil
Academy CHS	18,104.3	17,316.2	17,055.6
Bergen Arts & Science CS	13,603.6	13,018.1	12,715.7
Foundation Academy CS	14,715.0	14,353.4	14,330.0
Central Jersey College Prep C.S	13,340.2	13,102.2	13,110.3
Pride Academy CS	14,946.8	14,909.6	14,587.1
Community CS of Paterson	15,045.1	14,019.6	13,717.5
Burch CS of Excellence	12,978.8	12,762.0	12,767.8
Paul Robeson CS for the Humanities	14,565.3	14,206.4	14,004.4
Riverbank CS of Excellence	11,161.1	10,691.9	10,420.3
Vineland Public CS	10,201.6	9,885.6	9,342.2
Newark Educators Community CS	17,604.6	16,862.6	15,841.0
Ethical Community CS	11,365.8	10,323.5	10,185.4
Academy for Urban Leadership CS	14,971.4	15,056.0	15,064.3
Barack Obama Green CHS	16,254.2	15,276.5	15,699.7
HOLA CS	12,076.3	11,911.1	11,202.3
Hatikvah International CS	12,226.4	12,353.3	12,441.5
Great Oaks Legacy CS	17,150.2	16,715.0	16,555.5
People's Preparatory CS	19,736.9	19,319.9	19,367.3
Roseville Community CS	18,485.0	17,459.2	17,478.7
Atlantic Community CS	17,142.2	16,210.9	15,940.7
Dr. Lena Edwards Academic CS	13,542.5	12,318.3	12,322.5
METS CS	14,380.2	13,145.4	13,425.5
Millville Public CS	11,371.4	10,590.1	10,882.7
Benjamin Banneker Preparatory CS	15,160.5	15,273.7	13,812.7
John P. Holland CS	14,948.3	13,890.3	13,480.7
Passaic Arts & Science	13,459.2	13,325.6	12,999.8
Thomas Edison Energy Smart CS	12,837.6	12,101.9	11,147.0
Beloved Community CS	12,084.8	10,622.1	10,748.5
Hope Community CS	15,166.1	13,935.4	13,588.2
Compass Academy CS	10,195.7	9,645.0	9,238.2
Jersey City Global CS	10,713.0	9,666.1	9,604.4
Philip's Academy CS	13,213.7	13,145.2	12,660.9
Paterson Arts and Science CS	13,950.3	13,630.2	12,934.5
Link Community CS	16,797.7	16,622.8	16,805.7
Bridgeton Public CS	17,122.9	13,751.6	14,095.6
College Achieve Central CS	12,255.6	11,898.2	11,757.7
Cresthaven Academy	12,784.7	12,591.9	12,369.4
Empowerment Academy CS	11,909.8	10,501.3	10,695.1
Principle Academy	14,979.1	13,589.9	13,538.9
Hudson Arts and Science CS	13,113.2	12,434.8	11,242.2
Philip's Academy CS of Paterson	13,105.7	12,469.0	12,529.5
Camden's Promise CS	14,240.5	13,662.7	13,982.7
LEAD CS	17,661.3	15,126.4	15,900.7
Achieve Community CS	12,219.1	13,248.4	13,681.1
Trenton STEM to Civics	15,982.8	15,729.2	15,967.5
Classical Academy CS of Clifton	10,596.2	10,630.7	10,009.5
ECO CS	17,989.1	17,242.4	16,438.8
Freedom Prep CS	15,155.9	14,722.0	14,365.0
Discovery CS	15,952.8	15,908.4	16,356.8
East Orange Community CS	16,119.8	15,289.0	13,510.7
Elysian CS of Hoboken	14,339.1	14,339.2	14,343.8
Englewood on the Palisades CS	15,585.0	15,585.0	15,585.2

Appendix F-1 (Per-Pupil Increases FY18-20)

Greater Brunswick CS	15,752.0	15,557.8	14,847.6
Gray CS	14,374.4	14,944.2	15,027.6
Hoboken CS	16,035.9	16,035.5	16,144.2
Hope Academy CS	15,554.0	14,436.5	14,435.6
International CS of Trenton	13,895.6	13,726.4	13,796.9
Jersey City Community CS	12,394.6	11,374.6	11,394.0
Jersey City Golden Door CS	11,760.6	11,288.5	11,280.6
LEAP Academy University CS	13,703.8	13,579.8	13,663.8
Learning Community CS	10,609.4	10,608.5	10,564.6
Marion P. Thomas CS	18,361.3	17,753.8	17,013.7
New Horizons Community C S	15,778.8	15,289.8	15,454.3
North Star Academy CS of Newark	16,109.7	15,857.7	15,852.2
TEAM Academy CS	16,667.8	16,550.6	16,530.0
Charter-TECH High School for Perf.Arts	19,130.4	17,966.9	17,493.7
Pace CS of Hamilton	13,133.8	12,923.3	12,739.3
Paterson CS for Science & Technology	14,394.9	14,396.8	13,685.2
Princeton CS	15,702.3	15,338.7	15,338.6
Queen City Academy CS	13,029.5	13,377.1	13,227.3
Red Bank CS	15,624.5	15,428.3	15,716.0
Ridge and Valley CS	18,595.6	17,015.8	14,933.7
Robert Treat Academy CS	14,412.6	14,389.1	14,648.5
Maria L. Varisco-Rogers CS	16,650.3	15,985.4	16,064.7
Soaring Heights CS	11,358.2	10,906.2	10,905.7
Sussex County CS for Technology	18,676.9	17,716.9	17,035.0
Teaneck Community CS	17,986.8	17,192.0	16,172.0
College Achieve Asbury Park	16,222.4	14,544.7	13,582.3
College Achieve Paterson	14,658.4	13,937.8	11,687.3
Ocean Academy CS	17,594.4	15,113.8	13,916.0
Achievers Early College Prep CS	13,818.3	13,918.3	
Middlesex County STEM CS	12,907.8	12,640.5	
CreativityCoLaboratory CS	13,771.7		
Union County TEAMS CS	14,101.8	14,299.9	13,316.4
Unity CS	15,936.9	16,080.1	14,941.2
University Academy CS	15,620.2	14,596.9	14,333.6
University Heights CS of Excellence	17,800.3	14,994.9	16,012.4
Village CS	13,503.1	13,224.2	13,719.5

## From modest start in Newark 20 years ago, Uncommon Schools' North Star Academy grows into the largest charter school in New Jersey

<https://www.tapinto.net/towns/newark/sections/education/articles/from-modest-start-in-newark-20-years-ago-uncommo>

By ELANA KNOPP

October 27, 2017 at 5:38 PM

Graduating seniors at North Star Academy announce their college choices during college signing day earlier this year.

Twenty years ago, 72 students entered an old bank building in downtown Newark, becoming the pioneering class of North Star Academy Charter School, a school that has gone on to prove that low income students from Newark can achieve at the highest levels.

Along the way, North Star also showed that a single, successful school can replicate and provide a high-quality education for thousands of students.

Today, North Star Academy is the largest charter school in New Jersey, serving over 5,000 students in Newark in grades K through 12th. About 84 percent of the students qualify for free or reduced price lunch and 98 percent are black or Latino. North Star

Academy is part of Uncommon Schools, whose mission is to ensure students enter into, succeed in and graduate from college.

The students consistently outscore the state's most affluent communities such as Verona, Montclair and South Orange.

But the most important marker of success is how many of its students are on track to graduate from not just high school--but from college. Nationally, about 58 percent of students coming from households in the highest income quartile graduate from college. At the lowest income quartile, fewer than 10 percent of kids graduate from college.

But Uncommon Schools is reversing that achievement gap by significant amounts. Today, eight in 10 Uncommon Schools alumni are on track to graduate from college within six years of high school graduation – one of the highest rates in the country.

Illustrating the inherent public good that high-achieving charter schools can provide in cities like Newark, in the 2014-15 school year, Uncommon Schools entered into a groundbreaking partnership with Newark Public Schools (NPS). In that year, North Star took over the management of Alexander Street School, which was among the lowest performing in the state. It was Uncommon's first turnaround attempt.

At the end of the first year, students who previously couldn't read or write or do math on grade level were now outscoring the students in the wealthiest suburbs.

Only three years after beginning its turnaround, North Star Alexander outperformed 92 percent of schools statewide in math and 86 percent of schools in English language arts.

Those numbers, of course, are tied to real children, whose course in history is changed dramatically because they attend a North Star school.

"I felt that North Star taking over Alexander was a blessing," said Brandy Farewell, whose son attended Alexander when it was operated by Newark Public Schools. "It was like our family received a second chance."

Initially Farewell was apprehensive because she didn't know how her son would fare given he was so far behind.

"But thank God, North Star was patient and worked with him every step of the way," Farewell said. "I immediately noticed my son being happy about what he learned at school."

In fact, the Alexander turnaround led to more than just student achievement for those students. When Superintendent Chris Cerf visited, he declared he wanted to "bottle" what he saw as some of North Star's most effective techniques so that they could be implemented in the district.

"It's not just the outlier results, it is the ability to scale excellence. And that's what this organization (Uncommon) does. As I understand their methodology, if some teacher in Rochester is getting results in Algebra 1, they flock to that classroom and figure out what's going on, try to package it, replicate it, and teach it to teachers," the superintendent said.

That launched an ongoing partnership that has involved hundreds of Newark Public School teachers, principals and vice principals collaborating with Uncommon educators regularly on professional development, focusing in particular on early literacy skills.

"I hope we see this as a new model for a way to learn from one another," Cerf said at a recent professional development event with both NPS and Uncommon teachers. " We all have a lot to teach as well. The mutuality of that, the security of being able to learn from each other, it's inspiring to me."

# The List: ‘Lighthouse’ School Districts Lauded for Big Improvements

<https://www.njspotlight.com/2019/08/19-08-01-the-list-lighthouse-school-districts-recognized-for-big-improvements/>

CARLY SITRIN | AUGUST 2, 2019 | **THE LIST**

Credited for having made significant academic progress and for helping diverse sets of learners, the newly designated ‘lighthouse’ districts are expected to be beacons of best practices

Eleven school districts across the state that have demonstrated “significant academic improvement” and “measurable progress across diverse groups of learners” are being given special recognition by the state Department of Education. The DOE announced the 11 as so-called lighthouse districts this week, just the second year such districts have been named.

The “lighthouse” initiative started in 2017 under then Republican Gov. Chris Christie’s administration. At the time, the program [drew some criticism](#) for including only relatively small school districts which did not have a high percentages of high-needs students, including English language learners. The latest [list of “lighthouse” school districts](#) is larger and more economically diverse than the 2017 selection.

Central to the program is the idea that “lighthouse” school districts will share their strategies and successes with other districts looking to improve, will receive diversity and inclusion-training opportunities, and be asked to share their insights with the DOE in policy discussions. The DOE has not released the criteria used for choosing these districts but a spokesperson for the department said they “evaluated four years of district and school-level data to identify districts with the greatest academic improvement.”

Here are the latest Lighthouse districts. Note that under state law, charter schools and charter networks are considered school districts.

### **Little Falls Township School District**

The district was recognized for its commitment to use student-level data to inform instruction techniques and for having students routinely set goals for themselves and track their personal growth.

It has students in pre-K to grade 8 across three schools with a total enrollment of 887. Twenty-one percent of students are economically disadvantaged, 21.9 percent of students have disabilities, and 1 percent are English learners.

### **Long Branch Public Schools**

Long Branch was chosen for its project-based learning initiatives and commitment to social-emotional learning. It's launching an initiative aimed at identifying and addressing every student's insecurities and vulnerabilities.

The district serves students in pre-K to grade 12 across eight schools with a total enrollment of 5,735. Eighty-three percent of students are economically disadvantaged, 13.5 percent have disabilities. 23.5 percent are English learners.

### **Ocean City School District**

Ocean City was singled out for its "Raider Ready" program, which gives new students and their families opportunities to become acclimated with teachers before they are even enrolled in the district.

It serves students pre-K to grade 12 across three schools with a total enrollment of 2,124. Twenty-two percent are economically disadvantaged, 11.3 have disabilities, and 0.9 percent are English learners.

### **Paul Robeson Charter School for the Humanities, Mercer County**

In 2016, the school went through the state charter school renewal process and has since upgraded its overall mission, vision and academic program. It was chosen for its individualized approach to learning and teacher-created exit tests.

It has students in grades four through eight with a total enrollment of 376. Ninety-five percent of them are economically disadvantaged, 10 percent have disabilities, and 15.7 percent are English learners.

### **Perth Amboy City School District**

Perth Amboy was praised for its strong dual-language program and Perth Amboy High School was named a 2019 national School of Character. By September each student in the high school will have a district-owned Chromebook computer to use in school and at home. It was also highlighted for its high school academy model that it says offers hands-on experiences, rigorous coursework and ample opportunities for apprenticeships and internships.

The district serves students pre-K to grade 12 across 12 schools; total enrollment is 12,076. Most students — 85.6 percent — are economically disadvantaged, 9.6 percent have disabilities, 27.6 percent are English learners.

### **Somerville Borough School District**

Somerville was chosen for its new district-wide strategic plan, Vision 2020, which focuses on building cultural competence, or understanding; preparing students for college and career options; and growing their professional development opportunities.

It has students pre-K to grade 12, across three schools with a total enrollment of 2,357. Just over 30 percent are economically disadvantaged, 16.5 percent are students with disabilities, and 4.5 percent are English learners.

### **TEAM Academy Charter School, Essex County**

It was chosen because of the emphasis placed on students' wellbeing. Social-worker and psychologist support is provided in small groups and in one-on-one counseling for students.

Part of the KIPP New Jersey network of charter schools, the district serves students in kindergarten through grade 12 across eight schools totaling 4,015 students. More than 90 percent of students are economically disadvantaged, 12.9 percent have disabilities, and 1 percent are English learners.

### **Red Bank Borough School District**

Red Bank has been recognized for its bilingual/ESL/content supports for English learners, special education co-teaching and Response to Intervention (RtI) services to work alongside all learners to help them improve.

It serves students in pre-K to grade eight across two schools with 1,439 students enrolled. Close to 87 percent of students are economically disadvantaged, 16.2 percent have disabilities, and 32.9 percent are English learners.

### **Washington Borough School District**

Washington Borough has been recognized for encouraging a “risk-free environment for teachers and students to experiment and reframe instructional strategies toward improved outcomes.” Teachers and staff are encouraged to submit proposals for innovative programs.

It has students in pre-K to grade six across two schools with 476 students enrolled, of whom 35.7 percent are economically disadvantaged, 22.7 percent are students with disabilities and 1.5 percent are English learners.

### **Waterford Township School District**

Waterford School District is on the list because of its partnership with Lesley University to work on instructional practices. The district was also awarded Preschool Education Expansion Aid (PEEA) to expand engagement with families of preschool students.

It serves students in pre-K to grade six across three schools totaling 810 students, 27.4 percent of whom are economically disadvantaged, 15.9 percent have disabilities, and 0.1 percent are English learners.

### **West Deptford School District**

West Deptford is on the list because it created data teams to analyze and make informed decisions regarding assessment results and curriculum items. It has also formed partnerships with universities for teacher instruction training and professional development and created a range of mentoring programs.

The district serves students in pre-K to grade 12 across five schools with 2,877 students enrolled. Just over a quarter of them (25.5 percent) are economically disadvantaged, 23.3 percent have disabilities and 0.4 percent are English learners.

# Charter and district teachers learn side by side in Newark

BY [Brenda Flanagan, Senior Correspondent](#) | January 30, 2019, 5PM EST

<https://www.njtvonline.org/news/video/charter-and-district-teachers-learn-side-by-side-in-newark/>

Teachers became students, as Newark district schoolteachers — who struggle getting students to read a challenging book and truly understand it — got tips from charter school colleagues at a workshop on how to grab kids' attention and break it all down.

Steve Chiger, director of literacy for Uncommon Schools' North Star Academy in Newark, led teachers through exercises designed to assist and motivate kids confronted by complex reading assignments. They're Northstar techniques that Benjamin Franklin Elementary School teacher Isabel Abreu will certainly use it in her classroom.

"Put down your iPhone, that you're allowed to bring to school, and let's explore this text — so hearing them say that it is possible, that it is something that is doable, to bring into the classroom, is encouraging," Abreu said.

Northstar operates 13 out of the 17 charter schools in Newark — a city whose beleaguered public school system just emerged from state control. One in three Newark kids attends a charter school, and last year Newark charters outperformed district schools on PARCC scores in English language arts and math proficiency.

"This is one of the ways we're able to really live that idea of we need to share and collaborate in the best interests of our kids," said Crystal McQueen-Taylor, senior director of external impact at Uncommon Schools.

"Watch what happens. They get credit for saying that they helped us, and we get credit for saying we followed a strategy that, in fact, worked," said Newark Public Schools Superintendent Roger Leon. "The whole idea that the school district can become better because of others is important. And others I define very, very broadly."

Newark's teachers union questioned the workshop's timing, noting it comes as the state takes another look at how charters operate. New Jersey's 1995 charter school law directed them to "... offer the potential to improve pupil learning ..." and to "... encourage the use of different and innovative learning methods." But the union claims charters often benefit from corporate largesse, even as New Jersey school districts battle for budget dollars and resources and face higher hurdles.

“For instance, special needs students or students who speak a separate language and a different language? Maybe if they were accepting those students, maybe if they were teaching in classrooms with 30 and 33 students without an aide, maybe then we could learn something from them,” said Newark Teachers Union President John Abeigon.

Politics notwithstanding, Abreu welcomed this chance to swap teaching strategies.

“I think we feel separated, at times, from being in public schools and charter schools. I just think it really bridges that gap, and I think we’re all on the same team, right? We are here for the education of children,” said Abreu.

The state’s currently re-examining its charter school regulations. Workshops likes these show that charters can be incubators for ideas and techniques that work for kids in every classroom.

## Newark Public Schools wants more of its graduates to finish college. KIPP charter network wants to help.

By [Patrick Wall](#) Updated Jul 19, 2018, 1:07pm EDT

<https://newark.chalkbeat.org/2018/7/18/21109234/newark-public-schools-wants-more-of-its-graduates-to-finish-college-kipp-charter-network-wants-to-he>

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Graduating students at KIPP Newark Collegiate Academy in June 2018. *Patrick Wall/Chalkbeat*

A group of Newark Public Schools guidance counselors will travel to Texas next week to learn how to help high school students pick the right college. KIPP, the national charter school network, will lead the training.

The so-called “College Counseling Institute,” which will take place in San Antonio, marks the first formal partnership between the district and KIPP, which operates eight schools in Newark and 224 across the country. It signals that Newark’s new superintendent, Roger León, intends to follow through on his promise to foster collaboration between the two sectors — despite a vocal group of critics who see charter schools as siphoning students and resources from Newark’s traditional public schools.

“We are always looking to learn from innovative approaches with a track record of success,” León stated in a press release KIPP sent on Wednesday. “We have a talented, dedicated group of guidance counselors, and look forward to them receiving additional tools and training through the College Counseling Institute to help students select a college and career path that fits their needs.”

Staffers from three Newark high schools — American History, Central, and University — will attend the three-day training, alongside guidance counselors from the Miami-Dade County and New York City public school systems. Counselors from KIPP and another charter network, Aspire Public Schools, will also be at the free training, which is funded by the Bill & Melinda Gates Foundation. (Chalkbeat also receives funding from Gates.)

They will learn about a KIPP program called “College Match,” which the network says it hopes to spread to other charter and traditional schools. The idea is for high school counselors to help students make smart decisions about where to apply to college, based on how likely they are to be admitted, the schools’ graduation rates, available financial aid, and other “fit” factors, such as where the college is located and what majors it offers.

After next week’s training, the participants will reconvene several times throughout the school year and receive support from KIPP college counselors, the network said. According to KIPP, after its counselors in San Antonio supported their counterparts at a local traditional high school during the 2016–17 school year, the number of students at the traditional school who were accepted into four-year colleges more than doubled.

Typically, school districts track how many students graduate high school and apply to college. But increasingly they are monitoring how well their students fare further down the line.

In Newark Public Schools, the high-school graduation rate reached a record 78 percent in 2017. This year, more than 70 percent of graduating seniors are expected to attend two- or four-year colleges, according to the district.

Yet only a fraction of Newark’s graduates will complete college.

Among students who graduated from Newark’s traditional high schools in 2011, only about 13 percent earned a college degree or certificate within six years, according to a forthcoming report from the Newark City of Learning

Collaborative and the School of Public Affairs and Administration at Rutgers University-Newark. Students who graduated from one of the district's magnet schools, which admit students based on their academic records, had a much higher six-year college completion rate of 42 percent.

Among KIPP's Newark students, about 38 percent of those who graduated high school in 2011 had earned a college degree within six years, the report found.

KIPP officials believe that one way to improve college completion among their former students is to steer them to colleges with track records of getting first-generation college students to graduate.

"How you go about the college application process can be worth 5 to 10 points in college graduation rates," KIPP Foundation CEO Richard Barth told [Education Post](#) last year.

Newark's counselors, however, will face serious constraints as they try to replicate KIPP's college-match program.

At KIPP's Newark high school, Newark Collegiate Academy, there are about 75 students for every counselor. In Newark Public Schools, according to state data, there are 600 students per counselor.

***Update:** This story was updated to reflect that the forthcoming college-outcomes report was a joint project of the Newark City of Learning Collaborative and Rutgers University-Newark.*

## Superintendent Eileen Shafer Convenes Inaugural Meeting of All City Education Council

<https://www.tapinto.net/towns/paterson/sections/education/articles/superintendent-eileen-shafer-convenes-inaugural-meeting-of-all-city-education-council>

By TAPINTO PATERSON STAFF

October 16, 2019 at 9:16 PM



*Credits: Paterson Public Schools*

**PATERSON, NJ** – The inaugural meeting of the All City Education Council was convened on Wednesday under the leadership of Paterson Public Schools Superintendent Eileen Shafer, according to a statement.

The meeting, the statement read, represented the first time in the history of Paterson Public Schools that leaders from the school district sat down with charter school leaders to explore opportunities to work more cooperatively.

Saying that everyone represented on the All City Education Council shares the goal of getting the most out of Paterson’s students, Shafer added that the meeting was “an important first step to developing a more cooperative climate among the different schools so that we can all serve Paterson’s students and their families better.

The discussion covered a variety of topics from improving communications between district and charter schools when closing due to inclement weather to sharing ideas for professional development opportunities for staff and administrators, the statement read.

“The meeting was unbelievably great,” said Nihat Guvercin of iLearn Schools, Inc. “This was a turning point in charter schools and district school relations.



<https://www.njsendems.org/senate-education-recovery-task-force-holds-first-meeting/>

M. Teresa Ruiz News & Releases

**TRENTON** – The Senate Education Recovery Task Force, led by Senate Education Chair M. Teresa Ruiz, held their first meeting this afternoon to begin addressing the challenges facing students, teachers, parents and administrators that have been exposed by COVID-19.

“There is a long road ahead but I am eager to get things started. We have put together a great group and I look forward to collaborating to come up with recommendations for the rest of this school year, the summer and the fall,” said Senator Ruiz (D-Essex). “As the task force continues we will be inviting in experts from various fields to present to the group and offer insight on specific topics. This is no small task but together we can begin to address the challenges currently facing our students and educators and determine proactive measures for the months ahead.”

The panel of educators and public officials will help provide guidance and insight to address a variety of topics, including overcoming the digital divide, mitigating learning loss, offering resources to improve at-home special education and providing assistance for our students who have Individual Education Plans or are English Language Learners.

They also hope to discuss providing support for social emotional learning and mental health care, maintaining health and safety now and once school returns to the classroom, ensuring students have access to healthy meals, and determining tools to help teachers, parents, and students measure academic progress and determine areas in need of attention.

In addition to Senator Ruiz, below are the members of the Senate Education Recovery Task Force:

- Senator Sam Thompson, Co-Chair
- Donna Chiera, American Federation of Teachers New Jersey
- Patricia Morgan, JerseyCAN
- Christopher Jones, New Jersey School Board Association
- Susan Young, New Jersey Association of School Business Officials
- Dr. Richard Bozza, New Jersey Association of School Administrators

- Sharon Krengel, Education Law Center
- Dr. David Aderhold, Garden State Coalition of Schools
- Marie Blistan, New Jersey Education Association
- Cathy Lindenbaum, New Jersey Parent Teacher Association
- Patricia Wright, New Jersey Principals and Supervisors Association
- Peg Kinsell, New Jersey Statewide Parent Advocacy Network
- Tom Puryear, New Jersey NAACP
- Christian Estevez, New Jersey Latino Action Network
- Robin Cogan, New Jersey State School Nurses Association
- Dan Mitzner, TeachNJ
- Harry Lee, New Jersey Charter School Association
- Dr. Roger León, Superintendent Newark Public School District
- Jim Lavender, Superintendent Kingsway Regional Public School District
- Colleen Schulz-Escow, Department of Education

# Get the Facts

## New Jersey's Public Charter Schools



### WHAT IS A PUBLIC CHARTER SCHOOL?

**FREE, NONPROFIT** public schools that are open to all students.

They operate with more **FLEXIBILITY** than traditional public schools in exchange for **INCREASED ACCOUNTABILITY** including rigorous financial, academic and operational standards.

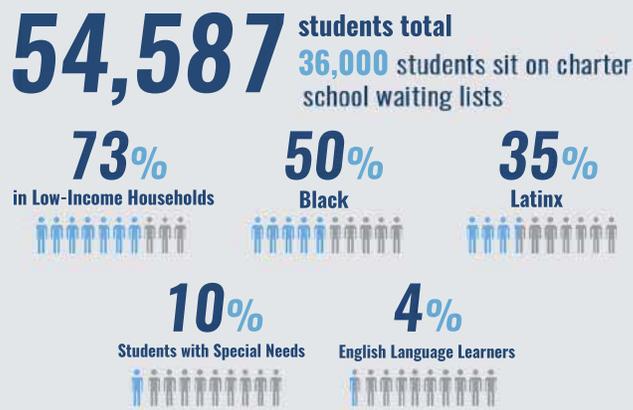


#### PUBLIC CHARTER SCHOOLS IN NJ



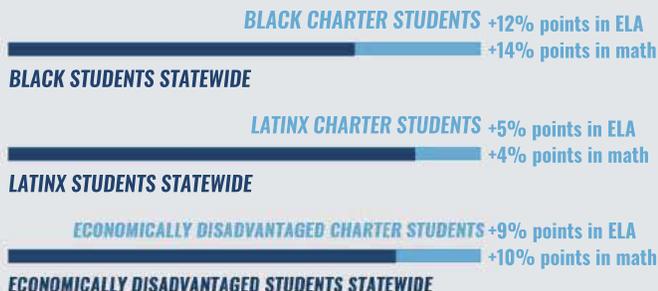
**88** The number of public charter schools in NJ.  
**40** cities in New Jersey.  
**18** counties in New Jersey.  
**1 in 6** students in our poorest communities attend a public charter school.

#### PUBLIC CHARTER SCHOOL STUDENTS

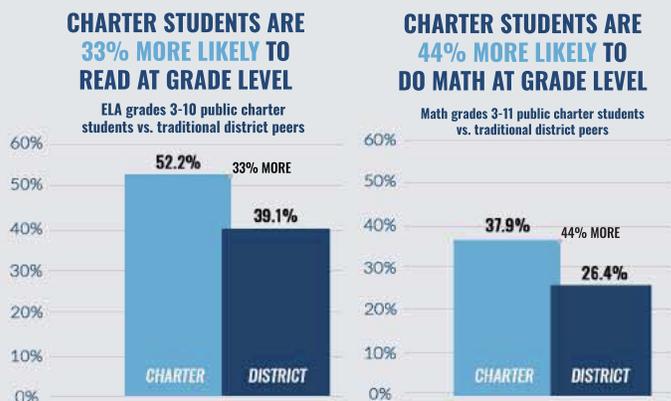


#### GREAT OUTCOMES FOR STUDENTS OF COLOR

Data shows that **STUDENTS** who attend public charter schools **GRADUATE** from high school at a **HIGHER RATE** and do better on state tests compared to their peers statewide.



#### OVERALL PERFORMANCE



# Get the Facts

## New Jersey's Public Charter Schools



### ACCOUNTABLE TO FAMILIES

Public charter schools have **GREATER FLEXIBILITY** to bring in new and creative approaches, and with that flexibility comes **GREATER ACCOUNTABILITY**. Public charter schools:



**PROVIDE FINANCIAL REPORTS TO THE STATE AND CONDUCT AN ANNUAL AUDIT**



**MUST MEET ALL STATE AND FEDERAL EDUCATION STANDARDS**



**MUST BE RENEWED EVERY FIVE YEARS - IF THEY'RE NOT DELIVERING RESULTS, THEY CAN BE CLOSED**

### PUBLIC CHARTER SCHOOLS ARE UNDERFUNDED

Due to an outdated technicality in state law, public charter schools **AREN'T ELIGIBLE** to receive facilities funding from the state.

**\$4,200 ↓**

On average, public charter schools receive **\$4,200 LESS** per student compared to traditional school districts.

**\$900 MILLION**

Public charter schools need **\$900 million** for safe and secure facilities for students.

### EMPOWERING TEACHERS

Public charter schools have **MORE AUTONOMY** over their budgets, curriculum, and personnel than traditional districts. Public charter schools include **INCREDIBLY DIVERSE** learning models, including:

- > **ILEARN CHARTER SCHOOLS**, where students complete four Design Challenge projects in collaborative groups (Bergen, Paterson, Passaic, Hudson).
- > **HOBOKEN DUAL LANGUAGE CHARTER SCHOOL** provides an exceptional education in Spanish and English to develop bilingual citizens.
- > **FOUNDATION ACADEMY CHARTER SCHOOL'S** students learn to play a string instrument of their choosing from the violin and viola to the upright bass and cello starting in 4th grade (Trenton).

### PROVIDING A WORLD CLASS EDUCATION

Newark's public charter schools serve nearly **20,000 STUDENTS** and have **outperformed** the NJ state average for two years in a row.

> In 2015, Stanford University's CREDO study ranked Newark's charter sector as the **SECOND HIGHEST-PERFORMING** of all 41 urban charter sectors they studied.

> In 2020, the Manhattan Institute published a first-of-its-kind study on Newark's charter sector that found that attending a Newark charter school "has **A LARGER EFFECT THAN 80%** of other educational interventions..."



# **New Jersey Department of Education, Office of Charter Schools**

## **Guidelines for Access and Equity in New Jersey Charter Schools**

Updated August 2015

## Guidelines for Access and Equity in New Jersey Charter Schools

### Overview

The Department is committed to working with charter schools to ensure that they are serving and meeting the needs of all students, especially the highest need students requiring special education services, students who are English Language Learners, students who qualify for free or reduced-price lunch and other underserved or at-risk populations. Charter schools must demonstrate that their recruitment, application, admissions, lottery and enrollment policies and practices are fair and equitable, as required by law. Additionally, charter schools must demonstrate that they comply with state and federal laws relating to special education students and students who are English Language Learners. The [Organizational Performance Framework](#) outlines the clear standards and expectations for charters schools in New Jersey. Specifically, Performance Area 4 highlights the expectations for schools regarding access and equity.

### Resources:

- A. New Jersey Charter School Initial Application Form vs. Enrollment Form:** Please note that there is a distinction between a school’s initial application form and its enrollment form(s). The initial application is the form that students/parents complete in order to apply to the school and enter its lottery. The initial application form may only require minimal information as demonstrated in this template:

<http://www.nj.gov/education/chartsch/equity/NJCommonCharterSchoolApplication.pdf>

*After students have been accepted, schools distribute enrollment forms to gather additional information/documentation to officially enroll students at the school.*

**B. New Jersey Charter School Guidance: Application, Admissions, Lottery and Enrollment**

<b>Initial Application Form</b>	
<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>• Initial Application may request only the following information:                             <ul style="list-style-type: none"> <li>-Student name, gender, age and/or DOB, grade applying for, current school, current grade, address</li> <li>-Parent/guardian name, relationship to student, contact Information (phone/email)</li> <li>-Sibling(s) name, school, grade</li> <li>-Signature of parent</li> </ul> </li> </ul>	<p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>• Initial Application form is only 1 to 2 pages long.</li> <li>• Initial Application includes a non-discrimination clause such as: <i>Charter schools are free, open-enrollment public schools that are required by law to serve all students. Charter schools shall be open to all students on a space available basis and shall not discriminate in their admission policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, special needs, proficiency in the English language, or any other basis that would be illegal if used by a school district.</i></li> </ul>
<b>Initial Application Access</b>	

<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>Initial Application is available to all individuals and organizations</li> <li>Initial Application is provided to the Charter Office on August 1<sup>st</sup> (through submission of the annual report)</li> </ul>	<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>Initial Application is available in English and Spanish or other language(s) commonly spoken in the community</li> <li>Initial Application (all languages) can be picked up from the charter school and completed off-site, or with the aid of a school employee if necessary</li> <li>Initial Applications (all languages) can be accessed and downloaded on school’s website.</li> </ul>
<p><b>Initial Application Process</b></p>	
<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>Application process only involves submitting the initial application form by deadline (no proof of residency, immunizations, interview or school tour required)</li> </ul>	<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>Applications are accepted for at least 2 consecutive months</li> <li>Application availability and deadline are announced through 3+ public avenues (e.g. local newspapers, community flyers, bulletins, school website) in all applicable languages</li> <li>Application can be submitted online, mailed to school, or brought to school</li> </ul>
<p><b>Lottery</b></p>	
<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>A charter school first establishes an initial recruitment period and an application deadline. If at the end of this period, the total applicants exceed the spaces available, a lottery is conducted. Enrollment is not on a first-come, first-served basis.</li> <li>A waiting list is valid for one school year only</li> <li>Schools arrange their wait list by lottery results and maintain a current wait list in the main office</li> </ul>	<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>Lottery date is announced publicly 2+ months in advance</li> <li>Lottery date is announced through 3+ public avenues (e.g. local newspapers, community flyers, bulletins, school website) in all applicable languages</li> <li>Lottery is held publicly soon after application deadline</li> <li>Lottery is conducted for every space available in any grade during the enrollment period</li> <li>Parents/guardians who have applied are notified of lottery date via email and/or phone 2+ weeks in advance</li> </ul>
<p><b>Enrollment</b></p>	
<p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>Once a student is enrolled, he or she can continue to attend the charter school without re-applying each year</li> <li>Spots opening during the year are filled based on the current waiting list or on a first-come, first-served basis if no wait list exists</li> </ul>	<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>All students selected in lottery are enrolled contingent upon submission of proof of age, residency, immunization, guardianship, and enrollment in local school district only.</li> <li>Limited additional information may be requested, but not as a condition of enrollment (e.g. picture ID, former school information, academic and special education records)</li> <li>Enrollment packet is available at time of lottery, on website and/or sent to parents/guardians of accepted students directly, either via mail or email</li> <li>Parents/guardians are provided a reasonable amount of time to submit entire enrollment packet</li> </ul>



# **New Jersey Department of Education, Office of Charter and Renaissance Schools**

## **Performance Framework**

**Updated July 2017**

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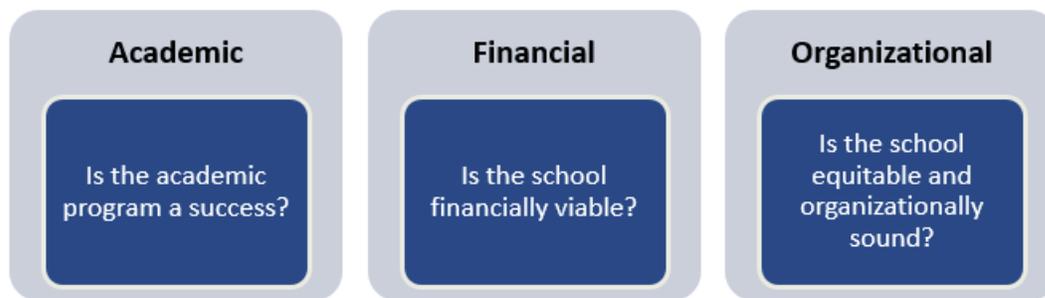
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## Introduction

The New Jersey Department of Education (Department) developed the Performance Framework to ensure that every New Jersey charter school is serving students by providing a high-quality public education. The Performance Framework sets forth the criteria by which all New Jersey charter schools are evaluated, informing both the Department and individual charter school officials about charter school performance and sustainability. The Performance Framework is established in the charter agreement and in current regulations ([N.J.A.C. 6A:11](#)).

The Performance Framework is integral to the core functions of the Office of Charter and Renaissance Schools (OCRS), since it provides a consistent definition of school success from recruitment and application through renewal that is aligned with Department goals for all schools.

The Performance Framework consists of three sections—Academic, Financial and Organizational—each guided by an essential question shown below:



While each charter school’s performance against the criteria outlined in the three sections of the Performance Framework is reviewed for all high-stakes decisions, a charter school’s performance on the Academic section carries the most weight. The additional weight given to academic performance reflects the trade-off between autonomy and accountability at the heart of the *Charter School Program Act of 1995*: charter school operators are offered greater autonomy in exchange for greater accountability for student outcomes.

## Background

The Department first released the Performance Framework in July 2012. The Organizational section was updated in August 2015 and released as a separate document on the OCRS website. Modifications to the Academic section, made with stakeholder input, began in 2015 in order to accommodate New Jersey’s transition from NJ ASK to PARCC tests. It was released via sample drafts of Academic Performance Framework Reports starting in 2016. This July 2017 version brings together, with minor alterations, the Financial section from the July 2012 version, the Organizational section from August 2015, and the new Academic section.

Some of the minor alterations made to publish the July 2017 version of the Performance Framework are as follows:

- Indicator 5.2 “EpiCenter Compliance” in the Organizational section was renamed 5.2 “OCRS reporting compliance” because OCRS has not used EpiCenter to collect documentation since September 2016

- Ratings for some indicators in the Organizational section were clarified for greater transparency. For example, in the August 2015 version, “Does Not Meet Standard” on Indicator 1.2 “Curriculum” is described as: “The school presents concerns in meeting a majority of the criteria identified in indicator 1.2 with moderate or major issues noted.” In this version, “Does Not Meet Standard” on Indicator 1.2 is clarified to read: “The school’s curriculum is not aligned to state standards.”
- The “Financial Compliance Indicators” introduced in the Organizational section in 2015 were moved to the Financial section, and the criteria within this indicator related to the school’s performance on the annual audit became a new measure called “Financial Audit.”
- Two measures of Financial Sustainability Indicators (Total Margin and Debt to Asset Ratio) were removed from the Financial section, as the passing of GASB 68 requires all public schools to list state pension contributions as liabilities, reducing the insight into fiscal viability previously provided by those measures

### **Anticipated Changes**

The Department plans in the future to adjust criteria based on feedback, field experience, and changes to state and federal regulations. The following changes are anticipated:

- Aligning terms and numbering styles across sections of the Performance Framework. For example, the same term will be used for “Performance Areas” in the Organizational Performance Framework, “Categories” in the Academic Performance Framework and “Indicators” in the Financial Framework
- Omitting Indicator 1.3 “Instruction” from the Organizational Performance Framework
- Streamlining the criteria found in the Organizational Performance Framework
- Revamping the Academic Performance Framework for High School Grades 9-12 to take into account new state policies and regulations related to performance
- Standardizing the number of bonus points possible across all grade spans in the Academic Performance Framework

### **Implementation**

OCRS serves four core functions: 1) manage an effective charter school application process, 2) ensure readiness and capacity to open a new charter school, 3) oversee existing charter schools, and 4) renew, expand and close charter schools. The Performance Framework is used to guide all of these functions and as the basis for all decisions regarding charter schools and charter school applications.

Existing charter schools that do not meet the criteria established in the Performance Framework are subject to additional oversight, including, but not limited to, probation, revocation or nonrenewal.

## Academic Performance Framework

### Overview

The evaluation of a charter school's academic performance is guided by the following essential question:



The Department utilizes three Academic Performance Frameworks to assess the relative success of the elementary, middle and high school programs offered by charter schools. Academic performance is assessed by tested grade span, with grades 3-5 representing the elementary program, grades 6-8 the middle school program, and grades 9-12 the high school program. Each Academic Performance Framework consists of four categories of metrics. The table below shows the number of metrics and the points assigned to each category for each Academic Performance Framework (i.e., for grades 3-5, grades 6-8, and grades 9-12).

**Table 1 Metrics and Points by Academic Performance Framework and Category**

Grade span	Student Growth	Graduation Rate	Achievement	Leading Indicators	Closing Gaps
3 - 5	8 metrics worth 48 points	N/A	12 metrics worth 48 points	1 metric worth 4 points	10 metrics worth up to 10 bonus points
6 - 8	8 metrics worth 44 points	N/A	12 metrics worth 44 points	3 metrics worth 12 points	15 metrics worth up to 15 bonus points
9 - 12	N/A	1 metric worth 34 points	12 metrics worth 36 points	11 metrics worth 30 points	5 metrics worth up to 5 bonus points

For measures in all categories except Closing Gaps, the number of points a charter school earns depends on how well the school performed relative to schools across the state; schools in the largest sending district(s); and schools serving similar populations of students. The Closing Gaps section examines subgroup performance within a charter school. In this section, a charter school may earn one additional bonus point whenever the difference between

the subgroup's performance and either that of all other students in the grade span or the Department's target for grades 9-12 is equal to or greater than zero.

The percent of total points a charter school earns on an Academic Performance Framework determines its Tier Rank for that academic program. To receive a Tier Rank 1, the highest possible rank, a charter school must earn at least 65 percent of the points possible. Charter schools that earn 35-64.9 percent of points possible are classified as Tier Rank 2, or middle performing. To receive a Tier Rank 3, the lowest possible rank, a charter school must earn fewer than 35 percent of all points possible. Starting in 2015, the Department developed a Summative Tier Rank to combine all grade-span specific Tier Ranks that charter schools receive into one. Tier Ranks factor into all decisions made by the Department regarding charter schools.

## Academic Performance Framework for Elementary Grades 3-5

### *Categories and Metrics*

1. Student Growth
  - a. Growth score of all students (English language arts (ELA)/math)
  - c. Growth score of students who scored at or below Partially Met Expectations (i.e., Level 1 or 2) in the previous year (ELA/math)
  - e. Growth score of students who scored at Approached Expectations (i.e., Level 3) in the previous year (ELA/math)
  - g. Growth score of students who scored at Exceeded Expectations (i.e., Level 5) in the previous year (ELA/math)
  
2. Achievement
  - a. Percent that met or exceeded expectations (Proficiency Rate) (ELA/math)
  - c. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)
  - e. Proficiency rate of students with disabilities (SWD) (ELA/math)
  - g. Proficiency rate of English language learners (ELL) (ELA/math)
  - i. Proficiency rate of economically disadvantaged students (ELA/math)
  - k. Performance index (ELA/math)
  
3. Leading Indicators
  - a. Rate of chronic absenteeism
  
4. Closing Gaps
  - a. Growth score of SWD compared to that of all other students (ELA/math)
  - c. Growth score of ELL compared to that of all other students (ELA/math)
  - e. Growth score of economically disadvantaged students compared to that of all other students (ELA/math)
  - g. Growth score of African-American students compared to that of all other students (ELA/math)
  - i. Growth score of Hispanic students compared to that of all other students (ELA/math)

### Academic Performance Framework for Elementary Grades 3-5

#### 1. Student Growth (How much progress did students in grades 3-5 at this school make relative to their peers?)

Metric	Criteria and Rating
1a. & 1b. Growth score of all students (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <ul style="list-style-type: none"> <li>The school earns less than 35% of points possible</li> </ul>
1c. & 1d. Growth score of students who scored at Level 1 or 2 in the previous year (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
1e. & 1f. Growth score of students who scored at Level 3 in the previous year (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
1g. & 1h. Growth score of students who scored at Level 5 in the previous year (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

#### 2. Achievement (How many students in grades 3-5 met or exceeded grade level expectations? How was student performance in grades 3-5 overall?)

Metric	Criteria and Rating
2a. & 2b. Proficiency rate (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2c. & 2d. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

Metric	CRITERIA AND RATING
2e. & 2f. Proficiency rate of SWD (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2g. & 2h. Proficiency rate of ELL (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2i. & 2j. Proficiency rate of economically disadvantaged students (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2k. & 2l. Performance index (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

3. *Leading Indicators* (Is the school preparing students in grades 3-5 for future success?)

Metric	Criteria and Rating
3a. Chronic absenteeism rate	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

4. *Closing Gaps* (Are traditionally underserved groups in grades 3-5 at the school progressing at the same rate as all others?)

Metric	Criteria and Rating
4a. & 4b. Growth score of SWD compared to that of all other students (ELA/math)	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
4c. & 4d. Growth score of ELL compared to that of all other students (ELA/math)	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.

Metric	Criteria and Rating
<b>4e. &amp; 4f. Growth score of economically disadvantaged students compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4g. &amp; 4h. Growth score of African-American students compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4i. &amp; 4j. Growth score of Hispanic students compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.

## Academic Performance Framework for Middle Grades 6-8

### *Categories and Metrics*

1. Student Growth
  - a. Growth score of all students (English language arts (ELA)/math)
  - c. Growth score of students who scored at or below Partially Met Expectations (i.e., Level 1 or 2) in the previous year (ELA/math)
  - e. Growth score of students who scored at Approached Expectations (i.e., Level 3) in the previous year (ELA/math)
  - g. Growth score of students who scored at Exceeded Expectations (i.e., Level 5) in the previous year (ELA/math)
  
2. Achievement
  - a. Percent that met or exceeded expectations (Proficiency Rate) (ELA/math)
  - c. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)
  - e. Proficiency rate of students with disabilities (SWD) (ELA/math)
  - g. Proficiency rate of English language learners (ELL) (ELA/math)
  - i. Proficiency rate of economically disadvantaged students (ELA/math)
  - k. Performance index (ELA/math)
  
3. Leading Indicators
  - a. Chronic absenteeism rate
  - b. Participation rate on the Algebra 1 or Geometry PARCC test
  - c. Proficiency rate on the Algebra 1 or Geometry PARCC test
  
4. Closing Gaps
  - a. Growth score of SWD compared to that of all other students (ELA/math)
  - c. Growth score of ELL compared to that of all other students (ELA/math)
  - e. Growth score of economically disadvantaged students compared to that of all other students (ELA/math)
  - g. Growth score of African-American students compared to that of all other students (ELA/math)
  - i. Growth score of Hispanic students compared to that of all other students (ELA/math)
  - k. Participation rate on the Algebra 1 or Geometry PARCC test of SWD compared to that of all other students
  - l. Participation rate on the Algebra 1 or Geometry PARCC test of ELL compared to that of all other students
  - m. Participation rate on the Algebra 1 or Geometry PARCC test of economically disadvantaged students compared to that of all other students
  - n. Participation rate on the Algebra 1 or Geometry PARCC test of African-American students compared to that of all other students
  - o. Participation rate on the Algebra 1 or Geometry PARCC test of Hispanic students compared to that of all other students

## Academic Performance Framework for Middle Grades 6-8

### 1. Student Growth (How much progress did students in grades 6-8 at this school make relative to their peers?)

Metric	Criteria and Rating
1a. & 1b. Growth score of all students (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <ul style="list-style-type: none"> <li>The school earns less than 35% of points possible</li> </ul>
1c. & 1d. Growth score of students who scored at Level 1 or 2 in the previous year (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
1e. & 1f. Growth score of students who scored at Level 3 in the previous year (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
1g. & 1h. Growth score of students who scored at Level 5 in the previous year (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

### 2. Achievement (How many students in grades 6-8 met or exceeded grade level expectations? How was student performance in grades 6-8 overall?)

Metric	Criteria and Rating
2a. & 2b. Proficiency rate (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2c. & 2d. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

Metric	Criteria and Rating
2e. & 2f. Proficiency rate of SWD (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2g. & 2h. Proficiency rate of ELL (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2i. & 2j. Proficiency rate of economically disadvantaged students (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2k. & 2l. Performance index (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

3. *Leading Indicators* (Is the school preparing students in grades 6-8 for future success?)

Metric	Criteria and Rating
3a. Chronic absenteeism rate	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
3b. Participation rate on the Algebra I or Geometry PARCC test	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
3c. Proficiency rate on the Algebra I or Geometry PARCC test	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

4. *Closing Gaps* (Are traditionally underserved groups in grades 6-8 at the school progressing at the same rate as all others?)

Metric	Criteria and Rating
<b>4a. &amp; 4b. Growth score of SWD compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4c. &amp; 4d. Growth score of ELL compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4e. &amp; 4f. Growth score of economically disadvantaged students compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4g. &amp; 4h. Growth score of African-American students compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4i. &amp; 4j. Growth score of Hispanic students compared to that of all other students (ELA/math)</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4k. Participation rate on the Algebra 1 or Geometry PARCC test of SWD compared to that of all other students</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4l. Participation rate on the Algebra 1 or Geometry PARCC test of ELL compared to that of all other students</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4m. Participation rate on the Algebra 1 or Geometry PARCC test of economically disadvantaged students compared to that of all other students</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4n. Participation rate on the Algebra 1 or Geometry PARCC test of African-American students compared to that of all other students</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.
<b>4o. Participation rate on the Algebra 1 or Geometry PARCC test of Hispanic students compared to that of all other students</b>	Schools may earn one additional bonus point when the difference between the growth score of the subgroup and that of all other students is greater than or equal to zero.

## Academic Performance Framework for High School Grades 9-12

### *Categories and Metrics*

1. Graduation
  - a. Four-year graduation rate
2. Achievement
  - a. Percent that met or exceeded expectations (Proficiency Rate) (English language arts (ELA)/math)
  - c. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)
  - e. Proficiency rate of students with disabilities (SWD) (ELA/math)
  - g. Proficiency rate of English language learners (ELL) (ELA/math)
  - i. Proficiency rate of economically disadvantaged students (ELA/math)
  - k. Performance index (ELA/math)
3. Leading Indicators
  - a. Chronic absenteeism rate
  - b. Percent of 9<sup>th</sup>-11<sup>th</sup> graders that has met the graduation assessment requirement on PARCC (ELA/math)
  - d. PSAT or PLAN participation rate among 10<sup>th</sup> and 11<sup>th</sup> graders
  - e. SAT or ACT participation rate among 12<sup>th</sup> graders
  - f. Percent of 12<sup>th</sup> graders that met the college-ready benchmark on the SAT
  - g. Percent of 11<sup>th</sup> or 12<sup>th</sup> graders who took at least one AP test in English, math, science or social studies
  - h. Percent of AP test scores  $\geq 3$  in English, math, science or social studies
  - i. Dual enrollment course participation rate
  - j. Career and Technical Education program participation rate
  - k. Post-graduation enrollment rate 16 months after graduation
4. Closing Gaps
  - a. Graduation rate of SWD
  - b. Graduation rate of ELL
  - c. Graduation rate of economically disadvantaged students
  - d. Graduation rate of African-American students
  - e. Graduation rate of Hispanic students

## Academic Performance Framework for High School Grades 9-12

### 1. Graduation (What proportion of seniors graduated after four years?)

Metric	Criteria and Rating
1a. Four-year graduation rate	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <ul style="list-style-type: none"> <li>The school earns less than 35% of points possible</li> </ul>

### 2. Achievement (How many students in grades 9-12 met or exceeded grade level expectations? How was student performance in grades 9-12 overall?)

Metric	Criteria and Rating
2a. & 2b. Proficiency rate (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2c. & 2d. Proficiency rate of students enrolled in the same school for at least two years (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2e. & 2f. Proficiency rate of SWD (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2g. & 2h. Proficiency rate of ELL (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
2i. & 2j. Proficiency rate of economically disadvantaged students (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

Metric	Criteria and Rating
2k. & 2l. Performance index (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

3. *Leading Indicators* (Is the school preparing students in grades 9-12 for future success?)

Metric	Criteria and Rating
3a. Chronic absenteeism rate	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
3b. & 3c. Percent of 9 <sup>th</sup> -11 <sup>th</sup> graders that has met the graduation assessment requirement on PARCC (ELA/math)	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
3d. PSAT or PLAN participation rate among 10 <sup>th</sup> and 11 <sup>th</sup> graders	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
3e. SAT or ACT participation rate among 12 <sup>th</sup> graders	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
3f. Percent of 12 <sup>th</sup> graders that met the college-ready benchmark on the SAT	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
3g. Percent of 11 <sup>th</sup> or 12 <sup>th</sup> graders who took at least one AP test in English, math, science or social studies	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

Metric	Criteria and Rating
<b>3h. Percent of AP test scores &gt;=3 in English, math science or social studies</b>	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
<b>3i. Dual enrollment course participation rate</b>	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
<b>3j. Career and Technical Education program participation rate</b>	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>
<b>3k. Post-graduation enrollment rate 16 months after graduation</b>	<p><b>High Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 65% or more of points possible</li> </ul> <p><b>Middle Performing</b></p> <ul style="list-style-type: none"> <li>The school earns 35-64.9% of points possible</li> </ul> <p><b>Low Performing</b></p> <p>The school earns less than 35% of points possible</p>

4. *Closing Gaps* (Are traditionally underserved subgroups at the school hitting the OCRS graduation rate target of 85%?)

Metric	Criteria and Rating
<b>4a. Graduation rate of SWD</b>	Schools may earn one additional bonus point when a subgroup's graduation rate is 85% or greater
<b>4b. Graduation rate of ELL</b>	Schools may earn one additional bonus point when a subgroup's graduation rate is 85% or greater
<b>4c Graduation rate of economically disadvantaged students</b>	Schools may earn one additional bonus point when a subgroup's graduation rate is 85% or greater
<b>4d. Graduation rate of African-American students</b>	Schools may earn one additional bonus point when a subgroup's graduation rate is 85% or greater
<b>4e. Graduation rate of Hispanic students</b>	Schools may earn one additional bonus point when a subgroup's graduation rate is 85% or greater

## Financial Performance Framework

### Overview

The evaluation of a charter school's financial performance is guided by the following essential question:



The Financial Performance Framework gauges near-term financial health, longer term financial sustainability and fiscal-related compliance to address the question of a charter school's financial viability. The Financial Performance Framework is divided into three indicators and seven measures that the Department utilizes to evaluate a charter school's financial performance and determine whether or not a school is meeting standards.

### Indicators and Measures

1. Near Term Indicators
  - a. Current ratio (working capital ratio)
  - b. Unrestricted days cash on hand
  - c. Enrollment variance
  - d. Default on loans
2. Sustainability Indicators
  - a. Cash flow
  - b. Debt service to coverage ratio
3. Financial Compliance Indicators
  - a. Financial audit
  - b. Financial management and compliance

## Financial Performance Framework

### 1. Near Term Indicators

Measure	Criteria and Rating
<b>1a. Current ratio (working capital ratio)</b> Current assets divided by current liabilities	<p><b>Meets Standard</b></p> <ul style="list-style-type: none"> <li>Current ratio is greater than 1.1 OR current ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's)</li> <li>For schools in their first year of operations, the current ratio must be greater than 1.1</li> </ul> <p><b>Does Not Meet Standard</b></p> <ul style="list-style-type: none"> <li>Does not meet passing options</li> </ul> <p><b>Falls Far Below Standard</b></p> <ul style="list-style-type: none"> <li>Current ratio is less than 0.9</li> </ul>
<b>1b. Unrestricted days cash</b> Unrestricted cash divided by (total expenses / 365)	<p><b>Meets Standard</b></p> <ul style="list-style-type: none"> <li>60 days cash OR between 30 and 60 days cash and one-year trend is positive</li> <li>Schools in first and second years of operation must have a minimum of 30 days cash</li> </ul> <p><b>Does Not Meet Standard</b></p> <ul style="list-style-type: none"> <li>Days cash and trend do not match passing options above</li> </ul> <p><b>Falls Far Below Standard</b></p> <ul style="list-style-type: none"> <li>Less than 10 days cash</li> </ul>
<b>1c. Enrollment variance</b> Actual enrollment divided by enrollment projection in board-approved budget	<p><b>Meets Standard</b></p> <ul style="list-style-type: none"> <li>Meets or exceeds planned enrollment in most recent year or actual enrollment equals or exceeds 95% of planned enrollment in most recent year and equals or exceeds 95% over each of the last three years</li> <li>For schools open less than three years, actual enrollment must equal or exceed 95% of planned enrollment for each year of operation</li> </ul> <p><b>Does Not Meet Standard</b></p> <ul style="list-style-type: none"> <li>Does not meet passing options</li> </ul> <p><b>Falls Far Below Standard</b></p> <ul style="list-style-type: none"> <li>Actual enrollment was less than 85% of planned enrollment in recent year</li> </ul>
<b>1d. Default</b>	<p><b>Meets Standard</b></p> <ul style="list-style-type: none"> <li>School is not in default of loan covenant(s) and/or is not delinquent with debt service payments</li> </ul> <p><b>Does Not Meet Standard</b></p> <ul style="list-style-type: none"> <li>School is in default of loan covenant(s) and/or is delinquent with debt service payments</li> </ul>

### 2. Sustainability Indicators

Measure	Criteria and Rating
<b>2a. Cash flow</b>	<p><b>Meets Standard</b></p> <ul style="list-style-type: none"> <li>Three-year cumulative cash flow is positive and cash flow is positive each year or three-year cumulative cash flow is positive, cash flow is positive in two of three years, and cash flow in the most recent year is positive</li> <li>Schools in their first and second year must have positive cash flow</li> </ul> <p><b>Does Not Meet Standard</b></p> <ul style="list-style-type: none"> <li>Three-year cumulative cash flow is positive, but does not meet standard</li> </ul> <p><b>Falls Far Below Standard</b></p> <ul style="list-style-type: none"> <li>Three year cumulative cash flow is negative</li> </ul>

Measure	Criteria and Rating
<p><b>2b. Debt service coverage ratio:</b> (Net income + depreciation + interest expense) / (principal and interest payments)</p>	<p><b>Meets Standard</b></p> <ul style="list-style-type: none"> <li>Debt Service Coverage Ratio is equal to or exceeds 1.10</li> </ul> <p><b>Does Not Meet Standard</b></p> <ul style="list-style-type: none"> <li>Debt Service Coverage Ratio is less than 1.10</li> </ul>

3. *Financial Compliance Indicators* (The school follows Generally Accepted Accounting Principles and meets financial reporting and compliance requirements.)

Measure	Criteria and Rating
<p><b>3a. Financial audit</b></p>	<p><b>Meets Standard</b></p> <p>The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to Financial Accounting for New Jersey Charter Schools as evidenced by:</p> <ul style="list-style-type: none"> <li>An annual independent audit with an unqualified audit opinion</li> <li>An annual independent audit devoid of significant conditions or internal control weaknesses</li> <li>The Independent Auditor’s Management Report has no significant or “repeat” findings</li> <li>On-time submission and completion of the annual independent audit and corrective action plan</li> </ul> <p><b>Does Not Meet Standard</b></p> <p>The school does not comply with all applicable laws, rules, regulations and provisions of the charter agreement relating to Financial Accounting for New Jersey Charter Schools as evidenced by, among other factors:</p> <ul style="list-style-type: none"> <li>An annual independent audit with a qualified audit opinion</li> <li>The Independent Auditor’s Management Report has significant or “repeat” findings</li> <li>Failure to submit the annual independent audit on time</li> <li>Failure to submit a corrective action plan on time (if applicable)</li> </ul>
<p><b>3b. Financial Management and Compliance</b></p>	<p><b>Meets Standard</b></p> <p>The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial management and oversight expectations as evidenced by:</p> <ul style="list-style-type: none"> <li>Employment of a School Business Administrator</li> <li>Submission of periodic financial reports as required by the Department</li> <li>On-time submission and completion of annual and revised budgets (if applicable)</li> <li>Submission of board contracts with a management company (if applicable)</li> </ul> <p><b>Does Not Meet Standard</b></p> <p>The school does not comply with all applicable laws, rules, regulations and provisions of the charter agreement relating to financial management and oversight expectations as evinced by, among other factors:</p> <ul style="list-style-type: none"> <li>Failure to submit periodic financial reports as required by the Department on time</li> <li>Failure to submit annual budgets and/or revised budgets in a timely manner</li> <li>Failure to submit board contracts with a management company</li> </ul>



## Organizational Performance Framework

### Overview

The evaluation of a charter school's organizational performance is guided by the following essential question:



The Organizational Performance Framework is divided into five performance areas. Within these areas, the Framework provides indicators with specific criteria used to evaluate organizational capacity and rate whether or not the school meets standards.

### Performance Areas and Indicators

1. Education Program and Capacity
  1. Mission and key design elements
  2. Curriculum
  3. Instruction
  4. Assessment
  5. Organizational capacity
2. School Culture and Climate
  1. School culture and climate
  2. Family and community engagement
3. Board Governance
  1. Board capacity
  2. Compliance
4. Access and Equity
  1. Access and equity
  2. Students with disabilities
  3. English language learners
5. Compliance
  1. NJ SMART compliance
  2. OCRS reporting compliance
  3. Other State and Federal Reporting Compliance

## Organizational Performance Framework

### 1. Education Program and Capacity

Indicator	Criteria and Rating
<p><b>1.1 Mission &amp; key design elements</b> The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• Board members, administrators, teachers, students, and families demonstrate a common and consistent understanding of the school’s mission and key design elements</li> <li>• The school has implemented the key design elements in the approved charter</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one of the criteria defined above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting one or both of the criteria defined above</p>
<p><b>1.2 Curriculum</b> The school has a comprehensive curriculum.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school’s curriculum is aligned to state standards</li> <li>• The school has a process for selecting, developing, reviewing and revising its curriculum documents</li> <li>• The implemented curriculum addresses the needs of all learners</li> </ul> <p><b>Partially Meets Standard</b> The school presents moderate or major concerns in meeting one of the criteria defined above</p> <p><b>Does Not Meet Standard</b> • The school’s curriculum is not aligned to state standards</p>
<p><b>1.3 Instruction</b> The school demonstrates high-quality instruction across all classrooms.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school staff demonstrates a common understanding of high-quality instruction with instructional practices aligned to this understanding</li> <li>• Students demonstrate strong engagement in classrooms</li> <li>• Classroom environments are conducive to learning</li> <li>• Teachers deliver purposeful lessons and maximize learning time (e.g., appropriate pacing, on-task student behavior, clear objective focus, efficient transitions, and high student engagement)</li> </ul> <p><b>Partially Meets Standard</b> The school presents moderate or major concerns in meeting one of the applicable criteria defined above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting two or more of the applicable criteria defined above</p>
<p><b>1.4 Assessment</b> The school has an assessment system that improves instructional effectiveness and student learning.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school uses an effective system of formative and benchmark assessments, including a reliable process for scoring and analyzing such assessments</li> <li>• The school uses qualitative and quantitative data to evaluate the effectiveness of the academic program in serving all students and modifies the program accordingly</li> <li>• The school uses qualitative and quantitative data to address the needs of students on a grade, classroom and individual basis</li> </ul> <p><b>Partially Meets Standard</b> The school presents moderate concerns in meeting one or more of the criteria defined above</p> <p><b>Does Not Meet Standard</b></p>

Indicator	Criteria and Rating
	<ul style="list-style-type: none"> <li>The school does not use data to evaluate the effectiveness of the academic program in serving all students</li> </ul>
<p><b>1.5 Organizational capacity</b> The school has a clear and well-functioning organizational structure that leads to continuous improvement.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>The school has clear and well-understood systems for decision-making</li> <li>The school provides strong instructional leadership to teachers</li> <li>The school has an effective, comprehensive professional development program that improves the implementation of the curriculum and instructional practices</li> <li>The school has developed systems for proactively addressing areas such as communication with stakeholders, community outreach, and teacher evaluations</li> </ul> <p><b>Partially Meets Standard</b> The school presents moderate or major concerns in meeting one of the criteria defined above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting two or more of the criteria defined above</p>

4. School Culture and Climate

Indicator	Criteria and Rating
<p><b>2.1 School culture &amp; climate</b> The school promotes a culture of high expectations and is safe, respectful and supportive.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>The school environment fosters a culture of learning, scholarship and high academic expectations</li> <li>The school environment and interactions amongst stakeholders are respectful, supportive, professional and constructive</li> <li>The school creates a safe environment and addresses the physical, social, emotional and health needs of its students</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in fostering an environment that is conducive to learning</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in fostering an environment that is conducive to learning</p>
<p><b>2.2 Family and community engagement</b> The school actively engages families and the community towards achieving its mission.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>The school has strong relationships with families/guardians that support students' academic growth and achievement and social-emotional health</li> <li>The school has established partnerships with educational institutions or community organizations aligned to the school's mission and education program</li> </ul> <p><b>Partially Meets Standard</b> The school presents moderate or major concerns in meeting one of the criteria defined above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting both of the criteria defined above</p>

5. Board Governance

Indicator	Criteria and Rating
<p><b>3.1 Board capacity</b> The board has the capacity to govern the school effectively.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The board recruits, maintains and trains members with appropriate skills, experience and expertise to govern the school; board membership is diverse and includes legal, fiscal, educational, community and board leadership/governance experience</li> <li>• The board determines the strategic direction of the school by setting goals aligned with the school’s mission and driven by data analysis; the board regularly monitors progress relative to its priorities and goals and engages in continuous improvement</li> <li>• The board has adequate filled seats, and regularly has a quorum, according to the school’s bylaws</li> <li>• Board meetings are well-organized, purposeful and strategically focused</li> <li>• The board updates school policies to ensure compliance with applicable requirements to facilitate efficient, effective operations</li> <li>• The board hires and evaluates the school leader(s) and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals</li> <li>• The board uses a performance-based evaluation process to assess its own performance annually</li> </ul> <p><b>Partially Meets Standard</b> The board presents moderate or major concerns in meeting at least one of the following criteria:</p> <ul style="list-style-type: none"> <li>• The board has adequate filled seats, and regularly has a quorum, according to the school’s bylaws</li> <li>• The board updates school policies to ensure compliance with applicable requirements to facilitate efficient, effective operations</li> <li>• The board hires and evaluates the school leader(s) and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals</li> </ul> <p><b>Does Not Meet Standard</b> The board presents moderate or major concerns in meeting two or more of the following criteria:</p> <ul style="list-style-type: none"> <li>• The board has adequate filled seats, and regularly has a quorum, according to the school’s bylaws</li> <li>• The board updates school policies to ensure compliance with applicable requirements to facilitate efficient, effective operations</li> <li>• The board hires and evaluates the school leader(s) and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals</li> </ul>
<p><b>3.2 Compliance</b> The board complies with relevant laws and regulations.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• In accordance with <i>N.J.A.C. 6A:11-3.1(d)</i>, members complete required training prepared and offered by the New Jersey School Boards Association during the first year of their first term on the board</li> <li>• Members have completed required criminal background checks</li> <li>• Members have submitted required disclosure forms and do not have any conflicts of interest</li> <li>• The board is in compliance with the <i>Open Public Meetings Act</i></li> <li>• The board is in compliance with its by-laws</li> </ul> <p><b>Partially Meets Standard</b> The board presents minor concerns on one or more of the above criteria</p> <p><b>Does Not Meet Standard</b> The board presents moderate or major concerns on one or more of the above criteria</p>

## 4. Access and Equity

Indicator	Criteria and Rating
<p><b>4.1 Access and equity</b> The school demonstrates a commitment to serving and meeting the needs of all students, especially the highest need students requiring special education services, students who are English language learners, students who qualify for free or reduced-price lunch and other underserved or at-risk populations.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school’s recruitment, application, admissions, lottery and enrollment policies and practices are fair and equitable and demonstrate a commitment to serving all students; these policies and practices align with the requirements and recommendations in the Department’s <a href="#">“Guidelines for Access and Equity in New Jersey Charter Schools”</a></li> <li>• The school monitors and minimizes attrition rates to ensure stable and equitable enrollment</li> <li>• The school’s suspension and expulsion policies align with state law and regulation</li> </ul> <p><b>Partially Meets Standard</b> The school presents moderate or major concerns in meeting one of the criteria defined above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting two or more of the criteria defined above</p>
<p><b>4.2 Students with disabilities</b> The school complies with state and federal special-education laws and provides for a high-quality learning environment for all students.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school consistently complies with rules relating to student identification and referral</li> <li>• The school consistently complies with rules relating to the academic program, assessments, discipline, and all other aspects of the school’s program and responsibilities</li> <li>• Students’ Individualized Education Plans and Section 504 plans are consistently carried out by appropriately certified staff</li> <li>• Access to the school’s facility and program are provided to students and parents in a lawful manner and consistent with their abilities</li> <li>• The school ensures a high-quality learning environment for all students including, but not limited to, access to a multidisciplinary intervention team, teachers with relevant professional development, and differentiated instruction</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one or more of the criteria defined above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting one or more of the criteria defined above</p>
<p><b>4.3 English language learners</b> The school complies with applicable laws, rules and regulations relating to English Language Learner requirements.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school consistently and effectively implements steps to identify students in need of ELL services</li> <li>• Requisite ELL services are provided to identified students by appropriately certified staff</li> <li>• ELL students are provided with appropriate accommodations on assessments</li> <li>• Students are exited from ELL services in accordance with their assessed capacities</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one or more of the criteria defined above</p> <p><b>Does Not Meet Standard</b> The school presents moderate or major concerns in meeting one or more of the criteria defined above</p>

## 6. Compliance

Indicator	Criteria and Rating
<p><b>5.1 NJ SMART compliance</b> The school submits critical information punctually and accurately via NJ SMART.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school meets NJ SMART reporting deadlines</li> <li>• The school’s NJ SMART data submissions have a final error rate of no more than 2% defined as the number of errors divided by the total number of student records</li> <li>• The school’s student identification (SID) data, including student demographic data, for the October 15 NJ SMART snapshot are accurate and aligned to the Charter School Enrollment System data</li> </ul> <p><b>Partially Meets Standard</b> The school presents minor concerns in meeting one of the criteria defined above</p> <p><b>Does Not Meet Standard</b></p> <ul style="list-style-type: none"> <li>• The school does not meet NJ SMART reporting deadlines</li> </ul>
<p><b>5.2 OCRS reporting compliance</b> The school submits critical information punctually and accurately to the OCRS.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school submits required documentation to OCRS accurately and on time</li> </ul> <p><b>Partially Meets Standard</b> The school submits most but not all of the required documentation to OCRS accurately and on time</p> <p><b>Does Not Meet Standard</b> The school does not submit most of the required documentation to OCRS on time, or what is submitted on time is mostly inaccurate</p>
<p><b>5.3 Other compliance</b> The school materially complies with state/federal law and reporting requirements.</p>	<p><b>Meets Standard</b> The school generally meets the following criteria:</p> <ul style="list-style-type: none"> <li>• The school completes all facilities, safety, security and health requirements in a timely manner</li> <li>• The school meets all criminal background check requirements</li> <li>• The school completes on time submission of Electronic Violence and Vandalism Reporting System (EVVRS) reporting</li> <li>• The school completes on time and accurate NCLB Reporting</li> <li>• The school meets educator evaluation, staffing and licensure requirements</li> <li>• The school meets other relevant state and federal reporting and compliance requirements</li> </ul> <p><b>Partially Meets Standard</b> The school submits most, but not all, of the required documentation accurately and on time</p> <p><b>Does Not Meet Standard</b> The school does not submit most of the required documentation accurately and/or on time</p>

## Sources of Evidence

In order to assess charter school performance against the measures set forth in the Performance Framework, the Department considers a wide body of evidence, including but not limited to the following:

- Admissions and enrollment materials
- Annual financial audits
- Annual reports
- Board minutes
- Budgets
- Charter agreement
- Charter amendments
- Complaints received and resolution status
- Curriculum documents
- Data derived from NJ SMART and the Charter School Enrollment System (CHE)
- Department published School Performance Reports and other Department reports
- Discipline data including EVVRS or the new Student Safety Data System (SSDS)
- Documentation of current Certificate of Occupancy, health, safety, and fire inspections
- Evaluation of board of trustees and school administration
- Evaluation of effective systems for financial oversight
- Evaluation of the implementation of ELL and special education requirements and programs
- Facility plans
- Federal and state reporting requirements
- GAAP accounting system review
- Handbooks-board, family, staff, student
- Initial charter school application
- Lesson plans
- Personnel files
- District and public comment
- Policy documents
- Professional development calendars / agendas
- Renewal application
- School calendars
- School identified and collected data from other assessments
- Site visits and accompanying documentation
- Staff lists
- Staff surveys
- State assessment results
- Structured interviews with school officials
- Student growth data
- Student files

June 20, 2014

# NACSA Authorizer Impact Evaluation Report

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Authorizer

New Jersey Department of Education

Acting Commissioner

David Hesse

Board President

Arcelio Aponte

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## Evaluation Scope

This evaluation is a follow up to NACSA's Authorizer Evaluation Report dated September 17, 2010, and is organized into two parts: Section A: Quality Authorizing and Section B: Organizational Capacity.

The first part of this evaluation, Section A, is an impact analysis. Section A: Quality Authorizing, includes four subsections: Application Decision-Making, Performance Management Systems, Performance-Based Accountability, and Autonomy. For the NACSA impact analysis, evaluators analyze the extent to which the authorizer has implemented the recommendations of a previous evaluation and how well policies and practices are now aligned with NACSA's *Principles and Standards*. Each subsection reflects analysis of a major recommendation from the previous NACSA formative evaluation, and evaluators analyze the extent to which the policy and practice in place satisfies the recommended action.

The second part of this evaluation, Section B: Organizational Capacity, was conducted as a formative evaluative assessment of the authorizer's existing policies and practices related to its organizational structure and strategic direction. In this portion of the evaluation, evaluators analyzed the authorizer's organizational capacity to fulfill its duties as an authorizer and meet NACSA's *Principles and Standards for Quality Authorizing*. This was not part of the scope of the original evaluation, completed in 2010.

## About the New Jersey Department of Education Formative Evaluation

A NACSA evaluation team visited the New Jersey Department of Education (NJDOE) during the summer of 2010 and delivered its report to the commissioner of NJDOE in September 2010, including the recommendations listed below. The impact assessment that follows is a review of how far NJDOE has come in meeting NACSA's *Principles and Standards* roughly four years since this initial report.

### 2010 Key Competencies

- Clear communication of application decision expectations;
- Rigorous pre-opening oversight;
- Clear expectations for and monitoring of financial performance; and
- Established process for orderly charter school closure.

### 2010 Priorities for Improvement

- Improve the quality of application decisions;
- Define the terms of school operation and expected performance;
- Establish and enforce clear performance expectations;
- Clarify monitoring roles, responsibilities, and processes; and
- Define school autonomy.

### 2010 Recommended Actions

- Develop merit-based criteria for evaluation of new school applications and use a combination of knowledgeable internal and external reviewers to apply those criteria most effectively.
- Develop a contract that defines the roles and responsibilities of NJDOE and charter operators with respect to the expected academic, operational, financial, and regulatory outcomes. The contract should address all aspects of school operation and performance.
- Develop and implement minimum school performance standards based on status, growth, comparison, and measures of post-secondary success.
- Engage executive county superintendents in a consistent monitoring system aligned with contract and school performance requirements.
- Clarify waiver request and charter amendment policies and practices.

## Rating Categories

Authorization quality is rated in two categories:

### *Established*

Refers to the authorizer's practices as set out "on paper" whether by policy, protocol, or other means. It also addresses the way that the authorizer communicates information about its practices to relevant stakeholders within the authorizing agency and to schools. This category rates the authorizer based on what it plans to do.

### *Applied*

Refers to the authorizer's practices as applied. This category rates the authorizer based on what it actually does, in practice.

Within each part of the evaluation, the rating categories are defined more specifically with respect to the authorizer's responsibilities in that area.

## Rating System

For each category (established or applied), the authorizer receives a rating as follows:

### Well-Developed

Commendable in that it meets or exceeds NACSA's *Principles & Standards*.

### Approaching Well-Developed

Fundamentally sound in that it contains most aspects of a well-developed practice but requires one or more material modifications to meet NACSA's *Principles & Standards*.

### Partially Developed

Incomplete in that it contains some aspects of a well-developed practice but is missing key components, is limited in its execution, or otherwise falls short of satisfying NACSA's *Principles & Standards*.

### Minimally Developed

Inadequate in that the authorizer has minimally undertaken the practice or is carrying it out in a way that falls far short of satisfying NACSA's *Principles & Standards*.

### Undeveloped

Wholly inadequate in that the authorizer has not undertaken the practice at all or is carrying it out in a way that is not recognizably connected to NACSA's *Principles & Standards*.

## About the Authorizer

The New Jersey Department of Education (NJDOE) is the sole charter school authorizer in the state of New Jersey. As of May 2014, 87 charter schools operate in the authorizer's portfolio, serving 33,356 students or 2 percent of the state's total K-12 public school student population.

The NJDOE commissioner delegates all authorizing functions within the department to the Office of Charter Schools (OCS). The mission of OCS is to provide New Jersey families, particularly in high-need communities, with quality schools. As stated in its strategic plan, "OCS authorizes charter schools consistent with national best practice in charter school authorizing, offering school operators autonomy and opportunities for innovation in exchange for accountability for student outcomes."

NJDOE was established as an authorizer under the New Jersey Charter Schools Program Act of 1995 and chartered its first schools in 1997. In its 19-year history, NJDOE has granted a total of 120 charters. Six charter schools are scheduled to open in fall 2014. NJDOE has issued non-renewals to 13 charters, and revoked 15 charters mid-term. Additional charters were initially approved by the Commissioner of Education, and either surrendered their charters back to the NJDOE before serving students or were operational schools which voluntarily surrendered their charters.

Fifty-seven of NJDOE's 87 charter schools in operation (66 percent) serve elementary students, 10 serve high school students, nine serve middle school students, eight serve elementary through high school students, and three serve middle and high school students. Sixteen of NJDOE's 87 charter schools are supported by a charter management organization (CMO) or education service provider (ESP). Two charters have recently been designated for turnaround by a new charter organization.

Camden City Public Schools and Newark Public Schools have the highest market share of charters in New Jersey, at 25 percent and 24 percent, respectively. With respect to total enrollment, Newark's 21 charter schools enroll the highest total number of charter school students in the state at 10,872, nearly a 6,700 students more than Jersey City, with 4,115 students enrolled in 10 charter schools. Additional districts with a high market share include Jersey City Public Schools (13 percent), Trenton Public Schools (11 percent), and Paterson Public Schools (8 percent).

OCS staff is currently comprised of seven full-time members, and one member who is allocated half time to OCS (and half time to another NJDOE department). OCS staff are organized to focus on key authorizing functions including application decision-making; performance accountability, monitoring, interventions, and renewal; schools closures (and other special projects as needed); grants and reporting; and financial oversight.

## Executive Summary

Ratings Summary	Established	Applied
<b>A</b> Quality Authorizing		
A.1. Application Decision-Making	 Approaching Well-Developed	 Approaching Well-Developed
A.2. Performance Management Systems	 Approaching Well-Developed	 Approaching Well-Developed
A.3. Performance-Based Accountability	 Well-Developed	 Well-Developed
A.4. Autonomy	 Approaching Well-Developed	 Well-Developed
<b>B</b> Organizational Capacity	 Approaching Well-Developed	 Approaching Well-Developed

### Key Facts and Findings and Recommended Actions

#### Part A: Quality Authorizing

The authorizer implemented all of the 2010 recommendations related to improvements in its application-decision making policies and practices. The updated application materials and process are mostly aligned to NACSA's *Principles & Standards* and Core Application, and set forth rigorous qualitative expectations. Specifically, the application materials call for robust evidence of viable educational, organization, and operational plans. The application process includes critical opportunities to assess applicants' capacity to execute plans as proposed. However, the OCS has not established programmatic priorities, and geographic priorities that influence internal decision-making are not published.

The authorizer has largely established the recommended processes for effective performance management systems, especially as it relates to contracting, revocation, and monitoring. Specifically, NJDOE revised its charter agreement in 2012 to include a performance framework that guides revocation decisions and monitoring processes, although the organizational and financial performance frameworks do not specify performance standards warranting revocation. As a result, NJDOE relies on charter contract revocation criteria in those areas. While only 60 percent of schools have signed the new contract, schools must adhere to the performance framework due to its inclusion in state regulations. However, NJDOE did add some terms in the revised charter agreement that are not included in statute or regulations, which presents a challenge to holding all schools accountable to consistent terms.

Through the implementation of its performance framework, the authorizer addressed 2010 recommendations to establish clear educational and organizational performance standards by which it holds schools accountable. While the organizational and financial performance thresholds that trigger interventions are not as clearly articulated as those for academics in the framework, in practice the authorizer makes high-stakes decisions guided by the framework. Further, NJDOE lacks adequate staff resources to effectively monitor organizational performance.

As it relates to autonomy, despite a weak New Jersey charter school law, the authorizer respects school autonomy to the full extent of the law and works to establish additional autonomies through regulations. Per the 2010 evaluation recommendations, the authorizer has streamlined reporting requirements for schools by implementing a web-based reporting system. Even with this improved reporting process, schools are still struggling to understand the reporting requirements.

### **Recommendations**

- Consider additional application priorities and publish priorities that influence application decision-making.
- Ensure that all schools sign the revised charter contract.
- Establish and communicate a policy regarding interventions for organizational and financial performance.
- Clearly define revocation criteria in the performance framework for organizational and financial performance.
- Allocate staff resources to monitoring organizational performance indicators aligned with the performance framework.

### **Part B: Organizational Capacity**

The authorizer deploys resources effectively and efficiently toward achieving its mission and high quality authorizing practices, but some critical functions of authorizing are currently under-resourced. The Office of Charter Schools' (OCS) director, supported by the commissioner and assistant commissioner, has maximized the organizational capacity of the office. In particular, OCS developed a strategic plan that is strongly aligned with NACSA's *Principles & Standards* and executes an organizational culture that is outcomes-based and focused on high quality authorizing practices. Aspects of the authorizer's organizational capacity that are less well-developed include budgeting and human capital processes, which are challenging given the complexities of operating within an SEA. Key authorizing functions, including ongoing oversight and monitoring of the 87-school portfolio, require greater resource allocation.

### **Recommendations**

- Fill open OCS positions and allocate additional staff resources to accountability and ongoing oversight and monitoring.



## Quality Authorizing

- A.1. Application Decision-Making
- A.2. Performance Management Systems
- A.3. Performance-Based Accountability
- A.4. Autonomy

# A

## A.1. Application Decision-Making

*Does the authorizer approve applications based on applicants' demonstrated preparation and capacity to open and operate a quality charter school?*

### Established:

 Approaching Well-Developed

### Applied:

 Approaching Well-Developed

### Summary Assessment

The authorizer implemented all of the 2010 recommendations related to improvements in its application-decision making policies and practices. In particular, in 2012 it issued an updated, differentiated application with rigorous qualitative expectations for application content. The application materials and process are based largely on NACSA's *Principles & Standards*. Specifically, the application requires robust evidence of viable educational, organizational, and financial plans, and the evaluation process includes critical opportunities to assess applicants' capacity to execute plans as proposed. Further, the authorizer utilizes expert teams of internal and external reviewers to apply rigorous and consistent evaluations of applications against established criteria.

While the 2010 application process has improved, the established application process falls short of NACSA's *Principles & Standards* as it relates to application priorities. In particular, the authorizer has established some application priorities that internally guide application decision-making but has not published these priorities. Furthermore, while the OCS strategic plan sets forth a plan to increase the number of high quality charter seats through the replication of the highest performing charters in the state, no formal strategy has been adopted to do so.

### Recommended Actions

- Consider additional application priorities, including grade-level and programmatic emphasis, to offer a diverse portfolio of options to students and families in New Jersey, and publish priorities that influence application decision-making.
- Formalize a strategy to increase the number of quality charter school seats through the replication of New Jersey's highest performing charter schools.

## Detailed Analysis

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### A.1.1. Application Materials and Process

#### Current Assessment

Established:

● Well-Developed

Applied:

● Well-Developed

#### 2010 Recommendation

Apply more rigorous qualitative expectations for application content by requiring applicants to provide more robust evidence to support claims that the proposed school is likely to be successful.

#### Analysis of Progress

##### ESTABLISHED

The authorizer sets forth rigorous qualitative expectations for application content including the demonstration of high-quality educational, organizational, and financial plans on the part of both new and experienced operators. The authorizer's application for new schools, updated in 2012, includes two requests for applications (RFA): one for experienced operators ('expedited') and one for new operators ('standard'). Both RFAs include an initial and secondary phase. The application questions for both the standard and expedited cycles and in both phases, are thorough, robust, and strongly aligned to NACSA's Core Application.

Through this two-phased RFA process, the authorizer ensures that only the highest quality applicants merit a comprehensive application evaluation. The qualitative expectations for application content become more rigorous in the second phase of both RFAs. During phase one, the RFAs require critical baseline elements of proposed schools, including qualifications of the founding team, an overview of the academic program, and a demonstrated need in the community the applicant seeks to serve. Only applicants who meet qualitative expectations of phase one are invited to proceed to phase two. During phase two, the RFAs require comprehensive descriptions of the program, organizational plan, and financial plan, and evidence demonstrating that all plans are viable.

The authorizer offers technical assistance sessions for applicants three months prior to each RFA submission deadline, successfully ensuring that qualitative expectations are transparent and understood. Additionally, OCS staff offer to meet with any applicant who is not recommended for approval at either phase to deliver substantive feedback about the deficiencies of the application. Recently-approved schools share that they had great clarity about what was expected in their proposal in order for it to merit a recommendation for approval.

##### APPLIED

In practice, the authorizer evaluates applications against rigorous criteria to ensure that only applicants who have met qualitative expectations are recommended for approval. The application approval rate indicates the rigor of the current process. Since 2010, OCS has received 174 applications and approved only 21. Staff and external partners both speak to the improvement in process over the past three years, and identify the current iteration as appropriately rigorous and highly selective.

## A.1.2. Application Materials and Process

### Current Assessment

Established:

 Well-Developed

Applied:

 Approaching Well-Developed

## 2010 Recommendation

Develop merit-based criteria for evaluation of new school applications and use a combination of knowledgeable internal and external reviewers to apply those criteria most effectively.

### Analysis of Progress

#### ESTABLISHED

The authorizer has established a well-conceived plan to evaluate applications using rigorous evaluation criteria and a knowledgeable evaluation team of internal and external reviewers. Comprehensive evaluation rubrics guide an assessment of each application against established criteria. Rubrics require evaluators to assign ratings of 'meets expectations,' 'partially meets expectations,' or 'does not meet expectations.' Definitions of each rating are provided in the rubrics' introduction. The evaluation process requires finance reviewers to use a separate, Excel-based rubric that thoroughly evaluates the merits of financial plans. The authorizer posts rubrics on its website for applicants to access.

#### APPLIED

In practice, the authorizer executes a comprehensive process by which an experienced evaluation team evaluates applications against established criteria. Phase one evaluation teams consist of three reviewers: two OCS staff members and one external expert. Phase two evaluation teams consist of the same three evaluators from phase one, plus the addition of one member of OCS' finance team. Typically, the external evaluator acts as the evaluation team lead, and is responsible for guiding the team's consensus discussions. In both phases, the authorizer requires evaluators to conduct independent evaluations of written applications and then participate in a consensus discussion on whether to recommend that the application move forward in the process. During phase two, the authorizer invites applicants whose written applications meet the criteria for approval to participate in a capacity interview. The evaluation teams produce a thorough interview preparation document, including a list of interview questions.

This process could be improved by ensuring that all evaluators are applying the evaluation criteria in a consistent manner. Although the authorizer provides training for evaluation team members for this very purpose, completed evaluation forms reveal some inconsistency in the level of analysis and evidence documented by evaluators. Furthermore, one OCS staff member noted that when questions are raised about a decision, decisions can be difficult to substantiate without consistently thorough documentation in evaluation forms. To mitigate this concern, the authorizer should consider setting clearer expectations or establishing guidelines for the level of detail that is expected in completed evaluation forms.

#### RECOMMENDATION

Establish expectations for the level of detail and evidence to be included in completed application evaluation forms.

### A.1.3. Capacity

#### Current Assessment

Established:

 Well-Developed

Applied:

 Approaching Well-Developed

#### 2010 Recommendation

Improve the assessment of applicant capacity by establishing specific criteria for evaluating applicants' capacity to implement the proposed school plan successfully, and developing a more robust interview protocol and process.

#### Analysis of Progress

##### ESTABLISHED

The authorizer has established rigorous standards for assessing the capacity of founding teams. Phases one and two of both RFAs require substantial documentation to demonstrate the applicant groups' individual and collective qualifications to implement the school successfully. Phase one of both RFAs requires applicants to submit full resumes and professional biographies, a statement of assurances from each founder, and a narrative description of the group's experience in specific areas of school-based expertise. Phase two of both RFAs requires applicants to provide comprehensive information about the teams' educational program capacity, operational capacity, and financial capacity related specifically to implementing the school plan. With regard to education service providers (ESPs), the phase two RFA specifically addresses ESPs capacity for growth and the roles and responsibilities of each respective party in the management and operation of the charter school. However, this phase two RFA does not require the applicant to provide evidence of the ESP's academic track record or audited financials. Outside of the written application materials, the authorizer has established two additional opportunities to meaningfully assess applicant capacity: capacity interviews and a preparedness visit before the school's opening.

##### APPLIED

In practice, the authorizer executes robust processes to evaluate applicant capacity, but does not apply standards consistently between new and experienced operators. The authorizer applies two high-quality methods to assess capacity in addition to the written application. First, an applicant qualifies for a capacity interview if the evaluation team recommends approval at the conclusion of the phase two review. Interviews last 90 minutes and are designed to assess the team's ability to implement the plan as proposed. Second, for each approved school, the authorizer conducts a school preparedness visit in summer before school opening. The visit must be successful for the operator to receive its final charter agreement. The preparedness visit specifically assesses the school leadership's on-the-ground capacity, evidence of staff certifications and criminal background checks, and adequate staff to implement the educational program outlined in the charter. NJDOE has exercised its right to withhold final charters after unsuccessful school preparedness site visits. In July 2013, only 6 charters were granted final approval after 12 schools were visited for a preparedness review.

##### RECOMMENDATION

Strengthen the evaluation of proposed ESPs' capacity for growth by examining their academic track record and requiring submission of audited financials.

### A.1.4. Priorities

#### Current Assessment

Established:

 Partially Developed

Applied:

 Partially Developed

### 2010 Recommendation

Establish and communicate priorities for the types of charter schools NJDOE would like to see throughout the state.

#### Analysis of Progress

##### ESTABLISHED

The authorizer has partially established two types of application priorities that inform application decision-making. However, these priorities have not been consistently externally communicated. First, OCS has internally established a priority that schools assigned the highest ‘tier’ academic performance rating in the performance framework will be encouraged to expand the number of students they serve. This is stated in the internal strategic plan and is published in some external documents, including a recent presentation to charters to explain the new academic tier system. Second, the authorizer has clearly established geographic priorities that underlie application decisions: charters will be granted only in high-need communities (as defined by market size, student access to high-quality seats, and student demographics), and in high-need communities that are not already charter-saturated. While applicants must establish a need in the community they seek to serve during phase one of the application process, the list of districts in which the department will authorize schools is not public. Further, OCS staff members report that no additional programmatic priorities have been considered or established, despite some programmatic imbalance in the current charter portfolio, including the fact that less than one quarter of charters serve high school students.

##### APPLIED

In practice, geographic priorities strongly influence high stakes application decisions. Applicants proposing schools in communities outside of geographic priorities are eliminated after phase one. The commissioner and assistant commissioner recognize that not publishing this list creates a lack of clarity for applicants, and are amenable to including this information in applicant-facing materials. The authorizer’s well-conceived strategy to increase the market share of high performing charter seats contains two critical elements aligned to tenets of NACSA’s One Million Lives campaign: close low performing schools and replicate high performing schools. However, the latter is currently happening ad-hoc with staff citing informal expansion conversations with portfolio operators with whom they have an established relationship and unsuccessful efforts to encourage independent operators to grow.

##### RECOMMENDATIONS

Consider additional application priorities, including grade-level and programmatic emphasis, to offer a diverse portfolio of options, and publish priorities to the extent they influence application decision-making.

Formalize a strategy to increase the number of quality charter school seats through the replication of New Jersey’s highest performing charter schools.

### A.1.5. Application Adaptations

#### Current Assessment

Established:

 Partially Developed

Applied:

 Approaching Well-Developed

#### 2010 Recommendation

Consider encouraging school operators with clear evidence of success to replicate through alternative application requirements.

#### Analysis of Progress

##### ESTABLISHED

The authorizer has partially followed the 2010 recommendation and established an alternative application that offers successful operators a slightly more flexible application process. Specifically, the authorizer permits operators who qualify by academic performance to submit a charter application by October for approval in February and opening the next fall (less than 12 months later) – a shorter approval timeframe than that of the standard application process, and one that requires less planning time for the operator before a school can open. However, the established qualitative requirements and evaluation criteria do not vary between the standard and expedited processes, other than the academic performance review required to qualify for the expedited process. Without further adaptation, the authorizer may be missing opportunities to both incentivize replication of high performing operators through a more streamlined process, and to better evaluate the unique qualifications of an expanding operator versus a new operator.

##### APPLIED

In practice, the alternative application for experienced operators only applies to operators new to the state of New Jersey, or to New Jersey charter operators who seek to open a school in a new district. For operators with clear evidence of success who seek to replicate in their current district, the authorizer awards additional seats through a contract amendment process, which is significantly more streamlined than the established application adaptation.

##### RECOMMENDATION

Consider additional application adaptations to streamline the process for operators who demonstrate a record of success.

## A

## A.2. Performance Management Systems

*Does the authorizer have effective systems for establishing and monitoring school performance expectations and for holding schools accountable as necessary to protect student and public interests?*

### Established:

 Approaching Well-Developed

### Applied:

 Approaching Well-Developed

### Summary Assessment

The authorizer has largely established the recommended processes for effective performance management systems, especially as it relates to contracting, revocation, and monitoring. Specifically, NJDOE revised its charter agreement in 2012 to include a performance framework that identifies academic, organizational, and financial performance expectations adhering to NACSA's *Principles & Standards*. Although only 60 percent of schools have signed the new contract, schools must adhere to the performance framework due to its inclusion in state regulations. Yet, NJDOE added some terms in the revised charter agreement that are not included in statute or regulations, which presents a challenge to holding all schools accountable to consistent terms. The performance framework also guides revocation decisions and monitoring processes. Further, the academic performance framework defines the broad academic revocation criteria included in the charter contract with specific performance standards warranting revocation. While the organizational and financial performance frameworks outline performance expectations in those areas, they do not specifically indicate performance thresholds warranting revocation. As such, NJDOE relies on charter contract revocation criteria for those areas. NJDOE has made significant improvements in the areas of renewal and intervention. In particular, the authorizer uses a comprehensive renewal process that includes a renewal application, document review, and site visit. Additionally, while the performance framework clearly outlines intervention strategies for academic performance, it lacks clear interventions for organizational and financial performance. Furthermore, the authorizer lacks adequate resources to effectively monitor organizational performance and to conduct the necessary organizational and financial performance interventions.

### Recommended Actions

- Ensure that all schools sign the revised charter contract.
- Establish and communicate a policy regarding interventions for organizational and financial performance.
- Clearly define revocation criteria in the organizational and financial performance frameworks.
- Allocate resources to monitor organizational performance indicators aligned with the performance framework.

## Detailed Analysis

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### A.2.1. Contracting

#### Current Assessment

Established:

 Well-Developed

Applied:

 Approaching Well-Developed

#### 2010 Recommendation

Develop and execute a charter contract that is independent of the charter application and that defines the roles and responsibilities of NJDOE and charter schools with respect to the expected academic, operational, and financial outcomes.

#### Analysis of Progress

##### ESTABLISHED

The authorizer established a charter contract that is independent of the charter application, which incorporates the charter application and performance frameworks as exhibits. The charter agreement defines the authorizer's general oversight responsibilities in section 2.16, giving the authorizer the right to conduct site visits and examine and inspect the school and its records. The performance framework establishes academic, organizational, and financial performance expectations, and supersedes all education objectives and goals, organizational and financial performance metrics, and assessment measures included in a school's application. The performance expectations fully adhere to NACSA's *Principles & Standards*.

##### APPLIED

In practice, the authorizer has not fully implemented the revised charter contract, as only approximately 60 percent of charter schools have executed it. OCS staff and the assistant commissioner acknowledge that they have limited leverage to enforce schools to sign the revised contract outside of the renewal process. Limited staffing capacity inhibits the authorizer's ability to ensure schools sign the revised contract. Regardless of whether a school has executed the new charter agreement, the schools must adhere to the performance framework because of its inclusion in state regulations. However, NJDOE added some terms in the revised charter agreement that are not included in statute or regulations, such as the requirement to maintain \$75,000 in escrow to cover costs associated with dissolution should it occur. As such, execution of the contract is necessary to enable NJDOE to hold all schools accountable to consistent terms. During a roundtable discussion, charter leaders expressed various reasons for not executing contracts. Some schools expressed reluctance because of concerns regarding specific terms, largely unrelated to the performance framework (e.g., requirement to maintain \$75,000 in escrow for closure expenses). Some schools stated a reluctance to sign the contract out of concerns about how the upcoming administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) would impact the growth measurement used in the performance framework at renewal. While a few schools stated concerns about not being able to negotiate contract terms, one school stated they did negotiate the contract with NJDOE.

##### RECOMMENDATION

Ensure that all schools sign the revised charter contract.

**A.2.2. School Intervention****Current Assessment**

Established:

 Partially Developed

Applied:

 Approaching Well-Developed**2010 Recommendation**

Establish and implement policies and protocols that define when and how charter school interventions may occur.

**Analysis of Progress****ESTABLISHED**

The authorizer has established clear academic intervention protocols aligned to its performance framework. However, interventions for organizational and financial performance need to be more clearly defined. As it relates to academic performance, the authorizer established an intervention process aligned to its academic tier rankings. Specifically, the policy requires an intervention for tier 3 schools, which includes an academic warning letter, probation with a remedial plan, and/or revocation. The policy also calls for possible intervention for schools assigned to academic tier 2 (although it does not identify specific consequences). The authorizer has not as clearly defined its response to organizational and financial performance concerns. As it relates to financial performance, receiving two or more 'does not meet' ratings or one 'falls far below' rating on the financial performance framework does trigger the collection of additional information from the school. Yet, this protocol stops short of establishing specific sanctions, such as a financial warning letter or probation, in the event that the additional information confirms the school is in immediate financial distress or financially trending negatively.

**APPLIED**

In practice, the authorizer intervenes in cases where academic, organizational, or financial performance fails to meet standards outlined in the performance framework, even though no clear policy exists for responding to inadequate organizational or financial performance. In the past two years, the authorizer issued 14 academic warning letters to tier 3 schools that were not up for renewal within a year. Additionally, it issued academic probationary status to nine tier 3 schools up for renewal the following year. Related to financial performance, the authorizer issued probation to schools based on annual audit findings that include qualified opinions. In 2013, the authorizer placed seven schools on probation due to financial performance, four of those resulting from issues noted in the audit. OCS' current staff capacity limits interventions related to organizational and financial performance only to the most critical circumstances. Most organizational interventions are the result of specific complaints. For example, the authorizer placed schools on probation for failing to enroll and admit students equitably after complaints were issued. Currently, schools self-report organizational performance and validation of this data would require OCS' presence in schools, which is not currently feasible with the existing resources.

**RECOMMENDATION**

Establish and communicate a policy regarding interventions for organizational and financial performance.

**A.2.3. School Revocation****Current Assessment**

Established:

 Well-Developed

Applied:

 Approaching Well-Developed**2010 Recommendation**

Establish and implement the process and criteria for making revocation decisions.

**Analysis of Progress****ESTABLISHED**

The authorizer's charter contract includes clear and appropriate criteria and a sound process for making revocation decisions. The charter agreement establishes that the authorizer can revoke a school's charter if it meets one or more of the following criteria: 1) any condition imposed by the commissioner in connection with the granting of the charter which has not been fulfilled by the school; 2) violation of any provision of the charter; 3) failure of a remedial plan to correct the conditions resulting from probationary status; or 4) failure of the charter school to meet any standards set forth in its charter agreement or the performance framework. The charter agreement requires the commissioner to provide written notification of the revocation to the school.

**APPLIED**

In practice, the authorizer follows the revocation criteria set forth in the charter contract. Specifically, the authorizer has revoked the charters of 10 schools using the charter contract revocation criteria since the formative evaluation. Of those, eight revocations occurred with guidance from the performance framework since its implementation in July 2012. The academic performance framework defines specific performance standards warranting revocation. NJDOE revoked seven charters for poor academic performance based on their tier 3 classification, in accordance with the explicit consequences of academic performance tiers. As it relates to financial performance, OCS staff members assert that while the financial performance framework doesn't indicate performance thresholds warranting revocation, the framework, along with audits and board minutes, informs revocation decisions in keeping with the charter contract criteria. In particular, red flags for financial performance include audit findings and budget issues, such as operating with a deficit and declining enrollment. Of the schools revoked based on academic issues, the authorizer also cited failure to meet financial performance criteria as the basis for revocation of one school. Similar to financial performance, the organizational performance framework doesn't indicate performance standards warranting revocation, but it does inform revocation decisions. NJDOE revoked two schools based on organizational performance issues, and one of those was closed solely for organizational performance issues.

**RECOMMENDATION**

Clearly define organizational and financial performance criteria in the performance framework that warrant revocation.

#### A.2.4. Supplemental Analysis, Renewal Process

The authorizer runs a well-structured renewal process including clear requirements, a meaningful opportunity for the school to present information and respond to the authorizer's findings, clear communication, and prompt notification of decisions.

##### Current Assessment

Established:

 Approaching Well-Developed

Applied:

 Approaching Well-Developed

#### Analysis

##### ESTABLISHED

The authorizer established a renewal process that is mostly aligned with NACSA's *Principles & Standards*. Specifically, Section 8 of the charter contract requires schools to submit a renewal application by October 15 of the year prior to charter expiration to the commissioner, the respective county superintendent of schools, and the district board(s) of education or state district superintendent(s) of the charter school's resident district. The charter agreement further states that the renewal decision rests primarily on a school's academic, financial, and organizational performance, and the NJDOE must provide a notification of the renewal decision to the school no later than February 28 of the last year of a school's current term. However, the one aspect of the renewal process that falls short of the *Principles & Standards* relates to providing schools a formal opportunity to respond to renewal findings, which is not currently part of the authorizer's established process.

##### APPLIED

In practice, the authorizer strengthens the renewal process by requiring a site visit and renewal report, in addition to the requirements outlined in the charter. However, this process falls short by not providing an opportunity for schools to respond to the authorizer's findings. Three essential questions guide the renewal process: 1) Is the school's academic program a success? 2) Is the school financially viable? 3) Is the school equitable and organizationally sound? To answer these questions, schools submit a renewal application of no more than 20 pages, describing their academic, organizational, and financial performance against the standards in the performance framework during the charter term, as well as a five-year plan detailing projected enrollment and other changes to the program should renewal be granted. OCS staff evaluate the application, additional documentation submitted during the school's term (i.e., annual reports and audits), and conduct a site visit that includes a structured interview with the board, school leadership, parents, teachers, and students. NJDOE issues a report of findings, along with a determination, by February 28.

While schools may submit additional information throughout the renewal process, this process does not adhere to NACSA's *Principles & Standards* in its failure to provide an opportunity for schools to formally respond to the renewal report findings.

##### RECOMMENDATION

Revise the renewal process timeline to include an opportunity for schools to formally respond to the authorizer's findings prior to rendering a final decision.

### A.2.5. Supplemental Analysis, Ongoing Monitoring

The authorizer has an effective process for monitoring educational, financial, and organizational performance of the schools it authorizes.

#### Current Assessment

Established:

 Well-Developed

Applied:

 Approaching Well-Developed

### Analysis

#### ESTABLISHED

The authorizer established a comprehensive performance framework not only to measure and report school performance, but also as a tool to guide its monitoring. Specifically, the academic framework provides a lens to annually evaluate students' academic performance in the areas of achievement, growth, comparative performance, post-secondary readiness, and state performance targets. The financial framework serves as a tool to regularly screen financial performance including both near-term and long-term viability, whereby schools that minimally fail to meet two standards or fall far below one standard receive further review. As per charter school law and state regulations, the organizational performance framework examines schools' operations to ensure that schools expend funds responsibly, practice sound governance, and adhere to laws and charter agreement requirements.

#### APPLIED

As applied, the authorizer employs strong academic monitoring practices; however, staffing limitations inhibit its ability to thoroughly monitor schools' financial and organizational performance beyond document reviews. As it relates to academic performance, the annual state assessments drive academic monitoring and NJDOE uses the assessments to annually evaluate academic performance against the performance framework, with one OCS staff member conducting the academic data analysis.

A team of three OCS staff monitors financial performance against the performance framework on a monthly basis. OCS finance staff also conduct monitoring specific to first-year schools to ensure that requisite structures and processes are in place, such as accounting and reporting systems and adequate enrollment. While NJDOE's financial monitoring activities demonstrate sound authorizing practices, the office lacks sufficient resources to maintain consistent monitoring for all 87 schools in its portfolio, especially those showing signs of distress, which are not yet subject to formal intervention.

The authorizer's organizational performance framework includes some measures that call for a level of oversight beyond the staff's capacity. The authorizer easily monitors legal, contractual, and regulatory reporting requirements through Epicenter, a web-based software system used to organize, streamline, and automate oversight activities. However, measures such as school culture and provision of services to special populations require staff observations, and OCS' staffing levels prevent this close examination given its large portfolio. Limited capacity forces the authorizer to be reactive and monitor such measures mostly as a result of complaints filed with the office.

#### RECOMMENDATIONS

Allocate resources to monitor organizational performance indicators aligned with the performance framework.

A

### A.3. Performance-Based Accountability

*Does the authorizer have rigorous, appropriate standards by which it holds schools accountable for results? Are decisions made with the intent to maintain high standards and protect the students' and the public's interests?*

**Established:**

● Well-Developed

**Applied:**

● Well-Developed

#### Summary Assessment

As recommended in the 2010 formative evaluation, the authorizer established clear educational and organizational performance standards by which it holds schools accountable through the 2012 implementation of its performance framework. The authorizer holds schools accountable to specific, quantitative educational standards related to measures of absolute performance, growth, comparative performance, and postsecondary success. Also through the performance framework, the authorizer holds schools accountable to organizational standards to ensure schools expend funds responsibly, practice sound governance, and adhere to laws and charter requirements. While organizational and financial performance thresholds (and respective consequences) are less clearly articulated, in practice the authorizer makes appropriate decisions guided by the framework. The authorizer's intervention decisions for organizational and financial performance appropriately align with performance standards suggesting revocation in these areas.

#### Recommended Actions

- None

## Detailed Analysis

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### A.3.1. Educational Performance

#### Current Assessment

Established:

● Well-Developed

Applied:

● Well-Developed

### 2010 Recommendation

Develop and implement school performance standards based on status, growth, comparison, and measures of post-secondary success.

### Analysis of Progress

#### ESTABLISHED

The authorizer successfully established a performance framework that is the basis for all high-stakes decisions, and that includes academic measures of status, growth, comparison, and post-secondary success. The framework is established in each school's charter contract and cited in the current charter regulations, N.J.A.C 6A:11. Status, growth, and post-secondary measures are calculated in a manner aligned strongly to NACSA's standards. Tailored for New Jersey, the authorizer measures comparative performance in two ways. The first measure - district comparison - evaluates charter school performance against the performance of a single traditional district sending the highest percentage of students to the charter school. The second measure, peer school ranking, compares a charter school's performance with approximately 30 peer schools serving a similar student demographic, such as grade span, and percentage of students who are identified as free and reduced lunch, special needs, and limited English proficiency. Taken together, the measures provide a comprehensive view of student performance on state-mandated assessments.

Further, the authorizer assigns academic performance tiers defined by the number of "meets or exceeds" targets achieved for each measure within the framework. The authorizer ranks schools' academic performance in one of three tiers: tier 1 for high performers (those that meet or exceed targets for absolute performance, or meet or exceed at least two of three targets related to student growth for elementary and middle schools, graduation rate for high schools, and peer rank performance); tier 2 for middle performers (those that meet or exceed two of the three indicators); and tier 3 for the low performers (those that meet one or fewer of the three indicators).

#### APPLIED

The authorizer makes appropriate use of the educational performance standards to guide its monitoring and high-stakes decisions. The authorizer formally executed the performance framework in July 2012, and began using it for monitoring and high stakes decisions in 2013. Within the performance framework, the academic section carries the most weight in all high-stakes decision-making including replication, expansion, renewal, and revocation. Of eight closures within the last year, seven resulted from poor performance as measured by the academic performance framework. Additionally, the authorizer based all non-renewal decisions largely on academic performance aligned to the performance framework, with some of those schools also demonstrating organizational performance deficiencies. Schools express a clear understanding of the academic performance measures.

### A.3.2. Organizational Performance

#### Current Assessment

Established:

● Well-Developed

Applied:

● Well-Developed

#### 2010 Recommendation

Define the scope and substance of organizational performance expectations and incorporate in the charter contract.

#### Analysis of Progress

##### ESTABLISHED

The authorizer revised its charter contract in 2012 to include a performance framework, which incorporates various and appropriate measures to effectively examine organizational performance, aligned to NACSA's *Principles & Standards*. Organizational performance measures cover seven broad areas: 1) education program compliance (meeting education requirements stated in charter, curriculum aligned with state standards, use of data to improve instruction and other school practices, and compliance with educational requirements); 2) equity (fair and equitable admissions and enrollment processes, protecting the rights of special populations, and minimizing attrition and maintaining enrollment); 3) school culture (alignment with mission and a culture of high expectations, and family and community involvement); 4) governance (compliance with governance requirements and holding management accountable); 5) facilities and safe school environment; 6) financial management and oversight; and 7) reporting and compliance (compliance with state and federal reporting requirements, and other compliance requirements).

##### APPLIED

The authorizer uses the organizational performance standards to guide high-stakes decisions. Since 2013, NJDOE revoked two schools for failure to meet organizational performance standards, with one of those schools also demonstrating academic performance failures. Additionally, while all non-renewals since 2013 were based on failing to meet academic performance standards in the performance framework, OCS staff confirm that many of those schools also had organizational performance issues that were cited as rationale for non-renewal.

### A.3.3. Supplemental Analysis, Decision Alignment

Authorizer makes accountability decisions that are informed by and align with documented evidence and analysis of the extent to which the school satisfies performance expectations. The analysis presented to decision-makers is of high quality and the merits of the decisions themselves show decision-making is based on thoughtful analysis ensuring that only the charter schools that meet or exceed expectations are in operation. (Note: this section focuses on decisions by the authorizer other than the application process).

#### Current Assessment

Established:

 Approaching Well-Developed

Applied:

 Well-Developed

### Analysis

#### ESTABLISHED

As established, the performance framework clearly outlines performance expectations for academic, organizational, and financial performance to which schools will be held accountable in all high-stakes decisions, including intervention, revocation, and non-renewal. Further, the authorizer established academic performance thresholds (tiers 1-3), based on academic accountability measures set forth in the performance framework that trigger specific actions by OCS. However, the authorizer lacks similar performance thresholds (and respective consequences) for organizational and financial performance.

#### APPLIED

The authorizer makes accountability decisions that are fully aligned with, or guided by, the performance framework. All academic performance decisions fully align with the performance framework and the corresponding tier ranking system. In the absence of clearly articulated organizational and financial performance thresholds - and respective consequences - the authorizer makes appropriate decisions guided by the framework. The authorizer's intervention decisions for organizational and financial performance appropriately align with performance standards suggesting revocation in these areas. In such cases, the authorizer requires schools to submit and implement a remedial plan, and follows up with monitoring to determine if performance has satisfactorily improved, needs further monitoring, or requires revocation. However, OCS staff stated that it takes immediate action for matters of safety, fiscal malfeasance, and corruption, and the review documented at least one such case of swift action. The authorizer documents its decisions with sufficient evidence and outlines how schools have failed to meet the criteria.

# A

## A.4. Autonomy

*Does the Authorizer appropriately balance autonomy with accountability?*

### Established:

 Approaching Well-Developed

### Applied:

 Well-Developed

### Summary Assessment

The authorizer earnestly addressed the 2010 recommendation to review and streamline reporting requirements by implementing a web-based reporting system. The reporting platform is still new for schools, and thus the potential for reducing the administrative burden on schools may not yet be realized. Despite the improved reporting process, the key issue for schools related to reporting seems rooted in a continued lack of understanding about what documentation is required to be submitted to what jurisdiction.

New Jersey charter school law is generally considered weak in that unless otherwise stated, charter schools must operate pursuant to the same requirements as traditional New Jersey public schools. Despite the lack of autonomies set forth in statute, the authorizer operates with a strong commitment to respecting school autonomies to the full extent of the law and works to establish additional autonomies through regulatory changes. Not all charter schools understand the autonomies to which they are entitled.

### Recommended Actions

- Prioritize targeted and effective communication with charter schools around reporting requirements, through technical assistance sessions specifically focused on the reporting requirements, calendar, and/or Epicenter.

## Detailed Analysis

---

### A.4.1. Reporting Processes

#### Current Assessment

Established:

Well-Developed

Applied:

Approaching Well-Developed

#### 2010 Recommendation

Conduct a thorough review of reporting requirements and determine the possibility of streamlining the reporting processes.

#### Analysis of Progress

##### ESTABLISHED

As a result of the 2010 recommendation to review reporting requirements, the authorizer recently established a platform to significantly streamline reporting processes and reduce the administrative burden on schools. Through grant funding, NJDOE instituted Epicenter, a web-based system used by authorizers across the nation. Before Epicenter was available, schools were required to submit the same documents to multiple parties, including the County office, local District, and/or various NJDOE departments. In some cases six separate state jurisdictions required the same document. By establishing a web-based alternative, the authorizer intends that schools only submit required documentation once, to be distributed by the system to appropriate parties. Schools are still required to submit some documentation outside of Epicenter (annual reports to OCS, monthly financial statements, annual budgets audits), but the authorizer limits these requests to data required for the performance framework. The annual DOE collections calendar is established in both a stand-alone Excel document, and within Epicenter's calendar which generates reminders and requests to schools when documentation is due.

##### APPLIED

In practice, the intended results of OCS' newly-established and streamlined reporting mechanism have not been fully realized. Because Epicenter is in the early stages of implementation in New Jersey, schools still seem uninformed about what is due, to whom, and by when. During the roundtable discussion with schools, some reported that they only need to submit documents to the county office (confirming a misunderstanding of reporting requirements). Further confirming the confusion, another school reported that it relies on its local district to inform it of what is due and when. School leaders suggested that an annual calendar of reporting requirements would be useful (even though this document exists and was provided to the evaluation team during the site visit). Schools also reported that they do not receive confirmation when something is submitted to OCS, and that this lack of communication sometimes contributes to confusion about the purpose for requiring this information in the first place.

##### RECOMMENDATIONS

Prioritize targeted and effective communication with charter schools around reporting requirements, through technical assistance sessions specifically focused on the reporting requirements, calendar, and/or Epicenter.

Utilize Epicenter to confirm receipts of required documentation, and indicate the purpose for which the documentation is required, if unclear.

### A.4.2. Supplemental Analysis, Autonomy

The authorizer defines and respects the autonomies to which the schools are entitled based on statute, waiver, or authorizer policy. The authorizer does not reduce school autonomy unless there is a compelling reason to do so.

#### Current Assessment

Established:

 Partially Developed

Applied:

 Well-Developed

### Analysis

#### ESTABLISHED

The authorizer commits to providing all autonomies afforded to the full extent permissible by law. The Charter Schools Program Act of 1995 establishes the autonomies provided to charter schools in New Jersey, and its corresponding administrative code sets forth the regulations to implement the statute. The charter law is generally weak, in that unless otherwise stated in statute or regulations, charters must operate pursuant to the same requirements as traditional New Jersey public schools.

#### APPLIED

In practice, the authorizer operates with a strong commitment to respecting school autonomies through an increased focus on outcomes over compliance. As described in detail in sections A.2 and A.3 of this report, the office establishes and applies a performance framework that triggers interventions based on transparent academic outcomes and financial or organizational distress. The director charges her staff, through the office-wide culture and strategic plan, to evolve from a compliance-focused staff to a staff committed to high-quality authorizing and decision making.

Additionally, the authorizer takes steps to ensure schools receive the maximum autonomy permissible under the law. The authorizer's current method of enforcing school autonomies is by changing regulations. In January 2013, the director, with support of the commissioner, successfully passed three regulations that meaningfully increased charter autonomy related to teacher evaluation systems, alternative certifications, and tenure requirements. Nonetheless, until and unless autonomies are built into statute, enforcing these autonomies (if challenged by other department offices or county offices) could be specious. Additionally, schools do not have a complete understanding of how regulated autonomies apply to them. For example, despite the new flexibility to implement an evaluation process of their choice, school representatives were skeptical that they would not be penalized for implementing a system of their choice.



# B

## Organizational Capacity

- B.1. Strategic Planning
- B.2. Organizational Structure
- B.3. Human Capital Processes and  
Systems
- B.4. Conflict of Interest
- B.5. Organizational Budget
- B.6. Leadership and Decision-Making  
Body

## B

## Organizational Capacity

*To what extent do the organizational structure and systems support quality authorizing practices and forward the authorizer's mission?*

### Established:

 Approaching Well-Developed

### Applied:

 Approaching Well-Developed

### Summary Assessment

Overall, the authorizer deploys resources effectively and efficiently toward achieving its mission and high quality authorizing practices. The commissioner established the Office of Charter Schools (OCS) to fulfill the statutory requirement of a designated “charter school program” to conduct NJDOE’s chartering duties. OCS has autonomy to develop and execute the department’s chartering strategy, and produced a strategic plan that clarifies a vision for authorizing strongly aligned to NACSA’s *Principles & Standards*. Some strategies within the plan are being pursued, however, action plans for each strategy have not been developed and the overall plan has not been shared with stakeholders to engage them in the authorizer’s strategic direction.

The organizational implications of being an authorizer within a state education agency (SEA) are significant. Department-wide policies and protocols control many aspects of OCS’ operation, especially budget and staffing, with little flexibility in matters related to them. Despite the complexities of this context, OCS’ director, supported by the commissioner and assistant commissioner, has maximized many aspects of its organizational capacity. In particular, OCS developed a strategic plan that is strongly aligned to NACSA’s *Principles & Standards* and fosters an organizational culture that is outcomes - versus compliance - driven, and focused on high quality authorizing practices. Aspects of the authorizer’s organizational capacity that are less well-developed include budgeting and human capital processes, which are challenging given the complexities of operating within an SEA. As an example, OCS has limited authority to allocate additional resources to key authorizing functions, including ongoing oversight and monitoring of the 87-school portfolio. Two staff positions that would begin to address this gap remain unfilled.

### Recommended Actions

- Publish OCS strategic plan to engage stakeholders in the strategic direction of chartering in New Jersey.
- Develop action plans for implementing each part of the strategic plan.
- Fill open OCS positions and allocate additional staff resources to accountability and ongoing oversight and monitoring.

## Detailed Analysis

---

### B.1. Strategic Planning

The authorizer plans well for the future in a way that aligns with NACSA's *Principles and Standards*. The authorizer uses quality authorizing to forward its mission.

Established:

 Approaching Well-Developed

Applied:

 Partially Developed

### Analysis

#### ESTABLISHED

In 2012, OCS established a comprehensive strategic plan to guide NJDOE's mission and vision for quality authorizing that aligns with NACSA's *Principles & Standards*. The plan articulates OCS' mission, core values, core functions, annual performance targets, and five priority strategies to accomplish those targets. OCS' core functions in the strategic plan reflect the authorizer's recent shift to a focus on outcomes over compliance. Within the core functions, OCS identifies five strategies for achieving its stated goal of 28,000 (or 65 percent) high quality charter seats by 2016: 1) focus charter school financial, capital, and human resources in the highest need communities; 2) encourage replication of successful schools in high-need communities; 3) actively recruit high-performing operators from other states to open schools in high-need communities; 4) limit support for low performing schools to facilitating help from other groups; and 5) work with the commissioner to reframe the primary purpose of New Jersey charter schools as a solution for serving the state's high-need communities. OCS shares aspects of the plan with stakeholders. The director briefed the commissioner on its key elements, and OCS presents components of the strategic plan to the state board of education during the annual State of the State meeting. Additionally, the governor cites progress against annual high performing charter seat targets from the plan during his annual address. However, OCS has not shared the plan widely with internal or external stakeholders, including to the charter schools in its portfolio.

#### APPLIED

In practice, the strategic plan acts primarily as an internal OCS resource and guides aspects of the office's work inconsistently. OCS staff developed the strategic plan, assesses progress towards it, and revises it every six months during a half-day staff retreat. Staff members refer to progress towards targets for high-performing seats often, including during weekly staff meetings, and the assistant commissioner identified the high-quality seats target explicitly as his goal for the department's authorizing charge. OCS is currently exceeding its strategic goal with 59 percent of charters schools ranked as tier 1 schools compared to the 2013-2014 target of 53 percent. However, the OCS is implementing only some of the plan's five stated strategies. For example, OCS staff describe strategy 3, actively recruit high-performing operators from other states, as an area for improvement. This work may happen informally, but concrete resources and a process have not been formally instituted.

#### RECOMMENDATIONS

Publish OCS strategic plan to engage stakeholders in the strategic direction of chartering in New Jersey.

Develop action plans for implementing each part of the strategic plan.

## B.2. Organizational Structure

The authorizer purposefully and economically staffs its office to effectively carry out its authorizing duties. Staff positions are clearly defined both in policy and in practice.

Established:

 Well-Developed

Applied:

 Partially Developed

## Analysis

### ESTABLISHED

The authorizer implements an organizational structure that supports its key duties related to high-quality authorizing. The commissioner delegates authorizing functions to OCS, which is under the purview of the assistant commissioner for innovation, aligning chartering to the department's strategy for choice and autonomy. Within OCS, the director applies resources efficiently, allocating one full-time employee (FTE) to application decision-making; one FTE to performance accountability, monitoring, intervention, and renewal; one part-time employee to closures (and other special projects as needed); one FTE to grants and reporting; and a team of three FTEs to financial oversight. Two staff positions are open and remain unfilled, that would allocate necessary additional resources to accountability and ongoing oversight and monitoring. A comprehensive position description describes the key roles and responsibilities for each function, which taken together comprise the core functions of quality authorizing.

### APPLIED

While OCS thoughtfully deploys its current staff, it lacks sufficient resources to carry out high quality authorizing practices in the short and long-term. OCS' program staff are focused on the core authorizing functions, and the deliberate shift to an outcomes- rather than compliance-based strategy - helps mitigate capacity constraints. Additionally, the team is able to leverage various department offices outside of OCS for support on specific interventions (finance, special education, title programs, accountability and compliance). Still, a consistent message from staff, schools, and stakeholders alike is that a staff shortage results in significant challenges to OCS' communications, accessibility, and monitoring capabilities. For example, the finance team, comprised of three FTEs, shares a caseload of 87 schools, including all financial oversight and monitoring, as well as supporting application decisions, renewals, and closures. Due to lack of capacity in fiscal staff, crisis management seems to be the more frequently utilized response, rather than a more pro-active approach to fiscal oversight. In another example, an external stakeholder cited that during closures of schools for academic reasons, OCS uncovered financial mismanagement. The director astutely identifies current capacity gaps and has initiated the departmental process to staff additional FTEs to begin to address these gaps.

### RECOMMENDATIONS

Fill open OCS positions and allocate additional staff resources to accountability and ongoing oversight and monitoring.

### B.3. Human Capital Processes and Systems

The authorizer has systems necessary for building and maintaining a strong workforce and implements them with fidelity.

Established:

 Partially Developed

Applied:

 Well-Developed

### Analysis

#### ESTABLISHED

NJDOE establishes department-wide policies and regulations for human capital processes and systems, including hiring and staff evaluation within OCS. Of note, all full-time OCS staff members, with the exception of the director, are civil servants. Thus, both the Civil Service Commission and NJDOE budgeting system inform OCS' hiring process: the commissioner's and governor's offices approve requests to add FTEs pending available departmental funds, and the Civil Service Commission gives final approval of potential candidates. Further, the New Jersey Civil Service Performance Appraisal Program Policy establishes the staff evaluation process used by the director and leaves little flexibility with regard to establishing additional performance expectations.

#### APPLIED

Despite the limitations of the hiring and evaluation processes (limited hiring autonomy and delays in staffing positions), the director implements a strong organizational culture that supports OCS' mission, vision, and strategic plan. Staff members consistently describe a shared commitment to an outcomes-based culture (distinct from a previous compliance-based culture), and cite the director's strong leadership as the principle factor driving that shift. The director encourages open and frequent team communication. Bi-monthly all-staff meetings provide opportunities for staff members to meaningfully engage in substantive issues and high stakes decision-making. Outside of staff meetings, the director meets with each staff member formally at least once per week, and informally on a daily basis. The director takes care to promote effective staff members. After being recently promoted to a deputy assistant commissioner, the director recommended a member of her team to replace her. Similarly, in an ongoing effort to add a team member to implement financial oversight at a strategic level, the director first inquired with finance team members to determine if any were interested before instituting an external search.

#### B.4. Conflict of Interest

The authorizer operates free from conflicts of interest.

Established:

● Well-Developed

Applied:

● Well-Developed

#### Analysis

##### ESTABLISHED

The authorizer clearly establishes measures to operate free from conflict. The State of New Jersey State Ethics Commission, and specifically the New Jersey Conflicts of Interest Law, governs the authorizer's conduct related to real or perceived conflicts of interest.

##### APPLIED

There is no evidence to suggest staff members or the authorizer operate with any conflicts. Further, the authorizer does not collect a fee from charter schools, nor does per pupil funding fund OCS' operation. Charter schools receive 90 percent of district per pupil allocations, and the remaining 10 percent stays with the district; charters do not receive state funds.

## B.5. Organizational Budget

The authorizer's budget allows for organizational effectiveness and stability. The budget is aligned with the strategic goals and supports quality authorizing practice.

Established:

 Partially Developed

Applied:

 Approaching Well-Developed

## Analysis

### ESTABLISHED

NJDOE allocates resources to support authorizing functions through an OCS budget that is managed by NJDOE finance department. The OCS' director develops and manages a budget specific to authorizing work. Obtaining additional state resources requires the director to follow an NJDOE-wide process that includes submitting paperwork to substantiate the need and defending the need to the commissioner, at which point the finance office submits the request to the governor's office. This established process creates limitations on the authorizer's ability to expand its staff to address capacity challenges, and to garner and spend resources on staff professional development.

### APPLIED

In practice, OCS, under the director's leadership, has been successful in securing external grant funds to support initiatives and strategic priorities not funded through the state. For example, in 2013 the federal government awarded New Jersey Race to the Top Funds, and the director secured \$2,069,128 for OCS use over the next four years. The director applies grant funds, including RTTT money, to core authorizing functions such as purchasing Epicenter to streamline school reporting requirements and compensating expert external evaluators to conduct new school application reviews or renewal site visits. There is no evidence of budgeting or prioritization of costs within the strategic plan. Adding this to the strategic plan may be useful in communicating to department leadership and external stakeholders how additional resources could support OCS' ambitious and thoughtful plan to increase the number of high-quality seats in its portfolio through high-quality authorizing practices.

### B.6. Leadership and Decision-Making Body

The authorizer leadership and decision-making body understand their roles and responsibilities; are invested in the mission, vision, and strategic plan of authorizing; and have the expertise necessary to make well-informed decisions that support the tenets of a high quality authorizer.

Established:

● Well-Developed

Applied:

● Well-Developed

### Analysis

ESTABLISHED

NJDOE leadership, including in particular the commissioner and assistant commissioner of innovation, clearly understand their authorizing role and are invested in making well-informed authorizing decisions. The commissioner makes all high-stakes decisions related to application approval or denial, revocation and non-renewal, based on recommendations from the assistant commissioner of innovation and OCS' director. Of note, the commissioner authored New Jersey's charter law in 1995, so he has a foundational understanding of the autonomies which charters are afforded, and the spirit of the law.

APPLIED

In practice, the assistant commissioner is highly engaged in OCS' work. He delegates management authority appropriately, is substantively involved in preparing recommendations for the commissioner, and supports challenging issues, as needed. Furthermore, the assistant commissioner meaningfully engages in the substance of authorizing functions, develops relationships with school operators, and from time to time, participates in renewal site visits and capacity interviews. OCS' director and the assistant commissioner are highly aligned in bringing recommendations to the commissioner, with whom ultimate decisions rest. The assistant commissioner is involved in reviewing evidence and preparing recommendations for the commissioner. The commissioner is briefed on high-stakes decisions through an in-person meeting and evidence to substantiate the recommendations. During the site visit, authorizer leadership consistently demonstrated an interest in improving their authorizing practices, and actively solicited feedback and suggestions.

## Sources

### **Background and Organizational Capacity**

Strategic Plan and Authorizing Goals  
School Portfolio Data  
NJ Charter School Law  
Organizational Charts  
Job Descriptions  
Organizational Change Narrative  
Authorizer Board Member Biographies  
NJDOE School Leader Survey Results  
NJDOE Self-Evaluation Survey Results

### **Application Decision-Making**

Three (3) Year Record of Application Decisions  
Application Packet & Evaluation Criteria  
Interview Preparation & Debrief Guidance  
Sample Charter School Application  
Completed Application Evaluations & Capacity Interview Reports  
Application Policies, Processes, and Protocols  
Interview Materials & Schedule

### **Monitoring Operations**

Charter Agreement Template  
Charter School Annual Reports & Budget Templates (2013-2014)  
Monitoring Communications Guidelines  
Authorizer Monitoring Progress Reports  
Compliance Documents  
Pre-Opening Checklist  
Authorizer Annual Report  
Differentiated Oversight and Renewal Documents  
Charter School Growth Projections

### **Performance-Based Accountability**

Charter School Performance Reports-2012  
Performance Management Framework (2012)  
Public Reporting Instruments  
Changes to Performance Management Tools  
Renewal, Closure, & Intervention Materials

### **Case Histories**

Charter Applications  
Charter Agreements  
Compliance Reports  
Stakeholder Communications  
Charter Amendments  
Audits & Annual Reports

## Biographies

Tamara Lumpkin serves as an education consultant and as CEO and president of TLC Consulting, LLC. As a nationally recognized expert, Tamara works with authorizers to establish quality authorizing practices, and is a regular presenter at charter school conferences. Tamara served as the deputy director of the District of Columbia Public Charter School Board (PCSB), where she oversaw processes to hold charter schools accountable for their performance. She holds a B.A. in mass media arts with a minor in journalism from Hampton University, and an M.P.A. from The Maxwell School for Citizenship and Public Affairs at Syracuse University.

Beth Seling is a New Orleans-based consultant with over a decade of experience in charter school startup and authorization. Beth began her career with the KIPP Foundation, supporting the organization's start-up and expansion as it grew from two flagship schools to 68 schools across the US. After KIPP, Beth joined Chicago Public Schools as their senior director of recruitment and selection in the district's charter schools office. In that position, she directed the selection of new charter and turnaround schools under Secretary Duncan's Renaissance 2010 Chicago school reform initiative. Most recently, she helped launch 4.0 Schools, an organization that equips talented educators and entrepreneurs to launch new products that reimagine the future of education.



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NATIONAL ASSOCIATION OF CHARTER  
SCHOOL AUTHORIZERS

# AUTHORIZER EVALUATION REPORT: NEW JERSEY DEPARTMENT OF EDUCATION

## **AUTHORIZER**

New Jersey Department of Education

## **ACTING COMMISSIONER**

Rochelle Hendricks

## **REPORT DATE**

September 17, 2010

## **EVALUATORS**

William Haft

Susan Miller Barker

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## INTRODUCTION

In cities and states across the country, more public officials are seeing charter schools as one of several powerful and complementary strategies to improve public education in their communities. These officials are stepping forward to play a leading role in the development of a high quality charter school sector. Local school superintendents, state superintendents, governors, mayors, university leaders and others are taking bold action to develop plans, form public-private partnerships, allocate resources, provide facilities, and implement policies to support new charter schools that meet high standards.

The National Association of Charter School Authorizers (NACSA) was founded on the principle that every child should have the right to choose a high quality school. We advance this vision by promoting the establishment of quality charter schools through responsible oversight in the public interest. NACSA has not only pioneered the cause of quality in the charter school sector but, through its first-hand experience working with authorizers, has put that cause into action.

NACSA has learned through practice and experience that authorizers have a significant impact on the nature and quality of charter schools. The authorizer makes at least two critical decisions in the life of every charter school: whether to approve the application and whether to renew the school. In addition, the authorizer has an ongoing relationship with approved schools through which it needs to balance the need to represent the public interest in monitoring the school with ensuring that each school has the operational autonomy to which it is entitled. There are specific characteristics of an authorizer that fulfills those responsibilities well. NACSA's Evaluation Framework is designed to facilitate authorizer evaluations that reflect and align with those characteristics in a clear, evidence-based manner.

### Structure of this Report

The Authorizer Evaluation is designed to assess how well an authorizer is fulfilling its role, based on The National Association of Charter School Authorizers' *Principles & Standards for Quality Authorizing*.

This report is divided into five parts, each of which focuses on a functional area of the authorizing role. A Guiding Question frames the evaluation of each part:

#### **Part 1: Application Decision-Making**

Does the authorizer approve applications based on demonstrated preparation and capacity to operate a quality charter school?

**Part 2: Operational Expectations**

Does the authorizer establish clear expectations for school operation and monitor performance consistent with those expectations?

**Part 3: Performance-Based Accountability**

Does the authorizer hold schools accountable based on performance as measured against rigorous expectations?

**Part 4: School Autonomy**

Do schools have the autonomy to which they are entitled?

**Part 5: Education Quality**

Is the authorizer improving the quality of public education options available to children and families?

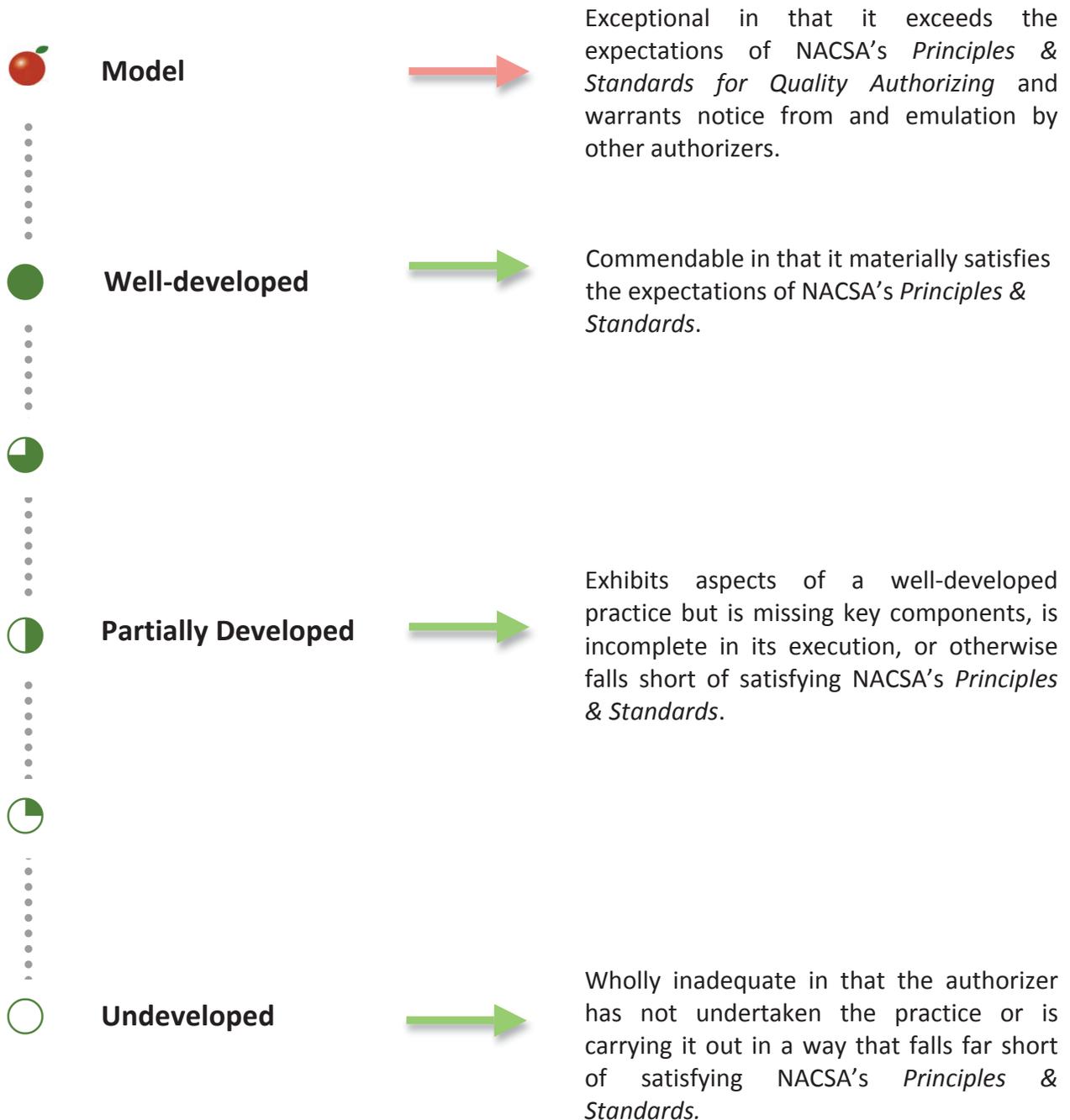
**Rating System**

***Authorization quality is rated in two categories:***

<b>Established</b>	Refers to the authorizer’s practices as set out “on paper” whether by policy, protocol, or other means. It also addresses the way that the authorizer communicates information about its practices to relevant stakeholders within the authorizing agency and to schools. This category rates the authorizer based on what it plans to do.
<b>Applied</b>	Refers to the authorizer’s practices as applied. This category rates the authorizer based on what it actually does.

Within each of the five parts of the evaluation, the rating categories are defined more specifically with respect to the authorizer’s responsibilities in that area.

**For each item in the evaluation, the authorizer receives a rating:**



## AUTHORIZER PROFILE

The mission of the New Jersey Department of Education is:

“The New Jersey Department of Education will provide leadership to prepare all students for their role as citizens and for the career opportunities of the 21<sup>st</sup> century.”

The New Jersey Department of Education (NJDOE) is the only charter school authorizer for the state of New Jersey and one of 20 state education agency authorizers in the country. As of the spring of 2010, 67 charter schools operated in sixteen New Jersey counties serving 21,318 students, roughly 1.4% of the K-12 student population in the state.

Forty-five of New Jersey charter schools serve elementary students, 8 serve middle school students, 5 serve a combination of middle and high school students, 5 are high schools and 4 serve students in grades K-12. The largest New Jersey charter enrolls 909 students with the smallest charter enrolling 71.

Since it started authorizing in 1997, NJDOE has granted 99 charters. Of those charters, 11 were revoked by the New Jersey Commissioner of Education, 3 schools failed to post the success necessary to have their charters renewed after the first term and 18 charters were surrendered by the founders back to NJDOE having experienced difficulty in ever opening their doors to serve children.

Camden City Public Schools hosts the highest concentration of charter school attendance with 17.5 % of Camden students attending charter schools. Trenton hosts the second highest market share with 14.6% of students enrolled in charter schools. In Newark, 10.2% of students choose charter schools.

## EXECUTIVE SUMMARY

### Authorizer's Key Competencies

- Clear communication of application decision expectations
- Rigorous pre-opening oversight
- Clear expectations for and monitoring of financial performance
- Established process for orderly charter school closure

### Priorities for Improvement

- Improve the quality of application decisions.
- Define the terms of school operation and expected performance.
- Establish and enforce clear performance expectations.
- Clarify monitoring roles, responsibilities and process.
- Define school autonomy.

### Recommended Actions

- Develop merit-based criteria for evaluation of new school applications and use a combination of knowledgeable internal and external reviewers to apply those criteria most effectively.
- Develop a contract that defines the roles and responsibilities of the NJDOE and charter operators with respect to the expected academic, operational, financial and regulatory outcomes. The contract should address all aspects of school operation and performance discussed in Parts II through IV of this evaluation.
- Develop and implement minimum school performance standards based on status, growth, comparison and measures of post secondary success.
- Engage executive county superintendents in a consistent monitoring system aligned with contract and school performance requirements.
- Clarify waiver request and charter amendment policies and practices.

## PART 1: APPLICATION DECISION-MAKING

### Guiding Question

Does the authorizer approve applications based on demonstrated preparation and capacity to operate a quality charter school?

### Rating Categories

*The authorizer is evaluated on the extent to which its new school application practices are:*

<b>Established</b>	For established, a “well-developed” rating means that the authorizer has adopted policies and other resources (e.g., an application packet) that clearly document the requirements. Those materials should be readily known and available to the community, particularly to potential applicants and application evaluators.
<b>Applied</b>	For applied, a “well-developed” rating means that the authorizer evaluates applications, makes recommendations, and makes approval and denial decisions that reflect fair procedures and rigorous evaluation criteria.

## SUMMARY ASSESSMENT: APPLICATION DECISION-MAKING

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### Overall Rating: **PARTIALLY DEVELOPED**

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New Jersey Department of Education's application practices are partially developed.

The Department's application materials and process are satisfactory in form but significantly compromised in practice. Application requirements include all essential components of a complete proposal for a new school including the mission statement, and educational, organizational, financial and facilities plans along with school founder background. However, the evaluation of proposals places primary weight on compliance rather than qualitative assessment of program strength and applicant capacity. One-third of approved schools (32 of 99) have closed either voluntarily or by authorizer decision suggesting that the standards for approval are not sufficiently rigorous.

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### Primary Recommendations

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***RECOMMENDATION: Apply more rigorous qualitative expectations for application content.***

The Department's application materials should require that applicants provide more robust evidence to support claims that the proposed school is likely to be successful. Current materials and practices are thorough with regard to compliance requirements but do not adequately assess the overall likelihood of success. The application criteria and analysis should require specific, credible and research-based evidence regarding the likelihood that the proposed educational, organizational, and business plans will be successful.

***RECOMMENDATION: Improve the assessment of applicant capacity.*** The evaluation process should include a more structured interview that explores questions raised by the application and more thoroughly evaluates the applicants' capacity to implement the program effectively.

1.1 APPLICATION DECISION-MAKING: SUBSTANCE			
<p><i>This section evaluates the expectations that the authorizer establishes, communicates and applies to the substance of charter school applications, including the educational program, the organizational plan, the business plan, and demonstrated capacity, in order to make decisions about whether to approve or deny charter school applications.</i></p> <p><i>Note: The shaded criteria below (1.1.7 and 1.1.8) are not required in order to have a quality authorizing practice. They represent, in and of themselves, model practices.</i></p>		Established	Applied
1.1.1	<p><b>Mission and Vision:</b> The authorizer has thorough requirements and rigorous evaluation criteria for the school's proposed mission and vision.</p>	<input type="radio"/>	<input type="radio"/>
1.1.2	<p><b>Educational Program:</b> The authorizer has thorough requirements and rigorous evaluation criteria for the proposed educational program, including the educational philosophy, curriculum and instruction, teaching skills and experience, calendar and daily schedule, target population, enrollment, and plans for educating students with special needs. Professional development. Assessments. Student discipline.</p>	<input type="radio"/>	<input type="radio"/>
1.1.3	<p><b>Organizational Plan:</b> The authorizer has thorough requirements and rigorous evaluation criteria for the proposed organizational plan, including legal status of the organization, management and operations plan, education service provider arrangements (if applicable), community involvement, student recruitment and enrollment, and staffing and human resources.</p>	<input type="radio"/>	<input type="radio"/>
1.1.4	<p><b>Business Plan:</b> The authorizer has thorough requirements and rigorous evaluation criteria for the proposed business plan, including the budget, management of financial and other procedures, facilities, and pre-opening tasks.</p>	<input type="radio"/>	<input type="radio"/>
1.1.5	<p><b>Applicant Capacity:</b> The authorizer has thorough requirements and rigorous criteria for evaluating the applicants' capacity to implement the school plan effectively, including capacity to oversee the educational program; ensure effective and responsible management of public funds; and take responsibility for legal compliance.</p>	<input type="radio"/>	<input type="radio"/>
1.1.6	<p><b>Decision Alignment:</b> Authorizer decision-making is informed by documented evidence and analyses of the extent to which the plan satisfies approval criteria.</p>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

1.1 APPLICATION DECISION-MAKING: SUBSTANCE (cont'd)			
1.1.7	<p><b>New School Priorities:</b> The authorizer has defined new school priorities based on identified needs in the population to be served.</p>	<input type="radio"/>	<input type="radio"/>
1.1.8	<p><b>Application Responsiveness:</b> The application has been adapted to meet information needs generated by different types of proposals (e.g., online, replication, alternative education).</p>	<input type="radio"/>	<input type="radio"/>
<p><b>OVERALL RATING:</b> <b>Application Decision-Making: Substance</b></p>		<input type="radio"/>	<input type="radio"/>

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**Evaluation Detail**

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**1.1.1. Mission and Vision**

The authorizer’s practices are minimally developed.

The NJDOE asks applicants to “Describe the mission of the charter school and how the mission presents a clearly articulated vision for public school that will promote student achievement” and continues the mission section by asking for a description of concentration or theme for the school as well as requiring applicants to “Describe the unique and innovative approach to curriculum delivery.” (Application packet p.10). A note at the bottom of the page outlining mission statement requirements states, “The mission cannot be amended and must be relevant and sustainable for the duration of the charter school.”

In practice, the language, specificity, focus and measurability of mission statements in approved applications range widely. Mission statements communicate a commitment to a particular theme or idea. Some are clear, direct, measurable, and focused on student academic outcomes. Others describe themes and inputs and hopes for student happiness but lacked specific academic measurability.

➔ **Recommendation:** Set expectations in the written application and at applicant information sessions for charter mission statement that relate to measurable student outcomes.

**1.1.2. Educational Plan**

The authorizer’s practices are minimally developed.

NJDOE requires applicants to identify the broad academic and non-academic goals of the charter school in the application process. Applicants are required to indicate how goals

support high academic achievement and to identify anticipated outcomes and evidence that the goals are being achieved. The plan must address staffing and professional development (Application packet p. 11).

In practice, the Department has approved applications with academic and non-academic goals included are not measurable and lack specific performance targets. For example, one approved application goal stated, “Students will learn about the political, economic, cultural, geographic and technological forces that have shaped the history of the world and of the United States.” The approval of applications whose goals are not specific or measurable is particularly problematic where the approved application is treated as the charter.

Applicants must provide a narrative detailing the educational philosophy; how the school will address all New Jersey Core Curriculum Content Standards; and how the school will use both state assessments and internal assessment data to improve curriculum and instruction (Application packet p. 15).

In practice, evaluators apply the criteria inconsistently. Some completed scoring rubrics provide analysis sufficient to assist in decision making on the application. Others contain only a numerical score without any elaboration on the rationale behind the rating.

→ **Recommendation:** Establish evaluation criteria that more precisely define the type and quality of supporting evidence or data needed to meet the standard for application approval.

→ **Recommendation:** Modify the application analysis tools so that evaluators identify specific questions and concerns as part of their reviews.

### 1.1.3. Organizational Plan

As established the authorizer’s practices are partially developed as established. As applied, they are undeveloped.

NJDOE asks applicants to supply organizational plans that include details on the founding applicants, personnel, organizational chart, governance, a self-evaluation plan and a timetable for accomplishing tasks in the planning period and through the first year of operation (Application packet p. 24-17).

This part of the application places excessive emphasis on a school’s self evaluation process. Such procedures are marginally relevant to the merits of a school’s management structure and intended practices.

The evaluation of applicant’s organizational plan prioritizes compliance. Although compliance with required statute and regulation is important, it is critical that the evaluation

include a qualitative assessment of feasibility and likelihood of success. Such analysis is lacking in the Department's evaluation process.

It is important to underscore that the NJDOE's strengths include its post-application approval pre-opening requirements that bar an approved applicant from opening the schoolhouse doors without meeting requirements. The NJDOE is also well served by its demonstrated action in revoking charters of under-performing schools.

→ **Recommendation:** Increase the strength and precision with which applicant operational plans are scrutinized.

#### 1.1.4. Business Plan

The authorizer's practices are partially developed.

NJDOE requires applicants to provide a coherent and realistic budget for the start-up but application financial guidelines do not require budget projections for the first three years of the charter. Including this requirement allows the NJDOE to analyze the applicant's ability to project growth in academic and operational plans aligned with expected budget revenues and expenditures. Requirements for conformance with GAAP, annual audits, and the employment of a certified school business administrator are included. Additionally applicants are asked to provide a budget summary, cash flow schedule for year one and a line item budget narrative that is reviewed for alignment with the educational plan presented in the overall application (Application package p. 29 and Financial Guidelines Scoring Guidelines).

As noted under the prior section, the NJDOE should also increase the specificity with which it analyzes, develops interview questions and makes decisions on the strength of a proposed business plan to reduce the number of applicants approved who fail to ever open a school.

→ **Recommendation:** Include a requirement that charter applicants submit a three year budget covering start up and the first years of operations as a component of the application.

→ **Recommendation:** Increase the strength and precision with which applicants' business plans are scrutinized.

#### 1.1.5. Applicant Capacity

The authorizer's practices are partially developed.

The NJDOE requires applicants to submit resumes of founding board members and complete a founder statement of assurances committing applicants to following all applicable state and federal laws. In addition, applicants are asked to provide a self evaluation plan and accountability goals as a

component of the application. The request is largely unstructured and the evaluation criteria do not indicate the quality or types of evidence necessary to receive a positive rating.

As applied, materials from application evaluations and applicant interviews are not organized around an explicit set of criteria that identifies the level of quality or types of evidence required to determine applicants' capacities to successfully open and run a school. Capacity interview questions are split roughly half and half between a standard set of questions for all applicants and questions specific to the application at hand. Interviews are adequate in length (1 hour) to assess capacity but the interviewers are not necessarily the same as the evaluators who read the application, creating a lack of continuity between the application evaluation and the interview.

→ **Recommendation:** Establish specific criteria for evaluating applicants' capacity to implement the proposed plan successfully.

→ **Recommendation:** Prioritize applicant interview protocols to focus on issues specific to the application.

→ **Recommendation:** Have more consistent representation of application evaluators on interview teams.

#### 1.1.6. Decision Alignment

The authorizer's practices are well developed.

Final decisions on which applicants receive a charter are made by the New Jersey Commissioner of Education. The Commissioner makes decisions based on the totality of the Department's review including the interview and subsequent requests for modification. Department staff members prepare a letter that outlines successful applicants' plans and how those plans meet the established criteria. The Commissioner's decisions align consistently with the Department's recommendations.

#### 1.1.7. New School Priorities

The authorizer's practices are undeveloped.

The NJDOE has not developed new school priorities. The Department has not yet identified areas of need in terms of school type, location, grade levels, academic program, or other category.

→ **Recommendation:** Determine how charter schools in New Jersey fit into a larger education strategy for the state.

→ **Recommendation:** Consider establishing incentives for qualified proposals that meet identified needs and recruiting operators whose past performance demonstrates potential for meeting those needs.

**1.1.8. Application Responsiveness**

The authorizer’s practices are minimally developed.

The NJDOE established a ‘fast track’ chartering process that provides applicants the ability to submit an application in October and receive a charter by January to open the following school year. The fast track option requires successful applicants to demonstrate attainment of the strong programmatic, compliance, regulatory, and fiscal pre-opening requirements established by the NJDOE. Although the expedited timeline for well-prepared applicants is a strength, the fast track option does not make modifications in application process for successful schools wishing to replicate.

→ **Recommendation:** The Department should consider encouraging school operators with clear evidence of academic, financial and operational success to replicate and should consider alternative application requirements for such applicants.

**1.2 APPLICATION DECISION-MAKING: PROCESS**

<p><i>This section evaluates the expectations that the authorizer establishes, communicates and applies to the charter school application process, including timelines, format requirements, evaluation procedures, and any steps the authorizer actively takes to solicit applications.</i></p> <p><i>Note: The shaded criterion below (1.2.4) is not required in order to have a quality authorizing practice. It represents, in and of itself, a model practice.</i></p>		<b>Established</b>	<b>Applied</b>
1.2.1	<p><b>Application Process Timelines:</b> The authorizer has clear and realistic timelines for the application process.</p>		
1.2.2	<p><b>Proposal Format:</b> The authorizer has clear and realistic expectations for proposal format.</p>		
1.2.3	<p><b>Transparency:</b> The authorizer has transparent processes for both application evaluation and application decision-making.</p>		
1.2.4	<p><b>Applicant Pool Development:</b> The authorizer takes affirmative steps to increase the likelihood of receiving viable applications that meet identified needs.</p>		

<b>OVERALL RATING:</b> <b>Application Decision-Making: Process</b>		
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## Evaluation Detail

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### 1.2.1. Application Process Timelines

The authorizer's practices are minimally developed.

NJDOE's regular application timelines as well as the fast track timeline is a strength that allows well prepared applicants the opportunity to open a school under shorter timelines. Information about the process and timelines is available on the NJDOE charter schools website as well as through information sessions held by the NJDOE charter school and finance staff.

The Department has an ill-defined process for requesting addenda. The Department has not established a protocol for the circumstances or scope of a request for addenda. Schools must submit additional materials with very little guidance or response time. Department staff members, in turn, have little time to process the new materials and to incorporate their assessment into the overall decision-making process.

→ **Recommendation:** Consider eliminating the addendum component of the application process or severely constraining its scope.

### 1.2.2. Proposal Format

The authorizer's practices are generally well developed.

Charter leaders indicated the format and required information outlined in the current application packet were reasonable and sensible.

### 1.2.3. Transparency

The authorizer's practices are partially developed.

The NJDOE's Charter Schools Office holds applicant information sessions at least once prior to each application cycle. In addition, the charter team from the Finance Department provides technical assistance at information meetings as well as on the telephone to applicants in untangling the financial and budgetary application requirements. Charter school leaders from across New Jersey interviewed during the evaluation indicate that NJDOE staff provided significant support in answering questions during the application phase, resulting in stronger application submissions.

With respect to application evaluation, neither the process nor the way that the NJDOE applies the criteria for approval has clarity or consistency.

→ **Recommendation:** Make reviewer analysis and recommendations more specific and more accessible to the public at large.

#### **1.2.4. Applicant Pool Development**

The authorizer's practices are undeveloped.

The NJDOE has yet to define and communicate chartering priorities. The Department's leadership communicates interest in using charter schools as one initiative in the state's overall school improvement strategy but the Department has yet to finalize those priorities.

→ **Recommendation:** Establish and communicate priorities for the types of charter schools the NJDOE would like to see throughout the state.

## PART 2: OPERATIONAL EXPECTATIONS

### Guiding Question

Does the authorizer establish clear expectations for school operation and monitor performance consistent with those expectations?

### Rating Categories

*The authorizer is evaluated on the extent to which its practices surrounding school operation are:*

<b>Established</b>	For established, a “well-developed” rating means that the authorizer has a contract, charter or other binding agreement with each school that establishes the relevant operational terms with sufficiently clarity for both parties to understand their respective rights and responsibilities.
<b>Applied</b>	For applied, a “well-developed” rating means that on an ongoing basis, the authorizer gathers and evaluates evidence that is probative and sufficient for determining whether the school is meeting the operational terms.

## SUMMARY ASSESSMENT: OPERATIONAL EXPECTATIONS

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### Overall Rating: Partially Developed

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The Department treats an approved application as the charter contract. This practice is wholly inadequate because charter applications are designed to be proposals, not contracts. Charter applications are both under- and over-inclusive for purposes of serving as contracts: They include much language that should not be part of the contract, and they are silent on many issues that the contract must address.

Despite the lack of a formal charter contract identifying each school's expected outcomes, operating expectations, reporting, and monitoring responsibilities, NJDOE has established some adequate practices to ensure the schools abide by the intended terms of the charters granted by the state.

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### Primary Recommendations

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**RECOMMENDATION.** Develop a contract that defines the roles and responsibilities of the NJDOE and charter operators with respect to the expected academic, operational, financial and regulatory outcomes. The contract should address all aspects of school operation and performance identified in Parts II through IV of this evaluation.

2. OPERATIONAL EXPECTATIONS			
		Established	Applied
<p><i>The contract should document the material terms of the school's operation including its legal status, the educational program, operational requirements, financial commitments, and miscellaneous terms of the contract's operation. The contract should also make clear the legal authorities with which the charter school must comply.</i></p>			
2.1	<p><b>Material Terms of School Existence:</b> Through the contract, the authorizer documents and monitors material terms of the school's existence, including the legal status of the school, its location, authority of the signatories, length of the charter term, and restrictions or requirements that apply to the school's governing body.</p>	<input type="radio"/>	<input type="radio"/>
2.2	<p><b>Material Terms of Educational Program:</b> Through the contract, the authorizer establishes and monitors material terms of the school's educational program.</p>	<input type="radio"/>	<input type="radio"/>
2.3	<p><b>Terms of Organizational Operation:</b> Through the contract, the authorizer establishes and monitors material terms of the school's operation. Those include the school's mission; grade range and number of students; recruitment and enrollment practices; school calendar; student discipline; student transportation; employee status and other personnel matters; handling of student records; insurance; terms of a third party educational service provider agreement (if applicable); and board operating restrictions and requirements such as applicable open government requirements. The terms of operation include required assurances such as for compliance with applicable civil rights laws.</p>	<input type="radio"/>	<input type="radio"/>
2.4	<p><b>Terms of Financial Operation:</b> Through the contract, the authorizer establishes and monitors material financial matters. Those matters include funding calculation and delivery schedules; enrollment reporting; authorizer administrative fees (if applicable); reporting requirements; audit requirements; and asset ownership and disposition rights and responsibilities.</p>	<input type="radio"/>	<input type="radio"/>
2.5	<p><b>Compliance with Obligations to Special Student Populations:</b> Through the contract, the authorizer documents and monitors compliance with the school's obligations for serving students identified with disabilities; English language learners; and other special populations.</p>	<input type="radio"/>	<input checked="" type="radio"/>
2.6	<p><b>Monitoring Authority:</b> The authorizer establishes and exercises the authority it needs to monitor the school appropriately.</p>	<input type="radio"/>	<input type="radio"/>

2.7	<p><b>Operational Terms of Contract:</b>                  The authorizer establishes the operational terms of the contract itself including provisions regarding notice, waiver, severability, assignment, amendment, merger, indemnification, and contract dispute resolution.</p>	○	○
<p><b>OVERALL RATING:                  Operational Expectations</b></p>		◐	◐

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**Evaluation Detail**

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**2.1. Material Terms of School Existence**

The authorizer’s practices are minimally developed.

NJDOE uses the finalized charter application, inclusive of addenda requested by the NJDOE and provided by applicants during the final stages of application approval, as the charter document and does not enter into a contractual agreement with the schools it authorizes.

The charter application lays out an education and business model for the proposed school and serves as the plan for school development prior to the granting of a charter. It does not define the responsibilities of each party: the authorizer and the school.

➔ **Recommendation:** Develop and implement the use of a formal charter contract independent of the charter application.

**2.2. Material Terms of Educational Program**

The Department’s practices are undeveloped, as established. They are partially developed as applied.

The NJDOE uses the Educational Program included in the school’s approved charter to determine the school’s education program. No specific areas of materiality for the education program are defined in the application. As a result, schools are potentially held accountable for each line of their charter application. The lack of clear definition around materiality means that no one can be certain which changes require approval and which do not.

In practice the NJDOE requires adherence to the school’s mission. Opportunities to modify the education program are not defined and seem dependent upon non-standardized analysis by the CSO staff.

➔ **Recommendation:** Define material or ‘non-negotiable’ areas of the education program and include it in the design and use of a charter contract.

### 2.3. Material Terms of Operation

The authorizer's practices are minimally developed.

Charter school applicants must present material terms for the school's operation. If for any reason the proposed plan is misaligned with regulatory requirements, department staff members identify required amendments prior to final approval of the charter. School leaders and NJDOE personnel report consistent understanding of the regulatory requirements that guide the material terms of operation of the school's charter when it comes to reporting and adherence to state rule and law. However, there is no contract or other common document that ensures a consistent understanding and enforcement.

The Department relies on school self-reports and on county superintendents to monitor school operations. The county superintendents have statutory oversight authority but the Department has not defined the scope of those responsibilities so that, in practice, the effectiveness of monitoring depends on the initiative of individual superintendents. Thus, the Department's monitoring is generally reactive; as an authorizer, the NJDOE is likely to be limited to a reactive role when problems are brought to its attention from an outside source.

→ **Recommendation:** Define specific, material terms of operation for inclusion in the charter contract.

→ **Recommendation:** Define and implement an annual audit of operational and regulatory requirements to ensure compliance with the terms of operation.

### 2.4. Material Financial Terms

The authorizer's practices are partially developed.

By statute, the NJDOE charter schools must hire state licensed business managers to oversee the finances of each school. NJDOE authorized charter schools are considered local education agencies and are held to the same financial reporting requirements as districts. Financial reports are submitted to the executive county superintendents' offices as well as the charter finance team at the NJDOE. Each executive county superintendent office reviews the monthly charter school financial reports. If an issue or concern arises, the county office notifies the NJDOE charter finance team. In most cases, agents from the county offices and the NJDOE charter finance team will visit a school to address any financial or financial reporting concerns. School leaders report little feedback from superintendents but do indicate that the finance office provides feedback and guidance on financial matters. Requirements, expectations, and goals for financial performance are not defined in a contract that allows schools and the NJDOE to articulate school autonomies and

responsibilities or the way in which the department will monitor and report on the school's financial performance.

Charter schools are required to undergo an annual audit. Schools submit the audit to both the county office and the NJDOE charter finance team. Each entity reviews the audit, confers on issues identified, and works together to address such issues with the school.

→ **Recommendation:** Define the material components of the NJDOE's and each approved charter school's financial terms and obligations in a formal contract.

## **2.5. Compliance with Obligations to Special Student Populations**

The authorizer's practices are partially developed as established and well developed as applied.

Charter applicants must address plans to meet the needs of students identified with disabilities and other special student populations. Those plans become binding on school operators once the application is approved and generally amount to compliance with minimum legal requirements.

In practice, the Department conducts regular compliance reviews of charter schools based on state and federal IDEA, civil rights and ELL requirements. School reviews are conducted in alignment with the states' practices for all districts and schools.

→ **Recommendation:** Define the material components of each approved charter school's obligations to special student populations in a formal charter contract.

## **2.6. Monitoring Authority**

The authorizer's practices are undeveloped as established. As applied, they are partially developed.

The Department lacks a defined monitoring process for charter schools. In practice, monitoring responsibilities are split between Department staff and the executive county superintendents who have explicit but undefined statutory responsibility for monitoring charter schools. Some county superintendents have taken the initiative to monitor charter schools regularly and to coordinate closely with Department staff when questions or issues arise. Those superintendents also tend to serve as informal resources for charter school leaders. Other superintendents have little, if any, engagement with charter schools in their jurisdictions, and the Department has not defined roles or expectations for them.

→ **Recommendation:** Define the monitoring role and responsibilities of executive county superintendents aligned with Department monitoring priorities.

## **2.7. Operational Terms of Contract**

The authorizer's practices as are undeveloped.

The charter application does not address operational terms of a contract such as waiver, amendment and severability. In practice, there is very little if any guidance for either the authorizer or the schools regarding how or when they may amend the charter agreement, and this lack of define for operational terms creates confusion in practice.

→ **Recommendation:** Define the operational terms of the charter contract.

## PART 3: ACCOUNTABILITY DECISIONS

### Guiding Question

Does the authorizer hold schools accountable based on performance as measured against rigorous expectations?

### Rating Categories

*The authorizer is evaluated on the extent to which its practices surrounding accountability decisions are:*

<b>Established</b>	<p>For established, a “well-developed” rating means that the authorizer defines performance standards clearly and consistently with respect to educational, financial and organizational results that schools are expected to achieve. It also means that the authorizer makes both the expectation and the school’s status readily known to the school in the context of accountability decisions.</p>
<b>Applied</b>	<p>For applied, a “well-developed” rating means that the authorizer makes merit-based accountability decisions based on fair procedures and rigorous performance criteria that are consistent with evidence of performance in relation to the established expectation.</p>

## SUMMARY ASSESSMENT: ACCOUNTABILITY DECISIONS

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### Overall Rating: Partially Developed

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The Department has closed a significant number of charter schools in its 10 years as a charter school authorizer. Nearly one third of approved schools have subsequently closed, whether voluntarily or by authorizer decision. The Department is both well practiced and generally competent in the mechanics of accountability decisions from monitoring pre-opening tasks to providing schools adequate opportunity to present evidence about performance to managing the orderly closure of a school. On the substance, the Department's authorizing practices are not well established. There was little information available regarding either the process for or the basis on which the Department makes high stakes decisions such as charter revocation and renewal decisions. We do not infer from the lack of information any judgment about the merits of the decisions themselves. Rather, we conclude that the procedures are not adequately established and that the criteria for such decisions cannot be adequately applied if information about those things is not readily available.

The Department lacks clear standards for academic and organizational performance. Currently, the authorizer determines school status primarily on compliance assessments. There is not an academic performance framework and assessment of schools' organizational performance centers on the record of regulatory compliance. The Department has adequate financial performance expectations for use when making accountability decisions.

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### Primary Recommendations

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**RECOMMENDATION:** Develop and implement minimum school performance standards based on status, growth, comparison and measures of post secondary success.

**RECOMMENDATION:** Define the scope and substance of organizational performance expectations and incorporate them in the charter contract.

**RECOMMENDATION:** Establish policies and protocols that define when and how interventions into the operations of charter schools may occur.

<p><i>Performance-Based Accountability means high-stakes decisions that are based on the application of valid, reliable evidence to the school's performance as set out in the charter contract. Accountability includes decisions about a school's preparation to open; whether to intervene in a school's operation; and whether to revoke or non-renew a charter contract.</i></p>		Established	Applied
<b>School Opening</b>			
3.1	The authorizer has sound educational, organizational and financial conditions that must be met in order for the school to be approved to open.	●	●
<b>Performance Measures</b>			
3.2	<p><b>Educational Performance:</b> Consistent with state and federal accountability systems, the authorizer has clear expectations for and monitors educational performance based on achievement level (status), student progress over time (growth), and postsecondary readiness (if applicable). The authorizer considers both absolute and comparative educational performance.</p>	○	◐
3.3	<p><b>Organizational Performance:</b> The authorizer has clear expectations for and monitors organizational performance based on responsible governance, legal compliance, sound enrollment, and positive student and family engagement.</p>	◐	◐
3.4	<p><b>Financial Performance:</b> The authorizer sets clear expectations for and monitors financial performance predicated on sound budgeting, sound accounting, and demonstrated fiscal viability.</p>	●	●
<b>Performance Decisions</b>			
3.5	<p><b>Charter Intervention:</b> The authorizer follows a transparent, effective process and timeline for charter intervention and makes decisions based on the school's demonstrated academic, organizational, and financial performance.</p>	○	◐
3.6	<p><b>Charter Revocation:</b> The authorizer follows a transparent, effective process and timeline for charter revocation and makes decisions based on the school's demonstrated academic, organizational, and financial performance.</p>	○	◑

3.7	<p><b>Charter Renewal:</b> The authorizer follows a transparent, effective process and timeline for charter renewal and makes decisions based on the school’s demonstrated academic, organizational, and financial performance.</p>		
3.8	<p><b>Presentation of Evidence:</b> In the context of making accountability decisions, the authorizer affords schools a meaningful opportunity to present evidence related to their performance and to amend the contract to reflect the current state of the school.</p>		
3.9	<p><b>School Closure Practices:</b> The authorizer has sound practices for orderly school closure in the event of revocation, non-renewal or voluntary relinquishment of the charter.</p>		
<p><b>OVERALL RATING:</b> Accountability Decisions</p>			

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**Evaluation Detail**

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**3.1. School Opening**

The authorizer’s practices are well developed.

The Department has established and applies a sound protocol for monitoring and making decisions about a school’s preparation to open. The Department has applied the protocol effectively and has not hesitated to declare schools unfit to open based on their lack of adequate preparation during the pre-opening year.

**3.2. Educational Performance Measures**

The authorizer’s practices are undeveloped as established. They are partially developed as applied.

The Department has not defined the expected educational outcomes for its schools. Technically, schools are subject to the educational goals and outcomes presented in the charter application, but those goals are rarely sufficiently specific, measurable and rigorous to be of practical use. In practice, the Department evaluates schools’ educational performance in accordance with state and federal accountability standards.

➔ **Recommendation:** Develop and implement minimum school performance standards based on status, growth, comparison and measures of post secondary success

**3.3. Organizational Performance Measures**

The authorizer's practices are minimally developed.

The Department requires charters to define non-academic goals in their charter application. These goals become the organizational that goals schools report on annually. As with schools' academic goals, they are defined by each school independently and are not adequately specific and measurable for purposes of monitoring performance. The Department has not adequately defined the scope or substance of common expectations for organizational performance, particularly with respect to legal compliance and school governance.

→ **Recommendation:** Define the scope and substance of organizational performance expectations and incorporate in the charter contract. Much of the contract should focus on these requirements.

### 3.4. Financial Performance Measures

The authorizer's practices are well developed.

New Jersey's education statues and the NJDOE charter school finance team have clearly defined expectations for financial measures of charter school performance. In addition to requiring schools to adhere to GAAP requirements, NJDOE requires schools to undergo annual audits as well as provide monthly revenue, expenditure and cash flow reports.

### 3.5. Charter Intervention Decisions:

The authorizer's practices are undeveloped as established and partially developed as applied.

The Department lacks a set of policies and procedures to guide decisions about whether and when to intervene in the operations of a charter school. The absence of such policies and procedures is particularly problematic in New Jersey because the executive county superintendents have statutory authority to monitor schools but little guidance regarding how to carry out their responsibilities effectively.

While not driven by policy specifically related to charter schools, the NJDOE charter school finance team has placed schools on corrective action. In cases where schools fall out of GAAP requirements or experience cash flow, revenue or other financial challenges, representatives from the county offices and the NJDOE charter school financial team meet with the school and establish a corrective action plan to bring the school into alignment. Once the school has satisfied the elements of the corrective action plan, it is removed from financial corrective action.

Responsibility for monitoring of charter school academics and operations is shared by the NJDOE charter school office staff and the executive county superintendents. While no established policies outlining intervention strategies, timing, and responsibilities associated with intervening in the operations of a school exist, the county superintendents visit schools and review compliance, personnel and other operations at the school. Upon the identification of a concern at a school,

county superintendent offices will work with the NJDOE office of charter schools to determine the best way to address the concern. No consistent set of policies and procedures guides these interventions across county offices allowing for inconsistent application of interventions when charter schools struggle to meet statutory, regulatory and charter related requirements.

→ **Recommendation:** Establish policies and protocols that define when and how interventions into the operations of charter schools may occur.

### 3.6. Charter Revocation Decisions

As established, the authorizer's practices are undeveloped. They are partially developed as applied.

The Department has revoked 12% of the charters that it has granted since 1999 (12 of 99). This revocation rate is substantially higher than the national average. Yet the authorizer was unable to produce materials documenting the process or basis for those decisions in the course of the evaluation. Thus, the authorizer has not established the process or criteria by which it makes such decisions even though it clearly has some capacity to make such decisions effectively in practice.

→ **Recommendation:** Define and document the process and criteria for making revocation decisions.

### 3.7. Charter Renewal Decisions

The authorizer's practices are partially developed.

The NJDOE authorized charter schools must submit an application for charter renewal that includes a review of the school's evidence of success in meeting the goals established in its original charter application. Schools receive the report format and guidance a year prior to its due date providing sufficient time to prepare and present the evidence of success posted by the school during the charter term.

School leaders indicate a mixed understanding of the standards for renewal stating that at times answers to the evaluation of renewal evidence depends upon who is from the NJDOE is providing the answers. Renewal guidance establishing the process for renewal decision making and the evidence schools must post is not clearly defined in policy. The NJDOE should define with specificity common measures, metrics and targets schools must achieve in order to earn charter renewal. Processes and policies that guide renewal decision making should be set forth in writing for all department and county superintendent staff to use.

The NJDOE has established a renewal process that has allowed for the non-renewal of 3 charter schools. Full evaluation of charter renewal decisions was not possible as limited documentation regarding the non-renewal of one charter school was available for review.

### **3.8. Presentation of Evidence**

The authorizer's practices are well developed.

The Department's pre-opening requirements, charter renewal application and renewal visit protocols all provide a clear structure for schools to present progress toward meeting the academic and non-academic goals defined in their charter applications. Schools also create and submit an annual report each year in a format designed by the NJDOE (Annual Report Guidelines from the NJDOE Office of Charter Schools).

### **3.9. School Closure Practices**

The authorizer's practices are well developed.

Fifteen percent of the NJDOE's charter schools have closed through revocation or non-renewal of their charters. The New Jersey Charter School Dissolution Plan identifies closure tasks related to student records, personnel records, federal grant funds, finances, contractual obligations and a final audit. As defined the practices are sound and necessary to accomplish the orderly closing of a charter school.

## PART 4: SCHOOL AUTONOMY

**Guiding Question**

**Do schools have the autonomy to which they are entitled?**

**Rating Categories**

*The authorizer is evaluated on the extent to which its practices surrounding school autonomy are:*

<b>Established</b>	<p>For established, a “well-developed” rating means that the authorizer has a contract, charter or other binding agreement with each school that documents the autonomy to which the school is entitled consistent with applicable law. It also means that schools understand their rights and responsibilities around waivers and autonomy.</p>
<b>Applied</b>	<p>For applied, a “well-developed” rating means that the authorizer monitors and evaluates schools consistent with the school’s legal and contractual rights to operational autonomy.</p>

## SUMMARY ASSESSMENT: SCHOOL AUTONOMY

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### Overall Rating: Partially Developed

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The NJDOEs' support of approved and existing charter schools is commendable. School leader survey and interview responses indicate support from many individuals and departments at the NJDOE allows them to comply with state rule and law more readily than if they did not have access to that support. The NJDOE does not charge the schools a fee for any support. School leaders indicate NJDOE staff members provide email and telephone support and, should a school request on site support, NJDOE staff provides that as well. Leaders did indicate that consistency of answers to regulatory and statutory requirements sometimes vary depending upon which department staff provides the response. Leaders further indicated some lack of consistency between the executive county superintendent offices and the NJDOE staff in Trenton.

One issue that did arise related to school autonomy was the volume of compliance and regulatory driven reporting and paper work. The NJDOE would be well served to ensure a streamlined definition of school goals (set forth in a formal in a contract), reporting requirements and monitoring practices and to periodically review the entire system to ensure it prioritizes generating evidence of student performance over time spent on compliance.

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### Primary Recommendations

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**RECOMMENDATION:** Clarify waiver policies and practices to facilitate school opportunities to receive waivers for which they might qualify.

**RECOMMENDATION:** Conduct a thorough review of reporting requirements and determine the possibility of streamlining the reporting processes required by the NJDOE.

4. SCHOOL AUTONOMY			
<p><i>Autonomy means the authority of schools to make decisions about the process and means by which they will achieve expected outcomes, consistent with applicable law and policy.</i></p> <p><i>Note: The shaded criterion below (4.5) is not required in order to have a quality authorizing practice. It represents, in and of itself, a model practice.</i></p>		Established	Applied
4.1	<p><b>Management of Conflicts of Interest:</b> The authorizer takes measures to avoid conflicts of interest that might affect the authorizer’s capacity to make merit-based application and renewal decisions, including avoiding decisions and interventions that make the authorizer responsible for the school’s performance.</p>	<input type="radio"/>	<input checked="" type="radio"/>
4.2	<p><b>Documentation and Respect of Legally Entitled Autonomies:</b> Through the contract, the authorizer documents and respects the autonomies (e.g., waivers from statutes and regulations) to which the schools are entitled by law.</p>	<input type="radio"/>	<input type="radio"/>
4.3	<p><b>Additional Authorizer Services:</b> Any services that the authorizer intends to offer schools for a fee are made distinct from the authorizer’s accountability role and responsibilities.</p>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
4.4	<p><b>Requirements:</b> The authorizer avoids duplicative requirements and weighs the legal or practical necessity for new compliance-related requirements against the additional compliance burden on schools.</p>	<input type="radio"/>	<input type="radio"/>
4.5	<p><b>Periodic Review of Compliance-Oriented Rules and Regulations:</b> The authorizer periodically reviews existing compliance-oriented rules and regulations and evaluates the potential to increase school autonomy based on flexibility in the law, available efficiencies (e.g., streamlining duplicate reporting requirements), demonstrated school performance, or other considerations.</p>	<input type="radio"/>	<input type="radio"/>
<p><b>OVERALL RATING:</b> School Autonomy</p>		<input type="radio"/>	<input type="radio"/>

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## Evaluation Detail

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### 4.1. Management of Conflicts of Interest

The authorizer's practices are undeveloped as established but well developed as applied.

The NJDOE has not created a set of conflict of interest policies to guide its authorizing work, however evaluation did not reveal any evidence that the NJDOE has faced authorizing decisions that create conflicts of interest. In practice, NJDOE assesses school performance based on the goals contained in the approved charter application as well as federal and state law and regulation applicable to charter schools. NJDOE has placed schools on corrective action plans for financial and operational issues but does not assume responsibility for school operations, governance or finance thus avoiding conflicts of interest that could potentially cloud decision making.

### 4.2. Documentation and Respect of Legally Entitled Autonomies

The authorizer's practices are undeveloped as established and partially developed as applied.

As the NJDOE does not currently enter into a formal contract with its charter schools, there is no documented agreement between the authorizer and the individual charter schools that establishes the autonomies the schools are legally entitled to. As applied, however, school leaders indicate state statute, the NJDOE policy and regulatory requirements limit their optimal performance. Forty-three percent of school leader survey responses indicate regulation, state policy or department practice inhibit the autonomies afforded to the state's charter schools. The Department has not established any process or criteria for evaluating school waiver requests.

→ **Recommendation:** Clarify waiver policies and practices to facilitate school opportunities to receive waivers for which they might qualify.

### 4.3. Additional Authorizer Services

The authorizer's practices are well developed.

The NJDOE does not charge its schools any fees for authorizer services avoiding any potential conflict of interest or requirement to separately document services and fees. NJDOE's charter schools office, charter finance team and compliance services division provide assistance to the schools free of charge. Frequently the assistance takes the form of phone call and email requests associated with budgetary and regulatory compliance. School leaders indicated support, accessibility and opportunities for training were strengths of the NJDOE's authorizing practice.

### 4.4. Requirements

The authorizer's practices are minimally developed.

Charter school leaders reported that schools are required to submit reports to a number of divisions at the department. Survey and interview responses indicate leaders find the Charter School Office and charter team in the Finance Division extraordinarily helpful in understanding how to accurately report to the department as required in statute and regulation. However, school leaders were equally clear that the reporting requirements are a significant burden and could be streamlined.

→ **Recommendation:** Conduct a thorough review of reporting requirements and determine the possibility of streamlining reporting.

#### **4.5. Periodic Review of Compliance-Oriented Rules and Regulations**

This item is outside the scope of the current evaluation.

## PART 5: EDUCATIONAL PERFORMANCE

### Guiding Question

Is the authorizer improving the quality of public education options available to children and families?

### Rating Categories

*Educational Performance is based on an independent assessment of the overall quality of charter school performance based on state and federal performance measures.*

*The extent to which authorizer practices are established and applied is not applicable to this rating. The authorizer is evaluated exclusively on how its practices are applied in the sense of the educational outcomes that they help to generate.*

*For a detailed analysis of school performance including the assessments on which the analysis relies and the basis for specific ratings, see the School Performance Report (Appendix IV).*

Results	For a well-developed practice, <i>results</i> means evidence that the authorizer is improving the quality of public education options available to children and families based on local and statewide comparisons using evidence of absolute performance, comparative performance, and progress over time, as available.
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<b>5. EDUCATIONAL PERFORMANCE</b>		
<i>Educational Performance means the overall performance of schools that the authorizer has chartered. The evaluation will be based on the state and federal accountability systems and will consider absolute, comparative and gains measures to the extent available.</i>		Results
5.1	<p><b>State and Federal Accountability: Status</b> Schools are consistently meeting their state and federal accountability targets as defined by adequate yearly progress results.</p>	TBD
5.2	<p><b>State and Federal Accountability: Comparative Performance</b> Schools are performing measurably better than traditional public schools in the district in which they are located and schools statewide based on adequate yearly progress results.</p>	TBD
5.3	<p><b>Student Progress Over Time</b> Student achievement for continuously enrolled students is measurably higher than for the school population as a whole.</p>	TBD
5.4	<p><b>Post-secondary Readiness</b> Charter schools approved by the authorizer are performing measurably better than traditional district schools in preparing students for college.</p>	TBD
<b>OVERALL RATING:</b> Education Quality		TBD

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**Summary Assessment**

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This part of the evaluation is based on an independent review of academic outcomes for every charter school with at least three years of school performance information that the authorizer oversees. This section will be rated once the analysis has been completed.

# Charter School Performance in New Jersey

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11/1/2012



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## Introduction

Across the country, charter schools occupy a growing position in the public education landscape. Heated debate has accompanied their existence since their start in Minnesota two decades ago. Similar debate has occurred in New Jersey as well, with charter advocates extolling such benefits of the sector as expanding parental choice and introducing market-based competition to education. Little of that debate, however, is grounded in hard evidence about their impact on student outcomes. This report contributes to the discussion by providing evidence of charter students' performance in New Jersey for five years of schooling, beginning with the 2006-2007 school year and concluding in 2010-2011.

With the cooperation of the New Jersey Department of Education, CREDO obtained the historical sets of student-level administrative records. The support of NJ DOE staff was critical to CREDO's understanding of the character and quality of the data we received. However, it bears mention that the entirety of interactions with the Department dealt with technical issues related to the data. CREDO has developed the findings and conclusions independently.

This report provides a first-ever in-depth examination of the results for charter schools in New Jersey. It is also CREDO's first attempt to analyze the performance of New Jersey's charter schools, as their data was not made available to us for inclusion in the CREDO national charter school study from 2009.<sup>1</sup> This report has two main benefits. First, it provides a rigorous and independent view of the state's charter schools. Second, the study design is consistent with CREDO's reports on charter school performance in other locations, making the results amenable to being benchmarked against those nationally and in other states.

The analysis presented here takes two forms. We first present the findings about the effects of charter schools on student academic performance. These results are expressed as the results that a typical charter school student in New Jersey would realize. The second set of findings is presented at the school level. Because schools are the instruments on which the legislation and public policy works, it is important to understand the range of performance for the schools. These findings look at the performance of students by school and present school average results.

Compared to the educational gains that charter students would have had in a traditional public school (TPS), the analysis shows that students in New Jersey

<sup>1</sup> CREDO. *Multiple Choice: Charter School Performance in 16 States* (2009). <http://credo.stanford.edu>

charter schools on average make larger learning gains in both reading and mathematics. At the school level, 30 percent of the charter schools have significantly more positive learning gains than their TPS counterparts in reading, while 11 percent of charter schools have significantly lower learning gains. In math, 40 percent of the charter schools studied outperform their TPS peers and 13 percent perform worse. These school-level results are notably more positive than the analogous pattern presented in the 2009 report.

## Study Approach

This study of charter schools in New Jersey focuses on the academic progress of their enrolled students. Whatever else charter schools may provide their students, their contributions to their students' readiness for secondary education, high school graduation and post-secondary life remains of paramount importance. Indeed, if charter schools do not succeed in forging strong academic futures for their students, other outcomes of interest, such as character development or non-cognitive skills, cannot compensate. Furthermore, current data limitations prevent the inclusion of non-academic outcomes in this analysis.

This statewide analysis uses the Virtual Control Record (VCR) methodology that has been used in previous CREDO publications.<sup>2</sup> The approach is a quasi-experimental study design with matched student records that are followed over time. The current analysis examines whether students in charter schools in New Jersey outperform their traditional public school (TPS) counterparts. The current analysis begins with the general question of whether in the aggregate students in charter schools outperform their TPS counterparts. This general question is then extended to consider whether the observed charter school performance is consistent when the charter school population is disaggregated along a number of dimensions, such as race/ethnicity, geographic location and so on. Answers to all these questions require that we ensure that the contribution of the schools – either the charter schools or the TPS schools – is isolated from other potentially confounding influences. For this reason, these analyses include an array of other variables whose purpose is to prevent the estimate of charter schooling to be tainted by other effects. In its most basic form, the analysis included controls for student characteristics: standardized starting score, race/ethnicity, special education and lunch program participation, English proficiency, grade level, and repeating a grade.

To create a reliable comparison group for our study, we attempted to build a VCR for each charter school student. A VCR is a synthesis of the actual academic experience of students who are identical to the charter school students, except for the fact that they attend a TPS that the charter school students would have attended if not enrolled in their charter school. We refer to the VCR as a 'virtual twin' because it takes the experience of multiple 'twins' and creates a single

<sup>2</sup> CREDO. *Multiple Choice: Charter School Performance in 16 States* (2009). Davis, Devora H. and Margaret E. Raymond. Choices for Studying Choice: Assessing Charter School Effectiveness Using Two Quasi-experimental Methods. *Economics of Education Review* 31, no. 2 (2012): 225-236. For the interested reader, links to these reports are available at <http://credo.stanford.edu>.

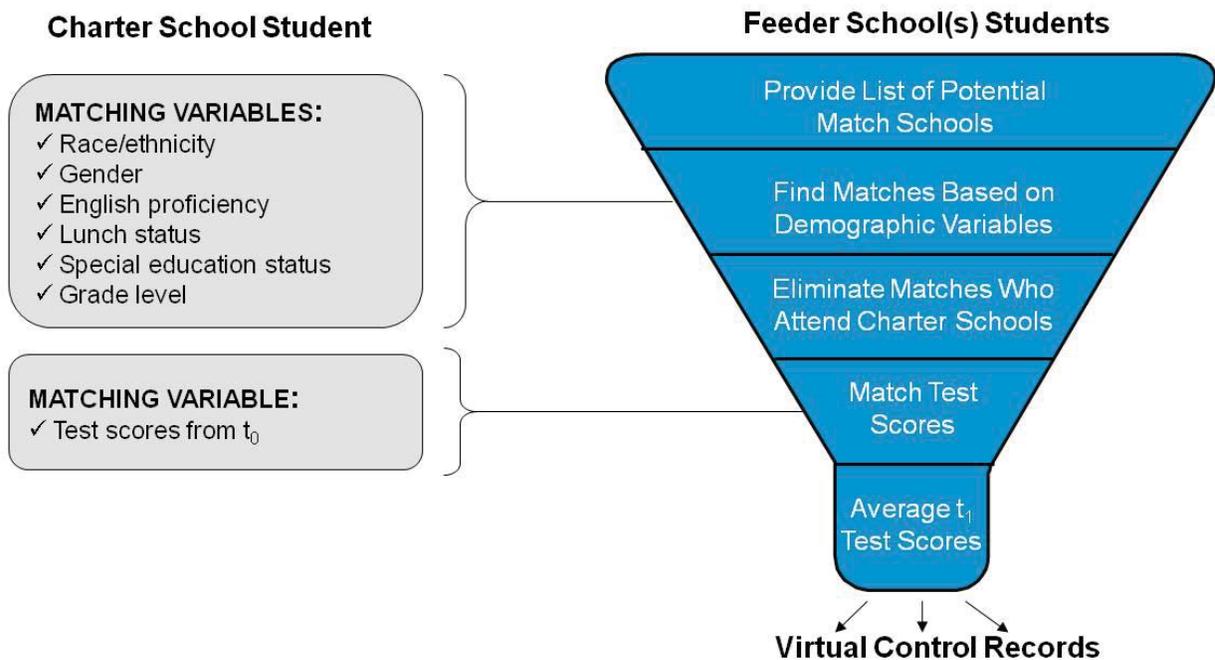
synthesis of their academic performance to use as the counterfactual to the charter school student’s performance.

Our approach is displayed in Figure 1. We identify all the traditional public schools whose students transfer to a given charter school; each of these schools is a “feeder school.” Once a TPS qualifies as a feeder school, all the students in the school become potential matches for a student in a particular charter school. All the student records from all the feeder schools are pooled – this becomes the source of records for creating the virtual match. Using the records of the students in those schools in the year prior to the test year of interest ( $t_0$ ), CREDO selects all of the available TPS students that match each charter school student.

Match factors include:

- Grade-level
- Gender
- Race/Ethnicity
- Free or Reduced Price Lunch Status
- English Language Learner Status
- Special Education Status
- Prior test score on state achievement tests

**Figure 1: CREDO Virtual Control Record Methodology**



At the point of selection as a VCR-eligible TPS student, all candidates are identical to the individual charter school student on all observable characteristics, including prior academic achievement. The use of prior academic achievement as a match factor encompasses all the unobservable characteristics of the student, such as true socioeconomic status, family background, motivation, and prior schooling. The focus then moves to the subsequent year,  $t_1$ . The scores from this test year of interest ( $t_1$ ) for as many as seven VCR-eligible TPS students are then averaged and a Virtual Control Record is produced. The VCR produces a score for the test year of interest that corresponds to the expected gains a charter student would have realized if he or she had attended one of the traditional public schools that would have enrolled the charter school's students. The VCR provides the counterfactual "control" experience for this analysis.

For the purposes of this report, the impact of charter schools on student academic performance is estimated in terms of academic growth from one school year to the next. This increment of academic progress is referred to by policy makers and researchers as a "growth score" or "learning gains" or "gain scores." Using statistical analysis, it is possible to isolate the contributions of schools from other social or programmatic influences on a student's growth. Thus, all the findings that follow are measured as the average one-year growth of charter schools, relative to the VCR-based comparison.

With five years of student records in New Jersey, it is possible to create four periods of academic growth. One growth period needs a "starting score", (i.e., the achievement test result from the spring of one year) and a "subsequent score" (i.e., the test score from the following spring) to create a growth score. To simplify the presentation of results, each growth period is referred to by the year in which the second spring test score is obtained. For example, the growth period denoted "2008" covers academic growth that occurred between the end of the 2006-2007 and the end of the 2007-2008 school years. Similarly, the time period denoted "2011" corresponds to the year of growth between the 2009-2010 and 2010-2011 school years.

With five years of data and six tested grades (3rd - 8th), there are 30 different sets of data each for Reading and Math; each subject-grade-year group of scores has slightly different mid-point averages and distributions. The analysis is helped by transforming the test scores for all these separate tests into a common measurement. All test scores have been converted to "bell curve" standardized scores so that year-to-year computations of growth can be made.<sup>3</sup>

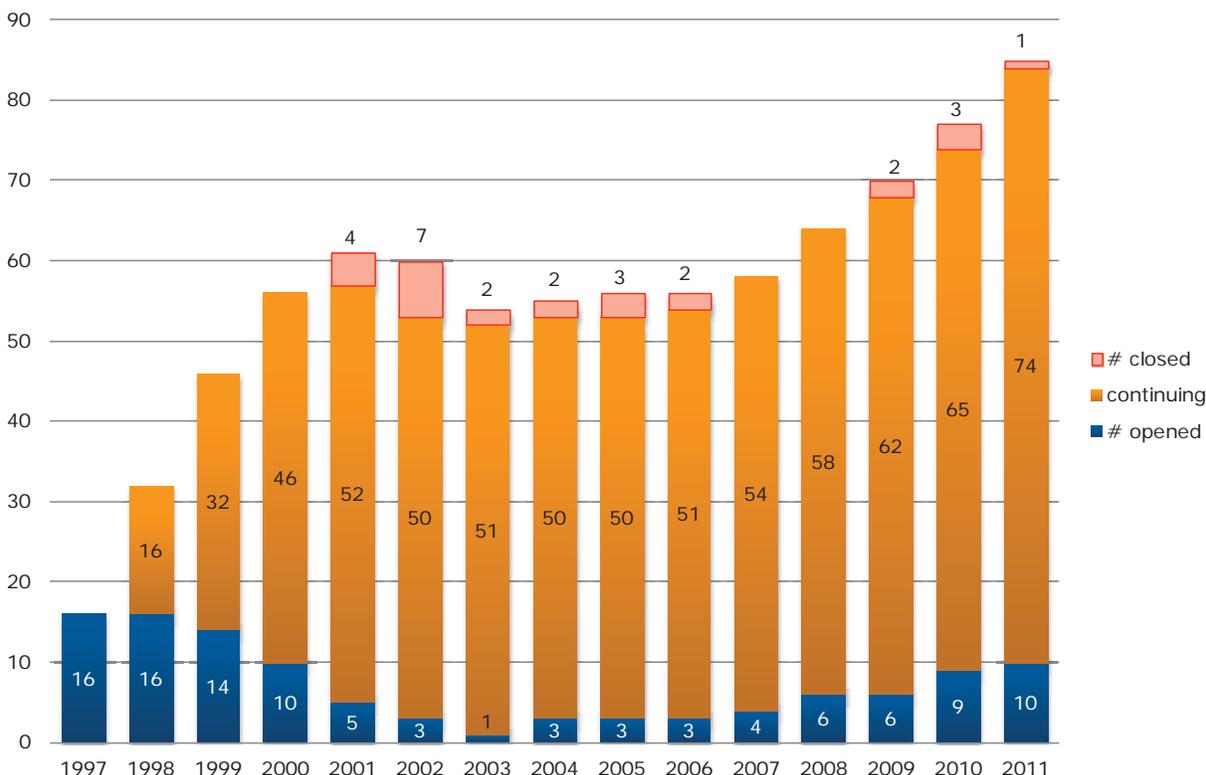
When scores are thus standardized into z-scores, every student is placed relative to his peers in his own state. A z-score of zero, for example, denotes a student at the 50th percentile in that state, while a z-score one standard deviation above that equates to the 84th percentile. Students who maintain their relative place from year to year would have a growth score of zero, while students who make larger gains relative to their peers will have positive growth scores. Conversely, students who make smaller academic gains than their peers will have negative growth scores in that year.

<sup>3</sup> For each subject-grade-year set of scores, scores are centered around a standardized midpoint of zero, which corresponds to the actual average score of the test before transformation. Then each score of the original test is recast as a measure of deviation around that new score of zero, so that scores that fell below the original average score are expressed as negative numbers and those that were larger are given positive values. These new values are assigned so that in every subject-grade-year test, 68 percent of the former scores fall within a given distance, known as the standard deviation. The technical reports on the New Jersey achievement tests reveal that 5% of all test takers ace the test, causing the underlying distribution of the scores to be less than perfectly normally distributed. The range of scores in the charter sector evades any potential problem of non-normality.

## New Jersey Charter School Demographics

The New Jersey charter school sector has grown markedly since its inception in 1997. Figure 2 below notes the new, continuing and closed charter school campuses from the fall of 1997 to the fall of 2011.

**Figure 2: Opened and Closed Charter Campuses, 1997-2011**



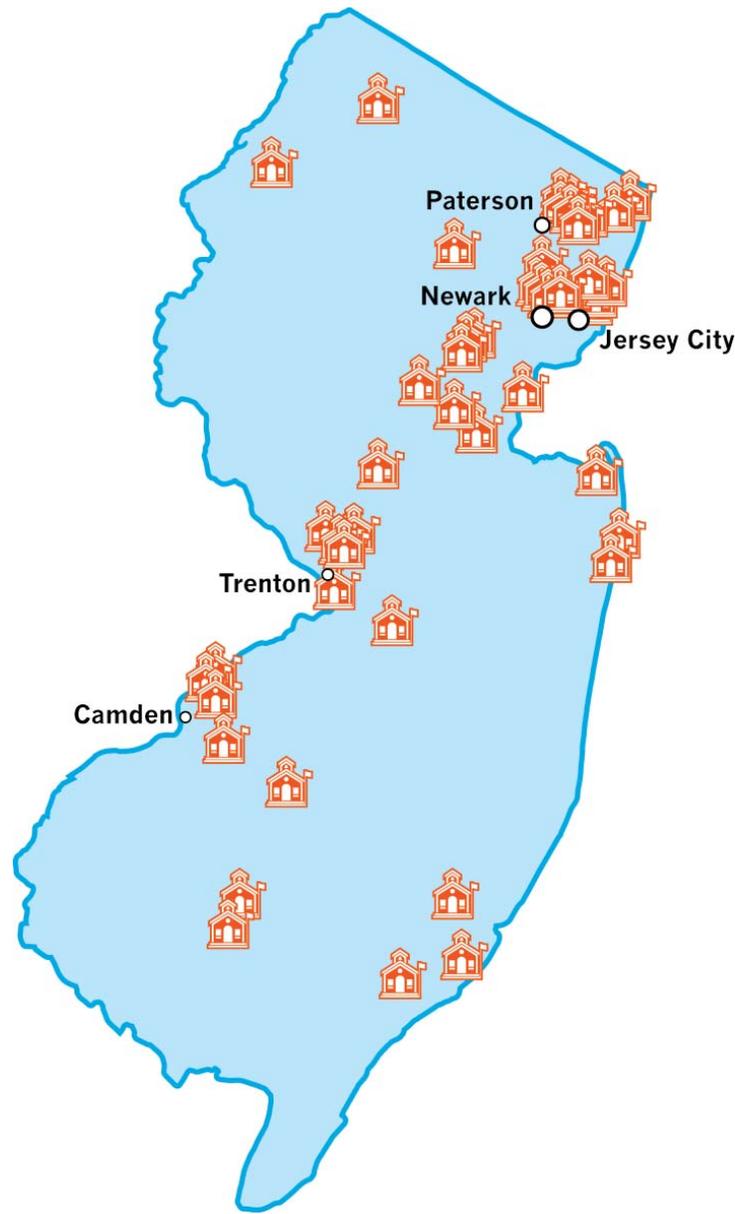
According to the National Center for Education Statistics (NCES), there were 70 charter schools open in New Jersey in the 2009-2010 school year.<sup>4,5</sup> Because charter schools are able to choose their location, the demographics of the charter sector may not mirror that of the TPS sector as a whole. Further, charter schools create a degree of sorting through their offer of different academic programs and

<sup>4</sup> This is the most recent year available from the NCES Common Core of Data Public School Universe.

<sup>5</sup> There is a slight mismatch between the NCES number of charter schools in 2009 and the number of charter campuses from Figure 1. Some schools in New Jersey have multiple campuses that share one school ID number. Although we are able to track campus openings at the school level, we are not able to distinguish students by campus in this study.

alternate school models. In addition, parents and students who choose to attend charter schools select schools for a variety of reasons such as location, school safety, small school size, academic focus or special interest programs. The cumulative result of all these forces is that the student populations at charters and their TPS feeders may differ. Figure 3 below maps the charter school locations in New Jersey, and Table 1 below compares the student populations of all New Jersey's traditional public schools, the charters' feeder schools, and the charter schools themselves.

**Figure 3: New Jersey Charter School Locations**



**Table 1: Demographic Comparison of Students in TPS, Feeders and Charters**

	TPS	Feeders	Charters
Number of schools	2520	379	70
Average enrollment per school	541	543	328
Total number of students enrolled	1,364,115	205,633	22,981
Students in Poverty	30%	62%	61%
English Language Learners	4%	9%	2%
Special Education Students	14%	14%	9%
White Students	54%	22%	9%
Black Students	16%	34%	60%
Hispanic Students	21%	37%	28%
Asian/Pacific Islander Students	9%	6%	3%
Native American Students	0.2%	0.2%	0.1%

As the map of charter school locations shows charter schools are concentrated in five urban areas: Newark, Jersey City, Paterson, Trenton and Camden. For this reason alone, one would not expect charter school populations to parallel the demographics of the New Jersey TPS population as a whole. Table 1 bears this out: charter schools have more students in poverty, more Black and Hispanic students and fewer Whites and Asians.

The feeder school populations would be expected to more closely align demographically, but even here there are significant differences. Charter schools enroll greater shares of Black students and a smaller share of students are Hispanic, White or Asian, compared to the feeder schools. Feeder schools and charter schools have the same proportions of students living in poverty.

There has been considerable attention paid to the share of students in charter schools who are receiving Special Education services or who are English Language Learners. As shown in Table 1, a lower proportion of New Jersey's charter school population is designated as special education compared to all TPS, and this proportion is also lower than that of the feeder TPS population. The cause of this difference is unknown. Parents of children with special needs may believe the TPS sector is better equipped to educate their children and therefore will be less likely to opt out for a charter. An alternate possibility is that charter schools and traditional public schools have different criteria for categorizing special education.

The profile for English Language Learners also shows that, in the aggregate, charter schools enroll a smaller share than the feeder schools do. Charter schools enroll roughly the same percentage of English Language Learners as found statewide in

TPS. As with Special Education students, it is not possible to discern the underlying causes for the differences in these figures.

**Table 2: Demographic Composition of Charter Students in the Study**

Student Group	All Charter Students Tested		Matched Charter Students	
	Number	Percent	Number	Percent
New Jersey Charter Students	13,904		10,772	
% Matched	10,772	77%		
Black Students	7,859	57%	6,302	59%
Hispanic Students	4,209	30%	3,357	31%
White Students	1,365	10%	901	8%
Students in Poverty	9,964	72%	8,189	76%
Special Education Students	1,631	12%	953	9%
English Language Learners	243	2%	105	1%
Grade Repeating Students	483	3%	39	0.4%

NOTE: The appendix includes additional descriptive demographics.

For this analysis, a total of 10,772 charter school students (an average of 16,517 observations) from 60 charter schools are followed for as many years as data are available.<sup>6</sup> The students are drawn from Grades 3 – 8, since these are the continuous grades that are covered by the state achievement testing program for reading and math. An identical number of virtual comparison records are included in the analysis. In New Jersey, it was possible to create virtual matches for 77 percent of the tested

### A Roadmap to the Graphics

The graphics in this report have a common format.

Each graph presents the average performance of charter students relative to their **pertinent comparison student**. The reference group differs depending on the specific comparison. Where a graph compares student subgroup performance, the pertinent comparison student is the same for both subgroups. Each graph is labeled with the pertinent comparison group for clarity.

The **height** of the bars in each graph reflects the magnitude of difference between traditional public school and charter school performance over the period studied.

**Stars** are used to reflect the level of statistical significance of the difference between the group represented in the bar and its comparison group; the absence of stars means that the schooling effect is not statistically different from zero.

Comparisons of the **performance of similar student subgroups** contain an additional test of the absolute difference between the charter school subgroup and their comparison VCRs. Where a charter school student subgroup has learning gains that are statistically significantly different, the bars have a gradient shade.

<sup>6</sup> Schools that have opened recently or that have only recently begun serving tested grades will not have four growth periods of experience to include.

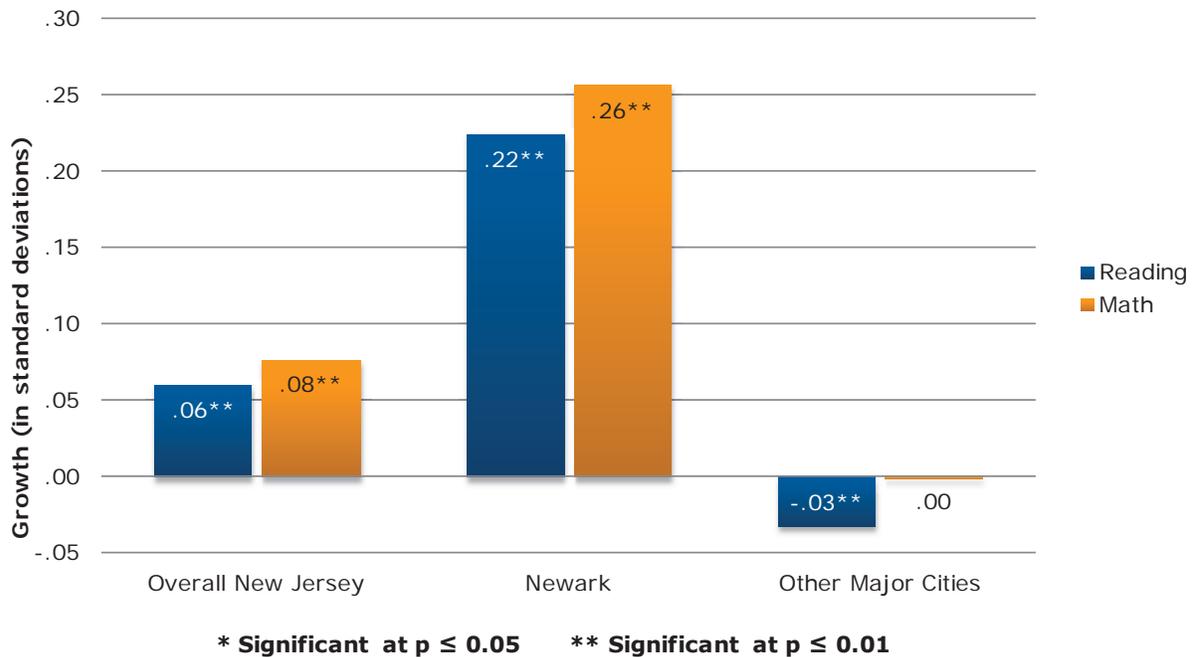
charter school students in both reading and math. This proportion assures that the results reported here can be considered indicative of the overall performance of charter schools in the state.<sup>7</sup> The total number of observations is large enough to be confident that the tests of effect will be sensitive enough to detect real differences between charter school and TPS student performance at the statistically acceptable standard of  $p < .05$ . This is also true for each student subgroup examined, with the possible exception of grade-repeating students, as can be seen in Table 2 above.

## Overall Charter School Impact

First, we examine whether charter schools differ overall from traditional public schools in how much their students learn, holding other factors constant. To answer this question, we average the pooled performance for all charter school students across all the growth periods and compare it with the same pooled performance of the VCRs. The result is a measure of the average one-year learning of charter school students compared to the average growth for VCRs in the state. The results appear in Figure 4. On average, students in New Jersey charter schools learned significantly more than their virtual counterparts in reading and mathematics.

<sup>7</sup> We were unable to find matches for 23 percent of the students; a significant share of these were grade repeaters (since many charter schools differ from TPS in their stance on social promotion), some had unusual combinations of characteristics such as ELL and SPED, and others had baseline test scores that were in the extreme tails of the distribution.

**Figure 4: Average Learning Gains for Students in New Jersey Charter Schools Compared to Gains for VCR Students in Each Charter Schools' Feeder TPS in 2008-2011**



When we investigate the learning impacts of Newark charter schools separately, we find that their results are larger in reading and math than the overall state results. Grouping the other four major cities in New Jersey (Camden, Trenton, Jersey City, and Paterson) shows that charter students in these areas learn significantly less than their TPS peers in reading. There are no differences in learning gains between charter students in the four other major cities and their virtual counterparts in math.

The data is analyzed in units of standard deviations of growth so that the results will be statistically correct. These units, unfortunately, do not have much meaning for the average reader. Transforming the results into more accessible units is challenging and can be done only imprecisely. Therefore, Table 3 below, which presents a translation of various outcomes, should be interpreted cautiously.<sup>8</sup>

<sup>8</sup> Hanushek, Eric A. and Steven G. Rivkin. Teacher quality. In *Handbook of the Economics of Education*, Vol. 2, ed. EA Hanushek, F Welch, (2006): 1051–1078. Amsterdam: North Holland.

**Table 3: Transformation of Average Learning Gains**

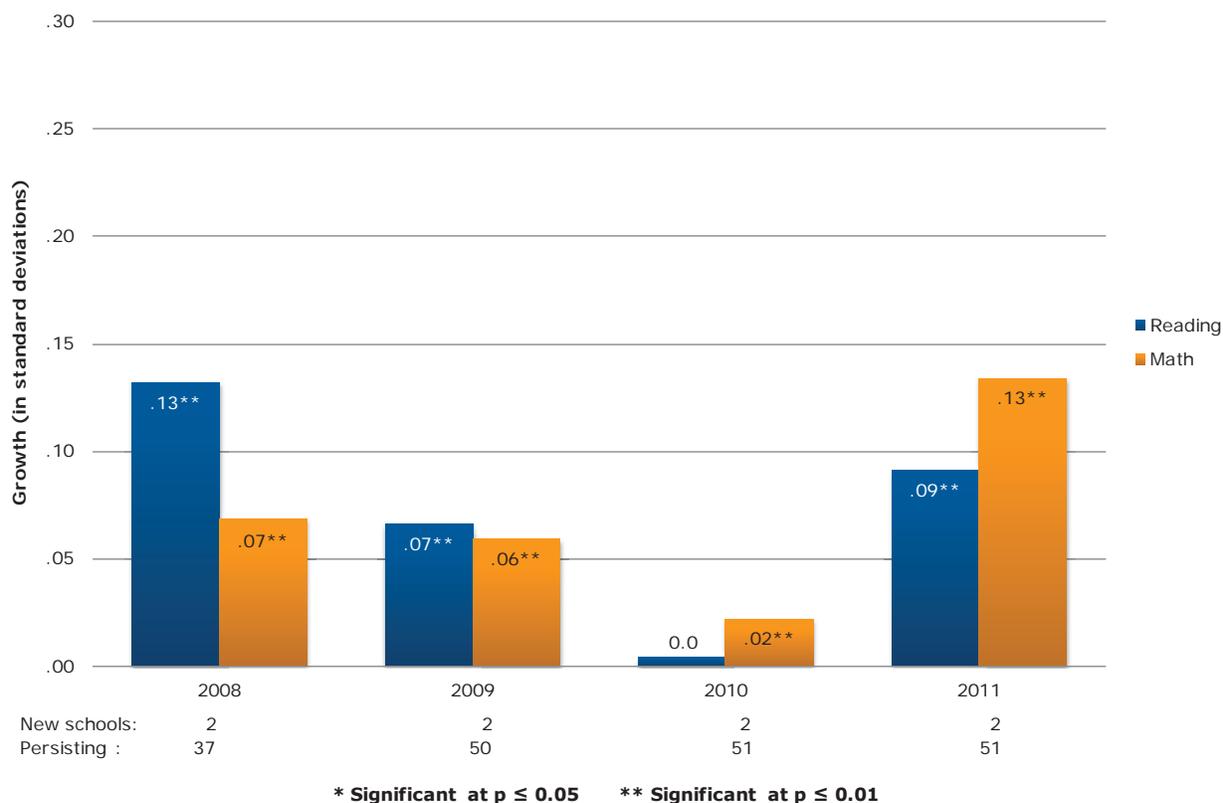
Growth (in standard deviations)	Gain (in months of learning)
0.00	0.0
0.05	1.8
0.10	3.6
0.15	5.4
0.20	7.2
0.25	9.0

Using the results from Figure 4 and the transformations from Table 3, per year of schooling, on average charter students in New Jersey gain an additional two months of learning in reading over their TPS counterparts. In math, the advantage for charter students is about three months of additional learning in one school year. Charter students in Newark gain an additional seven and a half months in reading and nine months in math.

## Charter School Impact by Year

To determine whether performance remained consistent over all the years of study, the average charter school effects were disaggregated into the four growth periods. Results are shown in Figure 5 along with the number of newly opened and persisting schools for each year.<sup>9</sup>

**Figure 5: Impact by Growth Period, 2008-2011**



In reading, charter students in New Jersey learned significantly more than their virtual counterparts in three of the four periods analyzed. In 2010, the charter impact on reading was positive but not significant. The results were positive and significant for all four periods in math. In both reading and math, however, the lowest charter school impacts are in 2010. Disaggregating the impacts by new and persisting schools did not shed much light on the issue. The new and persisting

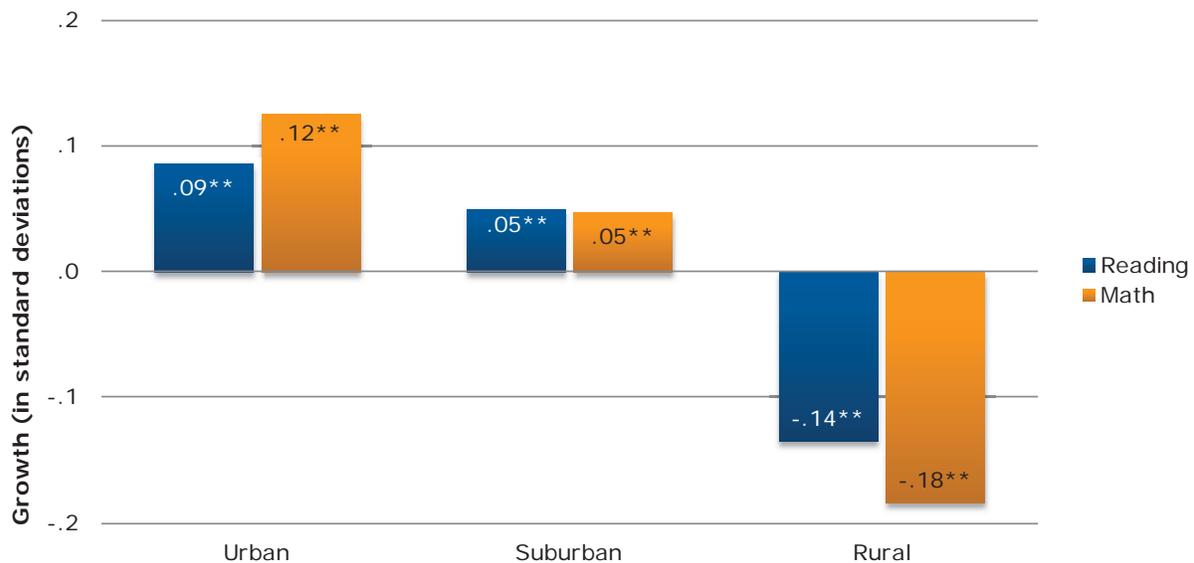
<sup>9</sup> Note the jump in the number of persisting schools between the 2008 and 2009 periods. Eleven schools appeared in the data with tested students for the first time, although they were opened in prior years.

schools had similar effects in reading in 2010.<sup>10</sup> In math, the impact of the persisting schools was much smaller in 2010 than in any other period; this is the only period in which the new schools had a larger impact.

## Charter School Impact by Location

Although charter schools in urban areas receive the bulk of media attention, charter schools can and do choose to locate in other locales. Differences in location may correlate to different average charter school effects. The results in Figure 6 represent the disaggregated impacts for urban, suburban, and rural charter schools based on designations provided by the National Center for Education Statistics.

**Figure 6: Impact by School Location**



\* Significant at  $p \leq 0.05$     \*\* Significant at  $p \leq 0.01$

Students enrolled in urban charter schools in New Jersey learn significantly more in both math and reading compared to their peers in TPS. This is also true for students in suburban charter schools, although the impact is not as large. Students in rural charter schools, however, learn significantly less than their TPS peers in both reading and math.

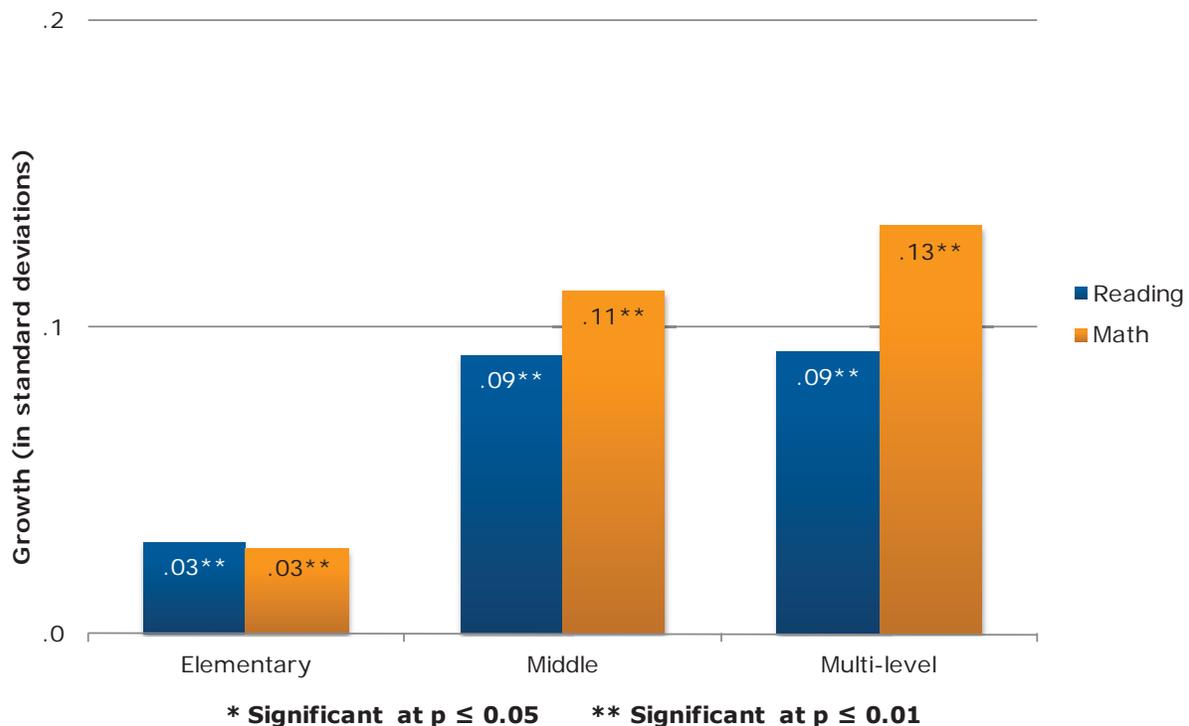
<sup>10</sup> The atypical result for the 2010 growth period may reflect changes in the state achievement testing regime in the prior two years, which resulted in new standards and higher performance requirements.

## Charter School Impact by School Level

The flexibility and autonomy enjoyed by charter schools allows them to choose which grade levels to serve, with many charter operators deciding to focus on particular ages while others seek to serve a broader range of students. For example, multi-level charter schools serve grade ranges larger than traditional elementary, middle or high schools, such as a combination of middle and high school grades. These school levels are tracked by the National Center for Education Statistics, which allows us to disaggregate charter school impacts for different grade spans.

This study examined the outcomes of students enrolled in elementary, middle and multi-level schools. The results appear in Figure 7. Growth scores could not be calculated for high schools, since testing data exists for only one grade level in that grade span (grade 11). Without additional performance data such as end of course exams, we are not able to estimate the effectiveness of high schools.

**Figure 7: Impact by School Level**



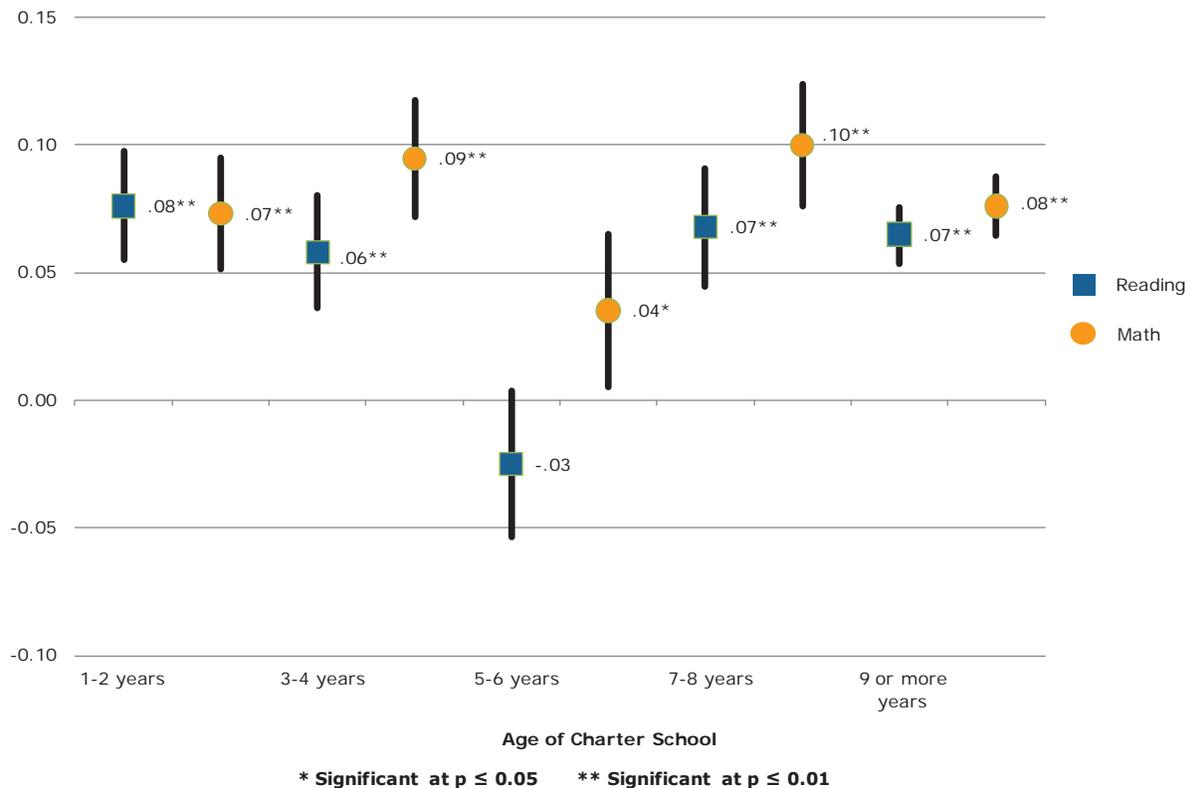
The results show that, on average, charter students learn significantly more than their virtual counterparts in both reading and math regardless of the grade span

served by the charter they attend. This positive effect is more pronounced in middle schools and multi-level schools than in elementary charter schools.

## Charter School Impact by Age of Charter and Students' Years of Enrollment

To further explore the charter school effects in New Jersey, we tested the impact of charter schools at various points as they matured (this analysis differs from the longitudinal results presented in Figure 5). We calculated the period-by-period effects of all the charter schools in the sample, then computed the average growth for all the schools at each age. Figure 8 presents these results; for each grouping, the average effect is noted along with a vertical line displaying the distribution around the average. We are interested in the distribution as well as the average, since it might be reasonable to expect that schools become more consistent as they mature.

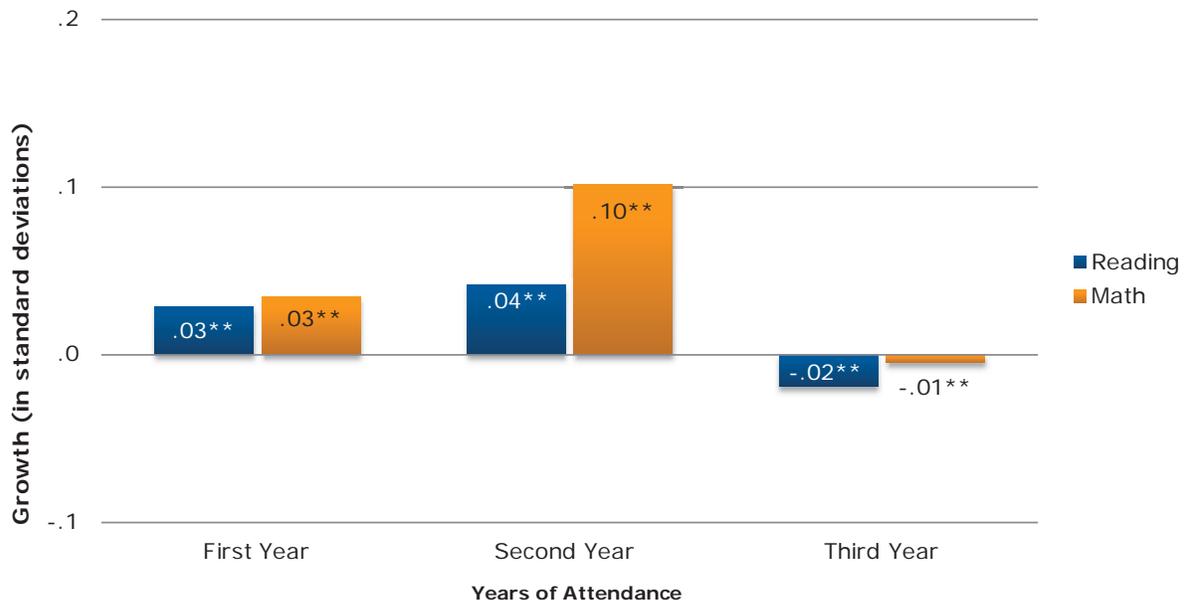
**Figure 8: One-Year Average Learning Gains by Age of Charter School**



The analysis shows that charter schools of almost all ages have positive and significant effects on learning gains in both reading and math compared to their TPS counterparts. The sole exception is reading growth measured for students at charter schools open for 5-6 years, which was not significantly different than their traditional public school counterparts. The figure also shows that the most mature group of charter schools is more consistent than younger charters.

Regardless of the age of the charter school, student growth in charter schools may change as students continue their enrollment over time. To test this, students were grouped by the number of consecutive years they were enrolled in charter schools. In this scenario, the analysis is limited to a subset of our charter student sample to only include those who enrolled for the first time in a charter school between 2007-2008 and 2010-2011. Although the number of students included will be smaller, it is the only way to ensure that we can isolate the impact of years of enrollment on student academic progress. This question examines whether the academic success of students who enroll in a charter school changes as they continue their enrollment in a charter school. The results are shown below in Figure 9.

**Figure 9: Impact by Students' Years of Enrollment**



\* Significant at  $p \leq 0.05$     \*\* Significant at  $p \leq 0.01$

The results suggest that in their first year of attendance, new charter school students have an initial gain in reading and math compared to their counterparts in traditional public schools. This positive finding contrasts with the parallel result in the 2009 national study which showed a negative first year impact on student learning. In the second year of attendance, an even larger gain in learning compared to students in TPS is observed in both reading and math. In the third year there is no significant difference in learning compared to their counterparts in TPS in reading or math.

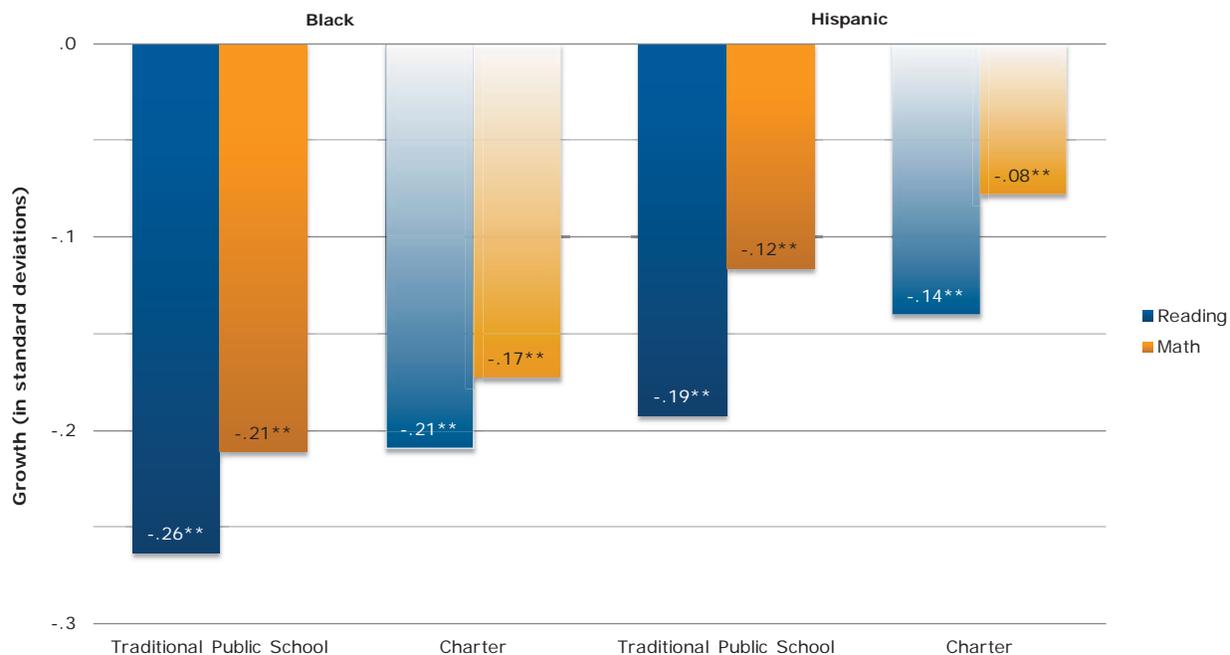
## Charter School Impact with Race/Ethnicity

Attention in US public education to achievement differences by racial and ethnic backgrounds has increased since the passage of the *No Child Left Behind Act* in 2001. The effectiveness of charter schools across ethnic and racial groups is especially important given the proportion of charter schools that are focused on serving historically underserved students. The impact of charter schools on the academic gains of Black and Hispanic students is presented in Figure 10 below.

The graph displays two distinct comparisons, described below:

- The first comparison displays the performance of TPS students in the subgroups of interest relative to the "average white student in TPS" in this comparison, the white student does not qualify for subsidized school meals, Special Education services or English Language Learner support and is not repeating a grade. The values that appear in each vertical bar indicate the magnitude of difference from this comparison student, and the stars indicate the level of statistical significance. Thus, if there is no difference in the learning gains, the bar would be missing entirely; if the learning of the student group in question is not as great as the comparison baseline, the bar is negative and if the learning gains exceed the comparison, the bar is positive.
- A second comparison tests whether the learning gains in the charter school student subgroup differs significantly from their peers in the same student subgroup in their feeder TPS. Where the difference is significant, the charter school bar has gradient shading.

**Figure 10: Impact with Black and Hispanic Students**



\* Significant at  $p \leq 0.05$     \*\* Significant at  $p \leq 0.01$

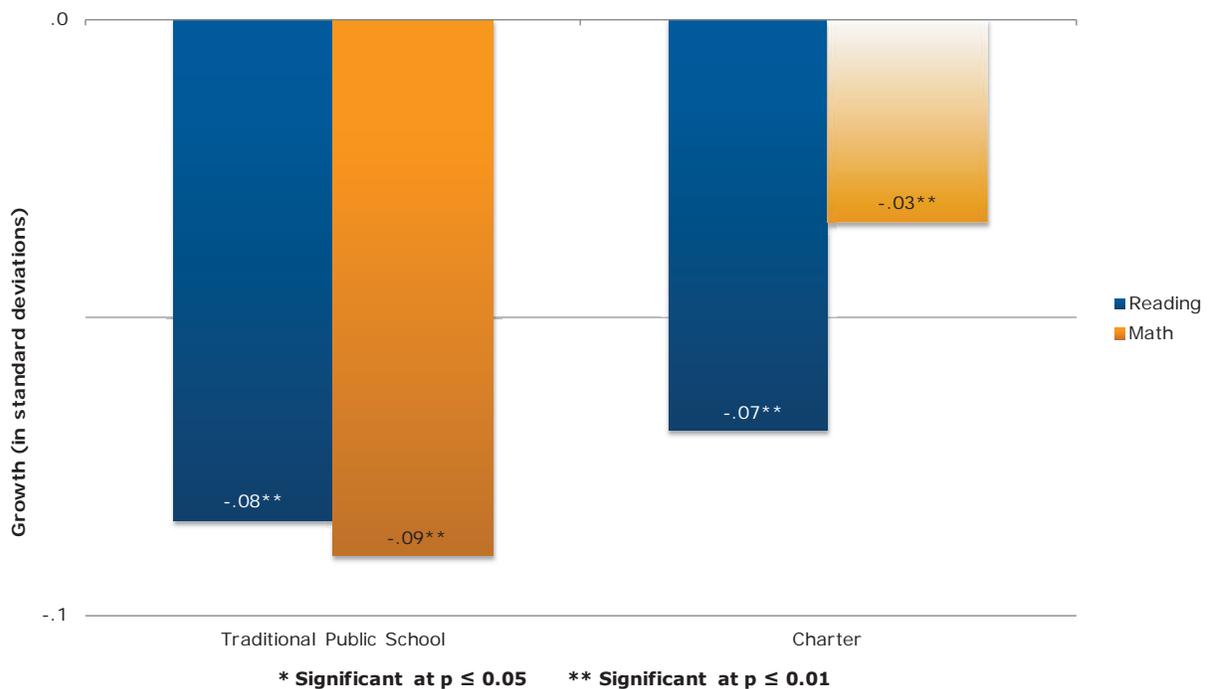
On average, Black students in both TPS and charter schools have significantly smaller gains in reading and math than those of average white students in TPS, the baseline of comparison. However, Black students enrolled in charter schools show significantly better performance in reading and math compared to Black students in TPS.

Hispanic students in both TPS and charter schools also have gains in math and reading that are smaller than those of white students in TPS, the baseline of comparison. In both math and reading, Hispanic students in charter schools perform significantly better than Hispanic students in TPS.

## Charter School Impact with Students in Poverty

Much of the motivation for developing charter schools aims at improving education outcomes for students in poverty. The enrollment profiles of charter schools across the country underscore this fact; in New Jersey, 61 percent of charter students are eligible for subsidized school meals, a proxy for low income households. Thus, the impact of charter schools on the learning of students in poverty is important in terms of student outcomes and as a test of the commitment of charter school leaders and teachers to address the needs of this population. Figure 11 presents the results for students in poverty. In this graph, the comparison student is a student who pays full price for school meals in TPS, a proxy for not being in poverty.

**Figure 11: Impact with Students in Poverty**

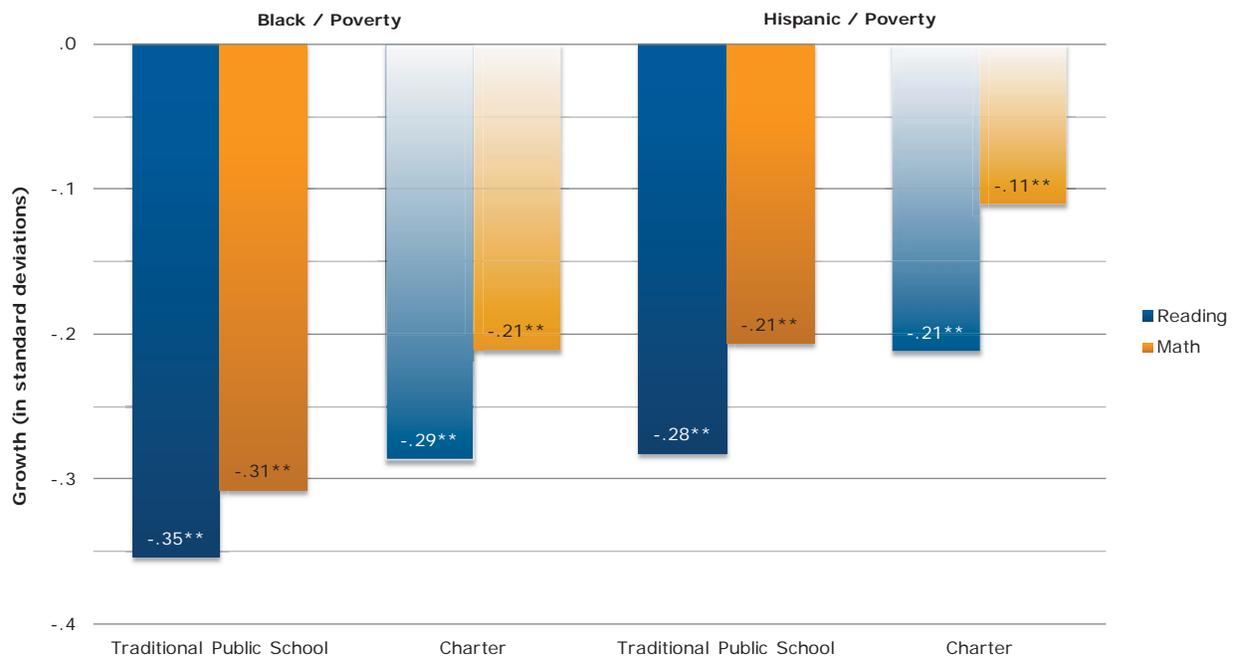


As shown in the figure above, in New Jersey, students in poverty perform significantly worse than their non-poverty peers regardless of whether they attend a TPS or a charter. However, students in poverty who are enrolled in charter schools perform significantly better in math compared to students in poverty in TPS. Charter students in poverty receive no significant benefit or loss in reading gains compared to their TPS peers in poverty.

## Charter School Impact with Race/Ethnicity and Students in Poverty

Many charter schools have a dual mission to educate historically underserved minority students who are also living in poverty. The impact of charter schools on the academic gains of Black students living in poverty and Hispanic students living in poverty is presented in Figure 12 below.

**Figure 12: Impact with Black and Hispanic Students in Poverty**



\* Significant at  $p \leq 0.05$     \*\* Significant at  $p \leq 0.01$

Black students in poverty in both TPS and charter schools have smaller gains in reading and math than those of the average non-poverty white TPS student, the baseline of comparison. However, Black students in poverty who are enrolled in charter schools show significantly better performance in reading and math compared to Black students in poverty in TPS.

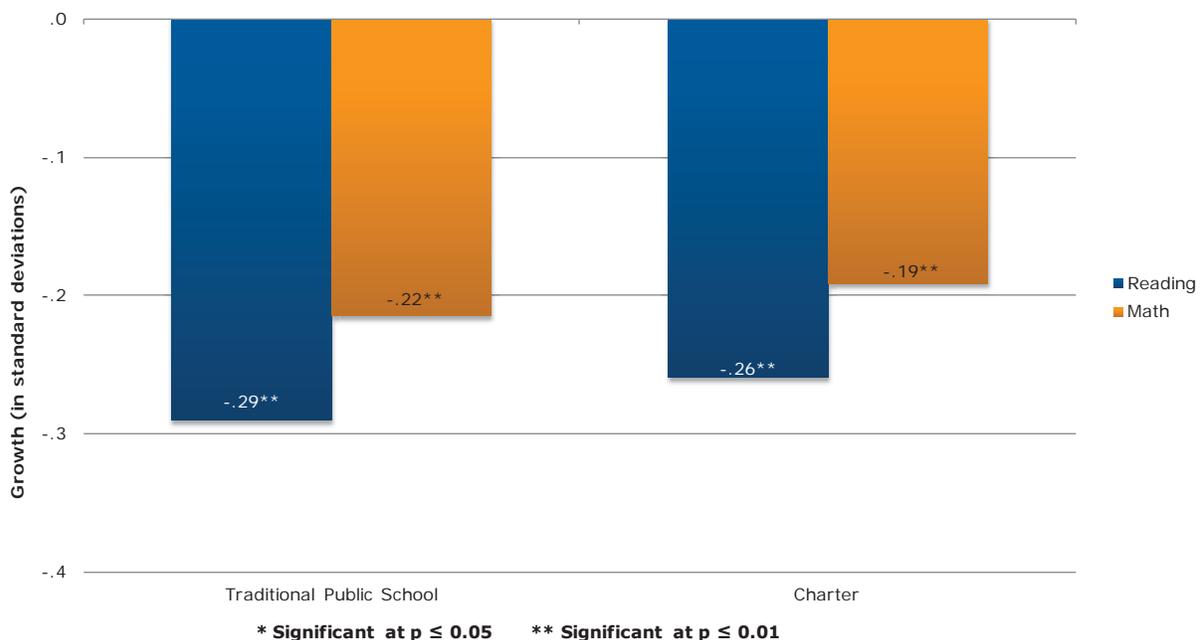
Hispanic students in poverty in both TPS and charter schools have gains in math and reading that are smaller than those of white students in traditional public schools, the baseline of comparison. In both math and reading, Hispanic students in poverty in charter schools perform significantly better than Hispanic students in poverty at TPS.

## Charter School Impact with Special Education Students

The demographic comparisons in the CREDO national charter school report released in 2009 indicated that across the charter sector, schools serve fewer Special Education students than the traditional public schools both in number of students and as a proportion of their enrollment. In some cases, this is a deliberate and coordinated response with local districts, based on a balance of meeting the needs of the students and a consideration of cost-effective strategies for doing so. In New Jersey, the overall proportion of charter school students who are Special Education is 9 percent, compared to 14 percent in TPS statewide and in the charter schools' feeder schools. Anecdotal evidence suggests that TPS and charters may differ in their criteria for designating students as needing to be assessed for special education services; this topic has been flagged for future study on student enrollments.

It is especially difficult to compare the outcomes of Special Education students, regardless of where they enroll. The most serious challenge rests on the small numbers of Special Education students. Consequently, there is tremendous variation when all categories are aggregated, a necessary and messy requirement for comparison purposes. Of all the facets of the current study, this one deserves the greatest degree of skepticism. With this cautionary note, the results are presented in Figure 13 below.

**Figure 13: Impact with Special Education Students**



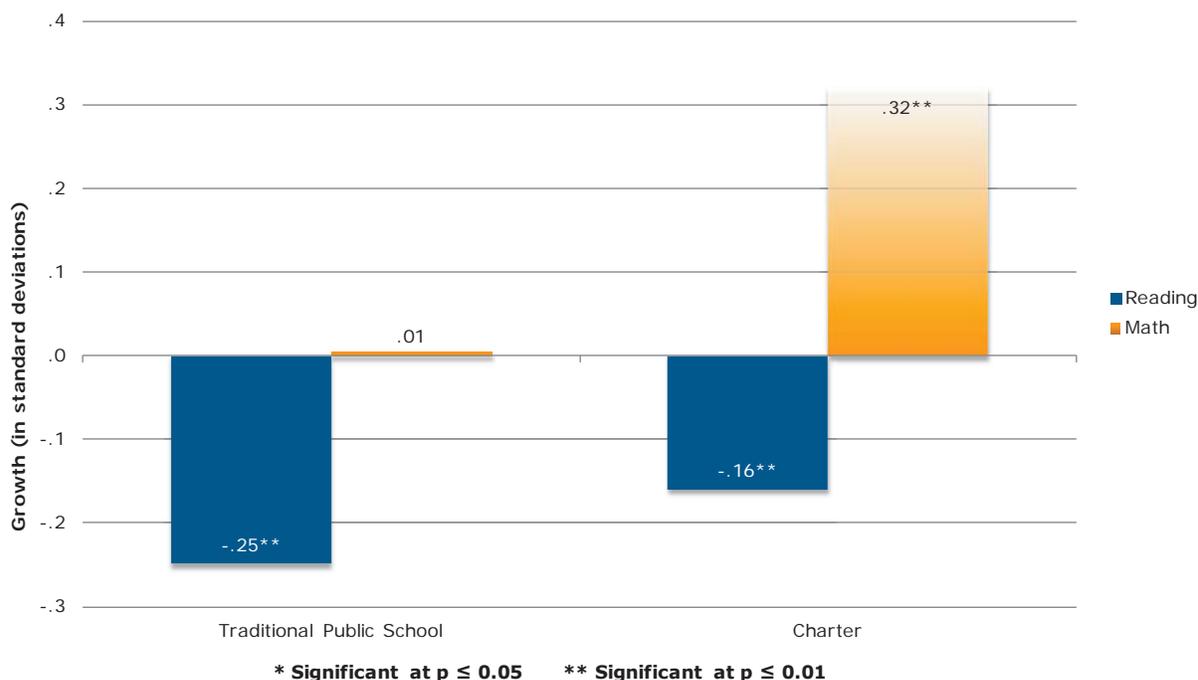
Special Education students enrolled in both TPS and charter schools perform significantly worse than students not receiving special education services. In charter schools in New Jersey, Special Education students receive no significant benefit or loss from charter school attendance compared to their counterparts in TPS in either reading or math.

## Charter School Impact with English Language Learners

Students who enroll in school without sufficient English proficiency represent a growing share of public school students. Their success in school today will greatly influence their success in the world a decade from now. Since their performance, as reflected by National Assessment of Education Progress, lags well behind that of their English proficient peers, their learning gains are a matter of increasing focus and concern nationally and in New Jersey.

The comparison of learning gains of charter school English Language Learners and their TPS counterparts appears in Figure 14.

**Figure 14: Impact with English Language Learners**

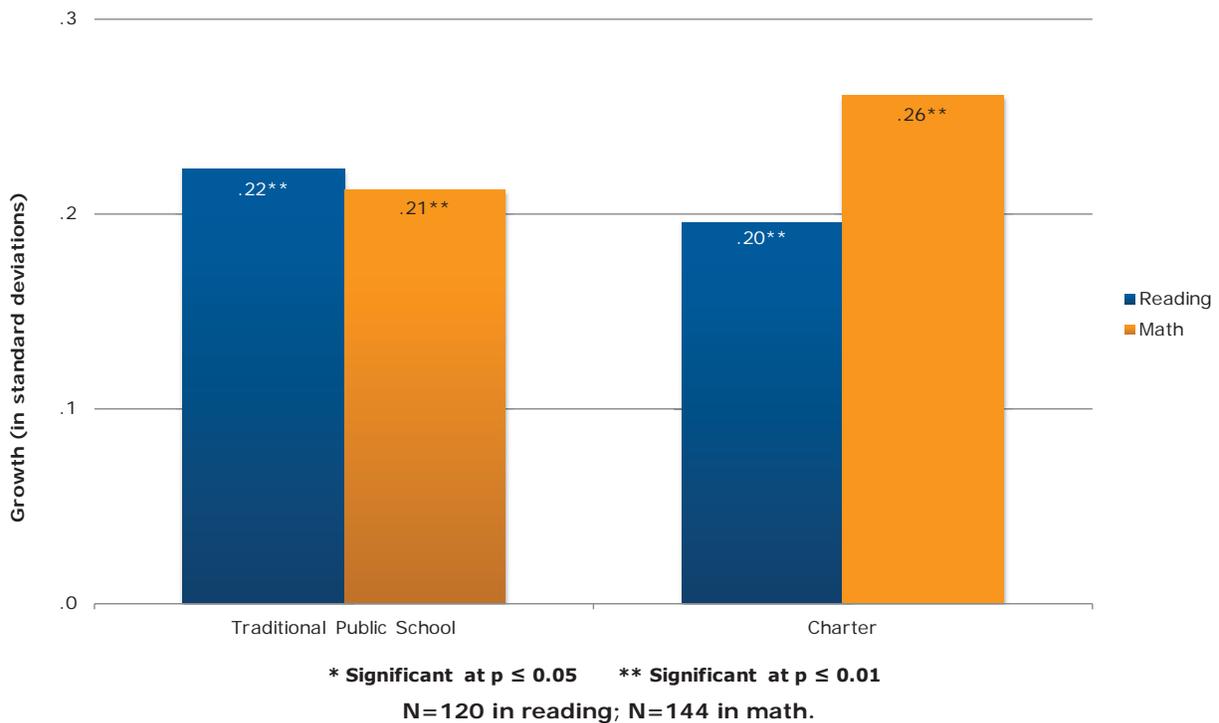


English Language Learner students in both TPS and charter schools learn significantly less than native/fluent English speakers in reading. English Language Learners in TPS have similar learning gains to native/fluent English speakers in math but those enrolled in charter schools have significantly better learning gains than fluent speakers in TPS. English Language Learners in charter schools have similar gains in reading as their counterparts in TPS and significantly better results in math.

## **Charter School Impact with Grade-Repeating Students**

This study examined the outcomes of students who were retained. Often a highly charged topic, the underlying premise is that additional time in a grade can help students by remediating deficits and shoring up grade-level competencies. Existing research on the outcomes of students who have been retained is limited.

Retention practices differ widely across the country and between the charter and TPS sectors. The fact that retained charter students have the lowest match rate (7 percent) of any subgroup in our study suggests that charter schools are more likely to retain academically low-performing students. Although the results of learning gains following retention appear in Figure 15, interpreting these results must be done with caution since only 60 grade-repeating charter observations were able to be matched in reading and 72 in math. With the matching VCR observations, the analysis was based on 120 student records in reading and 144 in math.

**Figure 15: Impact with Grade-Repeating Students**

The retained students included in the analysis perform better than non-retained students in both TPS and charter schools in math and reading. There is no significant difference in learning gains between retained students at charter schools and retained students in TPS.

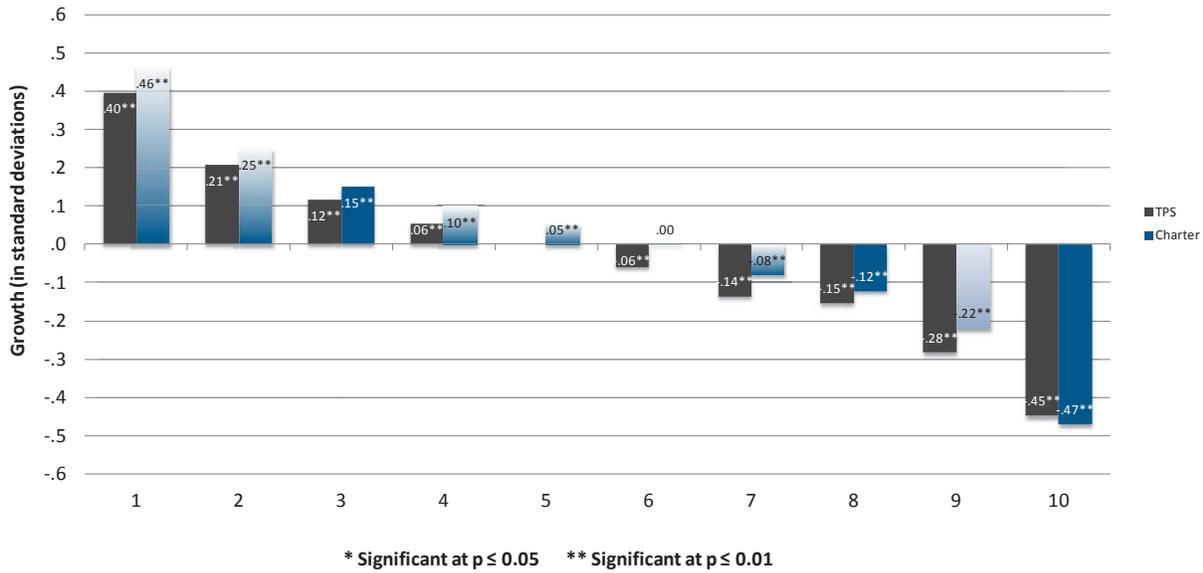
## Charter School Impact by Student's Starting Decile

A general tenet of charter schools is a commitment to the education and development of every child. Further, many charter schools, including several in New Jersey, have as part of their mission a specific emphasis on students who have not thrived academically in TPS and whose early performance is well below average. We examined the performance of charter schools to see if they produced equivalent results across the spectrum of student starting points and in relation to the results observed for equivalent students in TPS.

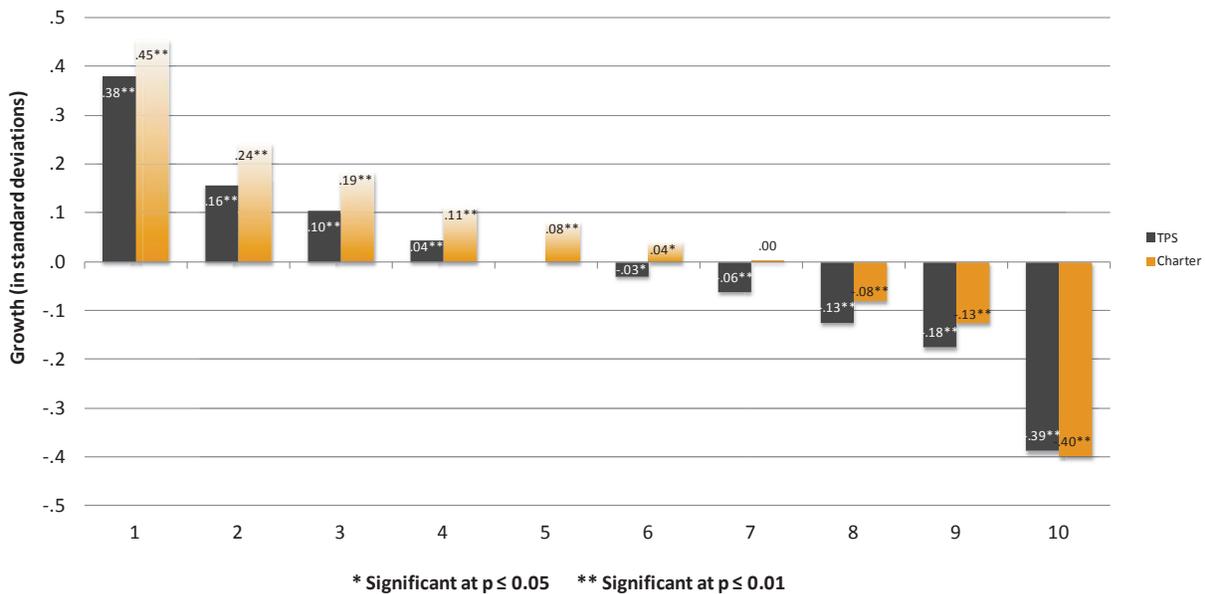
To do this, for charter school students and their VCRs, their baseline achievement test scores in reading and math were disaggregated into deciles. In this analysis, the base of comparison is the average academic growth of the TPS students in Decile 5, which corresponds to students in the 50<sup>th</sup> to 60<sup>th</sup> percentiles in the state.

Student achievement growth in each decile for charter school students and their VCRs was then compared. The results appear in Figures 16 and 17 below.

**Figure 16: Impact by Students' Starting Decile – Reading**



**Figure 17: Impact by Students' Starting Decile – Math**



Both figures demonstrate the expected “S”-shaped curve to the results. The overall curve reflects the typical pattern of larger learning gains for students with lower prior scores and larger learning losses for students with higher starting scores, a

phenomenon known as “regression to the mean.” Here, the relative magnitudes are what is important: Do charter schools produce relatively better growth results than TPS? If so, the charter curve would have larger gains on the low end and smaller losses on the high end of the distribution.

For students in New Jersey, Figures 16 and 17 show that charter schools do better than TPS in the lower and middle deciles in both reading and math. In the upper three deciles, the performance of charter schools is equivalent to the gains produced in TPS for these high achieving students, with the exception of the 9<sup>th</sup> decile in reading; in that decile, charter students outperform their TPS counterparts.

## School-level Analysis

**Comparative School-level Quality** While the numbers reported above represent the average learning gains for charter school students across the state, the pooled average effects tell only part of the story. Parents and policymakers are also interested in school-level performance. In order to determine the current distribution of charter school performance, the average effect of charter schools on student learning over the two most recent growth periods (2010 and 2011) is compared to the experience the students would have realized in their local traditional public schools.<sup>11</sup> The performance of the VCR students associated with each charter school comprises this measure of the local educational market. This analysis provides an average contribution to student learning gains for each charter school. This measure is called the school's effect size; as for the overall and by-year impacts, it is expressed in standard deviations of growth.

As noted in Table 1, charter schools are generally smaller than their corresponding feeder schools. In addition, some charter schools elect to open with a single grade and mature one grade at a time. Consequently, care is needed when making school-level comparisons to ensure that the number of tested students in a school is sufficient to provide a fair test of the school impact. Our criteria for inclusion was at least 60 matched

### A Note about Tables 6 and 7

There are four quadrants in each table. We have expanded on the usual quadrant analysis by dividing each quadrant into four sections. The value in each box is the percentage of charter schools with the corresponding combination of growth and achievement. These percentages are generated from the 2010 and 2011 periods.

The uppermost box on the left denotes the percentage of charters with very low average growth but very high average achievement. The box in the bottom left corner is for low-growth, low-achieving schools.

Similarly, the topmost box on the right contains the percentage of charters with very high average growth and very high average achievement, while the bottom right corner contains high-growth, low-achieving schools.

The major quadrants were delineated using national charter school data. We would expect about 46% of schools to have an effect size between -0.15 and 0.15 standard deviations of growth (the two middle columns). Similarly, we would expect about 50% of schools to achieve between the 30<sup>th</sup> and 70<sup>th</sup> percentiles. Therefore, if schools were randomly distributed, we would expect about 6% in any small square and about 25% of the schools to appear in the middle four squares.

<sup>11</sup> We chose to include only the two most recent growth periods in this analysis for two reasons. First, we wanted a highly relevant contemporary distribution of charter school performance. Second, using only two periods of data ensured that all schools' effect sizes were measured fairly; they are all based on one or two years of data instead of one year for some schools and four years for others.

charter student records over the two years, or, for new schools with only one year of data, at least 30 matched charter records.<sup>12</sup> Of our total sample of 59 schools with test scores in 2010 and 2001, 13 schools in reading and 14 schools in math had an insufficient number of individual student records to calculate a representative school-wide average growth score. Table 4 below shows the breakout of performance for the New Jersey charter schools which meet our criteria for inclusion by having a sufficient number of charter student records.

**Table 4: Performance of Charter Schools Compared to Their Local Markets**

Subject	Significantly Worse		Not Significant		Significantly Better	
	Number	Percent	Number	Percent	Number	Percent
Reading	5	10.9%	27	58.7%	14	30.4%
Math	6	13.3%	21	46.7%	18	40.0%

In reading, 30 percent of charter schools perform significantly better than their traditional public school market, while 40 percent perform significantly better in math. Both of these results are better than the national average proportion of better-performing charters (17 percent).<sup>13</sup> The lowest school effect size in reading was -0.23 standard deviations of growth, while the highest effect size was 0.34. The gap between the lowest and highest effect sizes was larger in math; they were -0.26 and 0.39, respectively. A larger proportion of charter schools were not significantly different from their market in reading than in math.

**Impact of Growth on Achievement** While the impacts of charter schools on academic growth relative to their local competitors is instructive, it is necessary to take a wide-angle view to determine how well these students are being prepared. Because many of the students served by charter schools start at low levels of achievement, it is vital to understand how well their academic growth advances them in absolute achievement. To do this, each school's average growth is placed in the context of their average achievement level compared to the rest of the state, as in Tables 6 and 7 below. For growth, we use the effect sizes discussed above. The school's average achievement level is the mean achievement of the students

<sup>12</sup> Three schools in reading and two schools in math are represented by only one growth period.

<sup>13</sup> CREDO. *Multiple Choice: Charter School Performance in 16 States* (2009). <http://credo.stanford.edu>.

over the same two periods covered by the effect size (2010 and 2011).<sup>14</sup> The 50<sup>th</sup> percentile indicates statewide average performance for all public school students (traditional and charter). A school achievement level above the 50<sup>th</sup> percentile indicates that the school performs above the statewide average.

**Table 5: Reading Growth and Achievement**

Growth (in Standard Deviations)	Low Growth, High Achievement		High Growth, High Achievement		
	-0.15	0	0.15		
			2.2%	2.2%	70th Percentile
		4.3%	8.7%	4.3%	50th Percentile
	2.2%	6.5%	28.3%	4.3%	30th Percentile
	4.3%	21.7%	10.9%		
	Low Growth, Low Achievement		High Growth, Low Achievement		

In New Jersey, 28 of the 46 charter schools (about 61 percent) had positive average growth in reading, regardless of their average achievement. (This percentage is the sum of the squares in the blue and pink quadrants, the right half of the table.) About 17 percent of charters had positive growth and average achievement above the 50<sup>th</sup> percentile of the state (i.e., the total for the blue quadrant on the top right). About 78 percent of charters perform below the 50<sup>th</sup> percentile of achievement (the sum of the dark gray and pink quadrants in the lower portion of the table). Of concern is the nearly 35 percent of charters in the dark gray quadrant, which represents low growth and low achievement.

<sup>14</sup> Average achievement was computed using students' z-scores from the end of the growth period (e.g. spring 2010 and spring 2011), and the resulting school-level mean was then converted into a percentile.

**Table 6: Math Growth and Achievement**

Growth (in Standard Deviations)	Low Growth, High Achievement		High Growth, High Achievement		
	-0.15	0	0.15		
			2.2%	2.2%	70th Percentile
		2.2%	15.6%	4.4%	50th Percentile
	2.2%	4.4%	13.3%	9.0%	30th Percentile
	9.0%	11.1%	22.2%	2.2%	
	Low Growth, Low Achievement		High Growth, Low Achievement		

For math, 32 of the 45 charter schools (71 percent) had positive average growth, as seen in the orange and peach quadrants. Over 24 percent of charters had positive growth and average achievement above the 50<sup>th</sup> percentile (the top right orange quadrant). About 73 percent of charters had achievement results below the 50<sup>th</sup> percentile of the state (the sum of the lower half of the table). Over 46 percent – nearly half – of New Jersey charters had positive growth and achievement below the 50<sup>th</sup> percentile in the state, as seen in the peach quadrant. If those schools continue their trends of positive academic growth, their achievement would be expected to rise over time.

## Synthesis and Conclusions

The findings presented here show the typical student in New Jersey charter schools gains more learning in a year than his or her TPS counterparts, about two months of additional gains in reading and three months in math. These positive patterns are pronounced in Newark where historically student academic performance has been poor. The difference in learning in Newark charter school equates to seven and a half months of additional learning in reading and a full year more progress in

math. These outcomes are consistent with the statewide result that charter schools have significantly better results than TPS for minority students who are in poverty.

A substantial share of New Jersey charter schools appear to outpace TPS in how well they support academic learning gains in their students in both reading and math. Thirty percent of New Jersey charters outpace the learning impacts of TPS in reading, and 40 percent do so in math. Only a few of the schools included in the study have academic results that are significantly worse than their TPS counterparts; 11 percent of charter schools have results that are significantly worse than TPS for reading and 13 percent of schools for math.

The student-to-student and school-to-school results show charter schools to be performing well relative to the local alternatives. The larger question of whether charter schools are helping students achieve at high levels is also important. A quarter of New Jersey charter schools have below-average growth and below-average achievement in math, and the same is true for 35 percent of the charter schools in reading. Students in these schools will not only have inadequate progress in their overall achievement but will fall further and further behind their peers in the state over time.

The share of underperforming charter schools is offset, however, by the proportions of charter schools that are either already achieving at high levels or are in positions to reach those levels. In both reading and math, a majority of charter schools have academic growth that is above the average for all schools in New Jersey. For reading, the proportion is over 60 percent and for math it exceeds 70 percent. Should these trends continue, the share of schools that currently lag the state average for absolute achievement would be expected to decline. These absolute improvements are within sight in New Jersey.

Table 7 below presents a summary of the results.

**Table 7: Summary of Statistically Significant Findings for Average Learning Gains of New Jersey Charter School Students Compared to the Average Learning Gains for VCR Students**

	Reading	Math
New Jersey Charter Students	Positive	Positive
Newark	Positive	Positive
Other Major Cities	Negative	
Urban Students	Positive	Positive
Suburban Students	Positive	Positive
Rural Students	Negative	Negative
Elementary Charter Schools	Positive	Positive
Middle Charter Schools	Positive	Positive
Multi-Level Charter Schools	Positive	Positive
Charter Schools Age 1 – 2 Years	Positive	Positive
Charter Schools Age 3 – 4 Years	Positive	Positive
Charter Schools Age 5 – 6 Years		Positive
Charter Schools Age 7 – 8 Years	Positive	Positive
Charter Schools Age 9 or More Years	Positive	Positive
First Year Enrolled in Charter School	Positive	Positive
Second Year Enrolled in Charter School	Positive	Positive
Third Year Enrolled in Charter School	Negative	Negative
Black Charter School Students	Positive	Positive
Hispanic Charter School Students	Positive	Positive
Charter School Students in Poverty		Positive
Black Charter School Students in Poverty	Positive	Positive
Hispanic Charter School Students in Poverty	Positive	Positive
English Language Learner Charter School Students		Positive
Charters in 2008	Positive	Positive
Charters in 2009	Positive	Positive
Charters in 2010		Positive
Charters in 2011	Positive	Positive

Note: When an entry is blank, that result was not significant.

The large proportion of charter schools that outperform their local markets has two implications. First, the proportion of strong charter schools versus sub-par ones suggests that New Jersey has been fortunate to have a constructive combination of policies that attracted numerous charter school operators to the state. The importance of a constructive policy environment for charter schools cannot be overstated.

Many charter school operators, in turn, have used the flexibility and autonomy that is afforded them to positive effect. The substantial proportion of high-growth and high achieving schools provide the evidence that schools can be organized to produce strong results under current conditions. Second, and perhaps more importantly, these schools are excelling with a high proportion of minority students in poverty. These schools' practices may be instructive for other public schools that also serve this student group.

The charter school results presented in this report place New Jersey among the highest performing states studied to date. They show that important foundations for quality are in place and working. With continued focus on student- and school-level performance, charter schools in New Jersey can continue to serve an important role in providing strong academic options for the students they serve.

## Appendix

The numbers in the table below represent the number of charter observations associated with the corresponding results in the report. An equal number of VCRs were included in each analysis.

Student Group	Matched Charter Students	
	Reading	Math
New Jersey Charter Students	16,486	16,547
Students in Newark	3,853	3,887
Students in Other Major Cities	4,728	4,719
Students in Charters in 2008	1,182	1,141
Students in Charters in 2009	3,374	3,257
Students in Charters in 2010	5,831	5,495
Students in Charters in 2011	6,549	6,654
Students in Urban Schools	8,581	8,606
Students in Suburban Schools	7,215	7,258
Students in Rural Schools	690	683
Students in Elementary Schools	8,476	8,505
Students in Middle Schools	4,504	4,517
Students in Multi-level Schools	3,026	3,051
Students in Charters Age 1 - 2 Years	2,126	2,124
Students in Charters Age 3 - 4 Years	1,695	1,709
Students in Charters Age 5 - 6 Years	978	979
Students in Charters Age 7 - 8 Years	1,570	1,567
Students in Charters Age 9 or More Years	10,117	10,168
Students First Year Enrolled in Charter School	4,367	4,406
Students Second Year Enrolled in Charter School	1,270	1,297
Students Third Year Enrolled in Charter School	380	376
Black Students	10,020	10,001
Hispanic Students	4,751	4,781
Students in Poverty	12,515	12,251
Black Students in Poverty	8,036	8,046
Hispanic Students in Poverty	4,175	4,170
Special Education Students	1,422	1,389
English Language Learners	108	120
Grade Repeating Students	60	72

Student Group	Matched Charter Students	
	Reading	Math
Students in Decile 1	2,578	2,946
Students in Decile 2	2,652	2,733
Students in Decile 3	2,096	2,269
Students in Decile 4	2,003	1,799
Students in Decile 5	1,974	1,656
Students in Decile 6	1,495	1,456
Students in Decile 7	1,345	1,182
Students in Decile 8	1,213	1,008
Students in Decile 9	789	895
Students in Decile 10	341	603



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CENTER FOR RESEARCH ON EDUCATION OUTCOMES

Urban Charter School Study  
Report on 41 Regions

**2015**

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**Center for Research on Education Outcomes**  
**Stanford University**  
**Stanford, CA**  
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CREDO, the Center for Research on Education Outcomes at Stanford University, was established to improve empirical evidence about education reform and student performance at the primary and secondary levels. CREDO at Stanford University supports education organizations and policymakers in using reliable research and program evaluation to assess the performance of education initiatives. CREDO's valuable insight helps educators and policymakers strengthen their focus on the results from innovative programs, curricula, policies and accountability practices.

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The views expressed herein do not necessarily represent the positions or policies of the organizations noted above. No official endorsement of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. The analysis and conclusions contained herein are exclusively those of the authors, are not endorsed by any of CREDO's supporting organizations, their governing boards, or the state governments, state education departments or school districts that participated in this study. The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.

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## Highlights of the Report

This report presents an investigation conducted by CREDO over the past two years. We examined charter school performance in urban areas, driven by our ongoing effort to identify successful models for educating America's students, particularly students of color and students living in poverty.

We sought to determine whether urban charter schools have different performance than other schools in their communities. In addition, we asked if urban charter schools present results that differ from the charter school landscape as a whole, as estimated in the 2013 National Charter School Study. Finally, if differences were identified in urban charter schools, could we provide any insight into which elements of the urban charter sectors might correlate with differences in results?

Using student level data obtained via data sharing agreements with our state education agency partners, we studied 41 urban areas in 22 states covering the school years 2006-07 through 2011-12. The outcome of interest was the academic advancement in one year's time of a typical student in a charter school compared to the same measure for a virtual peer from local traditional public schools in the same location as the charter school.

Highlights of the findings are presented below. Please see the full report for greater detail on each of these findings.

- 1. Our findings show urban charter schools in the aggregate provide significantly higher levels of annual growth in both math and reading compared to their TPS peers.**  
Specifically, students enrolled in urban charter schools experience 0.055 standard deviations (s.d.'s) greater growth in math and 0.039 s.d.'s greater growth in reading per year than their matched peers in TPS. These results translate to urban charter students receiving the equivalent of roughly 40 days of additional learning per year in math and 28 additional days of learning per year in reading.
- 2. When learning gains for urban charter students are presented for individual urban regions, regions with larger learning gains in charter schools outnumber those with smaller learning gains two-to-one.** In math, 26 urban regions post learning gains for charter school students that outpace their TPS counterparts. Charter schools in 11 urban areas have smaller math gains, and four regions have equivalent learning gains in math. In reading, charter school students in 23 of the 41 regions demonstrate larger learning gains than their TPS peers, while 10 regions have smaller gains. Charter schools in eight regions have similar student learning gains in reading compared to TPS peers.
- 3. Learning gains for charter school students are larger by significant amounts for Black, Hispanic, low-income, and special education students in both math and reading.** Students who are both low-income and Black or Hispanic, or who are both Hispanic and English

Language Learners, especially benefit from charter schools, Gains for these subpopulations amount to months of additional learning per year.

4. **Positive results for charter school students increased on average over the period of the study.** In the 2008-09 school year, charter attendance on average produced 29 additional days of learning for students in math and 24 additional days of learning in reading. By the 2011-12 school year, charter students received 58 additional learning days in math and 41 additional days in reading relative to their TPS peers.
5. **Compared to the charter school landscape as a whole, (see CREDO's National Charter School Study 2013), the 41 urban charter regions have improved results at both ends of the quality spectrum: they have larger shares of schools that are better than TPS alternatives and smaller shares of under-performing schools.** Specifically, 43 percent of urban charter schools deliver larger learning gains in math than the local TPS alternative, with 33 percent showing equivalent results and 24 percent posting smaller learning gains. In reading, 38 percent of urban charter schools outpace their TPS peers, 46 percent fare the same, and only 16 percent of urban charter schools have smaller gains each year.
6. **Despite the overall positive learning impacts, there are urban communities in which the majority of the charter schools lag the learning gains of their TPS counterparts, some to distressingly large degrees.** In some urban areas, cities have no schools that post better gains than their TPS alternatives and more than half the schools are significantly worse.

The results reported in this study continue to build a record of many charter schools operating in challenging environments that repeatedly demonstrate the ability to educate all students to high levels. While some urban charter sectors continue to struggle, successful charter schools are growing in number and expand the evidence base that schools and communities can organize and operate public schools that deliver the academic progress their students need to be successful in school, work, and life.

# Urban Charter School Study

## Report on 41 Regions

### 2015

#### Introduction

Charter schools are a prominent and growing component of the public school system in the United States, with roughly 6,400 charters across the country enrolling over 2.5 million students<sup>1</sup>. The charter sector is regularly treated as a monolithic set of schools, but recent research has made clear that across the U.S. there are in fact distinct charter markets with dramatically different student profiles, governance and oversight structures, and academic quality<sup>2</sup>. Previous CREDO state level studies, in addition to other recent analyses of charter school performance, have identified individual charter markets substantially outperforming their traditional public school (TPS) peers, particularly those serving students in urban areas. CREDO decided to investigate whether urban charter schools do in fact have differential performance than that found in our 2013 National Charter School Study for the charter sector as a whole and, if so, what the drivers of these differences in quality might be.

In this report, CREDO used its unprecedented data holdings to investigate the student profiles and academic performance of a large portion of the major urban regions in the U.S. CREDO included in this analysis forty-one major urban regions for which we have student level administrative and school level data. A complete list of urban regions included in this analysis can be found in the section “Defining

<sup>1</sup> National Alliance for Public Charter Schools (2014). “Details from the Dashboard: Estimated Number of Public Charter Schools and Students,” Washington D.C. Retrieved on 8 December, 2014 from: <http://www.publiccharters.org/wp-content/uploads/2014/02/New-and-Closed-Report-February-20141.pdf>

<sup>2</sup> Center for Research on Education Outcomes (2013). “National Charter School Study,” retrieved on 8 December, 2014 from: <http://credo.stanford.edu/documents/NCSS%202013%20Final%20Draft.pdf>

Urbanity” below. In this document, as well as in the content found online at [urbancharters.stanford.edu](http://urbancharters.stanford.edu), we address the following major questions:

- Across the major urban school systems in the U.S., what is the range of performance of charters and traditional public schools (TPS)?
- Do urban charter schools tend to cause higher or lower growth with different student subgroups, and how do these results vary by region?
- Are there trends with respect to the quality of urban charter and TPS?
- Which students are being served by charters and TPS in urban school systems across the U.S., both with respect to their demographics and the initial (pre-enrollment) performance of their students?

Our findings show urban charter schools in the aggregate provide significantly higher levels of annual growth in both math and reading compared to their TPS peers. Specifically, students enrolled in urban charter schools experience 0.055 standard deviations (s.d.’s) greater growth in math and 0.039 s.d.’s greater growth in reading per year than their matched peers in TPS. These results translate to urban charter students receiving the equivalent of roughly 40 days of additional learning per year in math and 28 additional days of learning per year in reading<sup>3</sup>. See Table 1 below for an expanded look at how gains in learning are translated from standard deviations to days of learning.

The remainder of the Multi-Region Summary is organized as follows. The section “Defining Urbanity” details the process CREDO used to identify urban regions and schools for inclusion in this analysis. The following section, “Data and Methods,” briefly discusses the data and analysis techniques used to compare academic attainment across urban regions and school sectors. Greater detail can be found in the technical appendix for interested readers. The next two sections, “Demographics” and “Performance,” present major findings aggregated across all urban regions with respect to the characteristics of students served and their academic performance. The succeeding section, “Correlates of Charter School Performance” takes a broad view of the results and considers whether factors in the evolution of the charter schools or attributes of the communities themselves are associated with the performance results we estimate; while not causal in nature, the exercise is still suggestive of conditions that may elevate the performance of charter schools over time. The final section, “Implications,” combines specific findings across each urban region to derive broader conclusions about the state of charter and TPS in urban school systems across the United States.

<sup>3</sup> Eric A. Hanushek, Paul E. Peterson and Ludger Woessmann. Is the US Catching Up? International and State Trends in Student Achievement. *Education Next*, Vol. 12, No. 4. Fall 2012.

## Defining Urbanity

The first challenge to conducting an investigation of urban school systems in the U.S. was to determine which school systems to include in the analysis. CREDO considered multiple factors when identifying regions for inclusion, including total population size of the metropolitan area<sup>4</sup>, the size of each region's primary school district(s), the total number of charter schools in the region, and the growth of the charter sector over time. Included urban regions are listed below, grouped by state:

- Arizona (Mesa, Phoenix, Tucson),
- Colorado (Colorado Springs, Denver),
- California (Bay Area, Central CA, Southern CA, South Bay),
- District of Columbia,
- Florida (Fort Myers, Jacksonville, Miami, Orlando, St. Petersburg, Tampa, West Palm Beach),
- Georgia (Atlanta),
- Illinois (Chicago),
- Indiana (Indianapolis),
- Louisiana (New Orleans),
- Massachusetts (Boston),
- Michigan (Detroit),
- Minnesota (Minneapolis),
- Missouri (St. Louis),
- Nevada (Las Vegas),
- New Jersey (Newark),
- New Mexico (Albuquerque),
- New York (New York City),
- Ohio (Cleveland, Columbus),
- Pennsylvania (Philadelphia),
- Tennessee (Memphis, Nashville),
- Texas (Austin, Dallas, El Paso, Fort Worth, Houston, San Antonio),
- Wisconsin (Milwaukee).

The next step was to identify the specific schools for inclusion, which includes defining exactly what constitutes an “urban school,” as well as defining the boundaries of an urban region. These may seem to be straightforward tasks, but doing so in a consistent manner across communities that differ in geography (disperse vs. compressed), population stability (high vs. low mobility), and permeability

<sup>4</sup> United States Census Bureau (2013). Population Estimates: Metropolitan and Micropolitan Statistical Areas, retrieved on 12 December 2014 from: <http://www.census.gov/popest/data/metro/totals/2013/>

(drawing only from other urban schools vs. drawing from suburban schools) required a consistent set of selection rules. The resulting rigorous and comprehensive criteria required the development of a multi-state process to address the often messy realities of urban regional and school classification. The specific approach CREDO developed to deal with these issues is covered in the [Technical Appendix](#).

## Data and Methods

As evidenced by the list of included urban regions above, a large number of states are covered in this analysis. Including each of these urban regions required negotiated agreements and partnerships with the state education agencies (SEA) in each of the twenty-two states, ensuring compliance with the Family Education Records Privacy Act (FERPA) provisions, among others, to ensure the protection of student data.

Information provided by the states was used to create a matched student database containing 1,018,510 charter records and a matched group of comparison TPS students over the six years from the 2006/07 to the 2011/12 school year. CREDO's matching process uses the Virtual Control Record (VCR) protocol, matching each charter student with up to seven traditional public school students based on prior test scores and demographic characteristics.<sup>5</sup> The matched data set contains over 80% of all charter students in the forty-one urban regions in this analysis.

The impact analysis follows the approach used in prior CREDO studies of national charter performance, such as the National Charter School Study released in 2013. Similar statistical methods are used to control for differences in student demographics and eligibility for program supports, such as free and reduced price lunch programs and special education status. Use of the VCR method assures that the only remaining relevant difference between charter students and their comparison group is the decision to attend either a charter or TPS in the same urban region.

Results in the national analysis are presented in two formats. First, and most common to researchers, results are presented in standard deviation units, which allows for comparison of students across grades, states, and time. These results are also translated into "days of learning," to provide a reference by which non-technical readers can judge the "real world" impact of charter enrollment on different student subgroups. A crosswalk of standard deviation units to "days of learning" is provided in Table 1 below.

<sup>5</sup> For additional information on the Virtual Control Record method, please refer an explanatory infographic located [here](#).

Table 1. Transformation of Learning Gains<sup>6</sup>

Growth (in standard deviations)	Gain (in days of learning)
0.00	0.0
0.01	7.2
0.05	36.0
0.10	72.0
0.15	108.0
0.20	144.0
0.25	180.0
0.30	216.0

## Demographics

Because charter schools are schools of choice they may not have a student population that exactly mirrors the districts from which they draw students. These differences are important for understanding which families elect to enroll their students in charter schools. Any substantial differences are also important to note as they signal the need for careful control of student differences when examining the performance of charter schools compared to TPS.

Student demographics were compared between the charter and TPS sectors in each of the forty-one urban regions. In general, urban school systems serve a disproportionately low income and minority student body compared to the student distribution within their states. Given the variation in student demographics across urban sectors, comparing demographic averages in the charter and TPS sectors across all urban regions included in this analysis is less instructive than identifying trends found among multiple regions individually. In other words, statistical tests comparing pooled average student

<sup>6</sup> Eric A. Hanushek, Paul E. Peterson and Ludger Woessmann. Is the US Catching Up? International and State Trends in Student Achievement. *Education Next*, Vol. 12, No. 4. Fall 2012.

demographics across all regions may obscure results derived from the stronger point of comparison for each urban charter sector, which is the surrounding TPS in the same urban sector.

The percentages of English Language Learner (ELL) students, students in poverty, and students receiving special education services in the most recent year of available data are provided in Table 2 below. Note that all of the figures presented below are based on the number of tested students in our data and may differ from aggregate enrollment statistics in each urban region due to differences in testing practices and classification procedures across regions and sectors.

Table 2: Selected Student Demographics by Urban Region and School Sector (Tested Students)

Region	% Special Education		% English Language Learners		% Students in Poverty	
	Charter	TPS	Charter	TPS	Charter	TPS
Albuquerque	12	16	11	15	40	69
Atlanta	8	9	5	4	58	76
Austin	10	10	17	18	68	56
Bay Area	3	4	22	24	72	60
Boston	17	21	8	30	79	75
Central CA	3	3	15	18	72	75
Chicago	11	13	7	10	93	89
Cleveland	15	21	2	0	83	99
Colorado Springs	5	8	9	7	47	46
Columbus	16	15	5	5	76	72
Dallas	10	9	20	23	81	70
DC	16	19	6	6	76	68
Denver	10	12	34	29	77	71
Detroit	7	9	8	14	87	85
El Paso	6	8	12	16	72	74
Fort Worth	7	8	3	14	44	74
Fort Myers	10	14	1	3	35	65
Houston	6	8	13	19	78	74
Indianapolis	13	13	5	11	76	72
Jacksonville	9	13	3	2	52	56
Las Vegas	10	10	4	14	11	65
Memphis	6	5	1	4	45	45
Mesa	7	6	2	3	41	56
Miami	7	12	7	9	79	78
Milwaukee	15	21	11	10	81	83
Minneapolis	10	14	33	22	79	65
Nashville	2	1	6	8	91	72

Region	% Special Education		% English Language Learners		% Students in Poverty	
	Charter	TPS	Charter	TPS	Charter	TPS
New Orleans	6	6	1	1	82	97
New York City	14	14	5	12	81	82
Newark	10	15	0	4	85	86
Orlando	11	14	6	11	51	73
Philadelphia	11	13	3	7	77	87
Phoenix	6	5	4	4	56	64
San Antonio	11	10	13	9	82	65
South Bay	3	5	28	20	58	46
Southern CA	5	6	17	21	68	76
St. Louis	10	15	4	10	87	90
St. Petersburg	6	12	0	3	42	61
Tampa	27	14	3	7	44	66
Tucson	5	8	3	3	47	58
West Palm Beach	15	15	3	5	72	55

The urban regions with the largest share of students in poverty are Chicago, Cleveland, Detroit, Milwaukee, Newark, New York City, New Orleans, and St. Louis, where over 80% of students served by both the charter and TPS sectors qualify for free or reduced price lunches (according to tested student data). Comparing the charter and TPS sectors in each region, we see that charter schools enroll a disproportionately large number of students in poverty (greater than a 10% differential) in Austin, the Bay Area, Dallas, Minneapolis, Nashville, San Antonio, the South Bay and West Palm Beach. In contrast, the TPS sectors enroll substantially more students in poverty than do charters in Albuquerque, Atlanta, Cleveland, Fort Myers, Fort Worth, Las Vegas, Mesa, New Orleans, Orlando, Philadelphia, St. Petersburg, Tampa, and Tucson.

The urban regions with the largest share of ELL students are Austin, the Bay Area, Central California, Dallas, Denver, Minneapolis, the South Bay, and Southern California, where both the charter and TPS sectors serve at least 15% ELL students. Charter schools in Denver, Minneapolis, and the South Bay enroll at least 5 percentage points more ELL students than do the TPS in their regions. Conversely, the TPS sectors in Boston, Detroit, Fort Worth, Houston, Las Vegas, New York City, Indianapolis, Orlando, and St. Louis enroll at least 5 percentage points more ELL students than do the charter sectors in their regions.

The urban regions with the largest share of tested students receiving special education services are Albuquerque, Austin, Boston, Chicago, Cleveland, Columbus, Denver, Washington D.C., Fort Myers, Indianapolis, Milwaukee, Minneapolis, Newark, New York City, Orlando, Philadelphia, Tampa, San

Antonio, St. Louis, and West Palm Beach, where both the charter and TPS sectors serve at least 10% special education students. Tampa is the only urban region where the charter sector serves at least 5 percentage points more special education students than their local TPS (albeit by a lot, 27% for charter vs. 14% for TPS). However, the TPS sectors in Cleveland, Miami, Milwaukee, Newark, St. Louis, and St. Petersburg all serve at least 5 percentage points more special education students than the charter sectors in their regions.

It is also important to note that urban charter schools enroll a greater proportion of female students than urban TPS in nearly every region. While the difference is typically 1 or 2 percentage points, the gender difference is most significant among tested students in Newark, where the charter schools in our data enroll nearly 7% more girls than local TPS.

Detailed demographic information for each urban region can be found in the individual state workbooks located [here](#).

## Performance

Since charter schools may have students who are not perfectly representative of the TPS populations in their communities, judgments about school performance require techniques that assure equivalent students are examined. Comparisons of academic growth made between charter and TPS students are conducted using CREDO's virtual control record (VCR) technique. Based on stringent external reviews and our own internal testing, confidence in both the internal and external validity of these findings is merited (see the [Technical Appendix](#) to this report for further explanation).

The analysis estimates the average one-year academic progress of charter school students compared to a similar period for matched TPS students. The impact of charter enrollment relative to local TPS for math and reading can be found in Figures 1 and 2 below.

Figure 1: Impact of Charter Enrollment on Average Annual Learning Gains by Region – Math

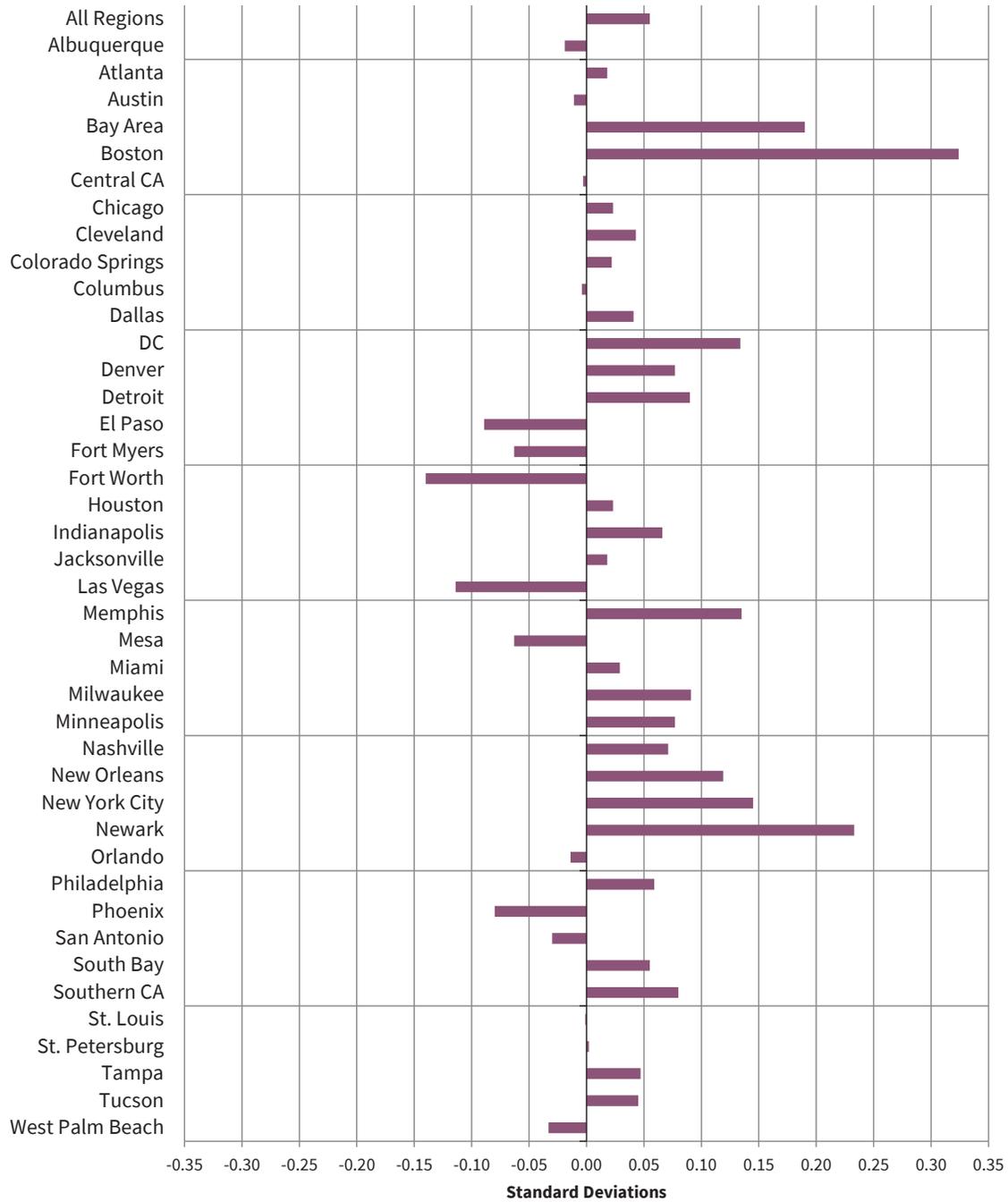
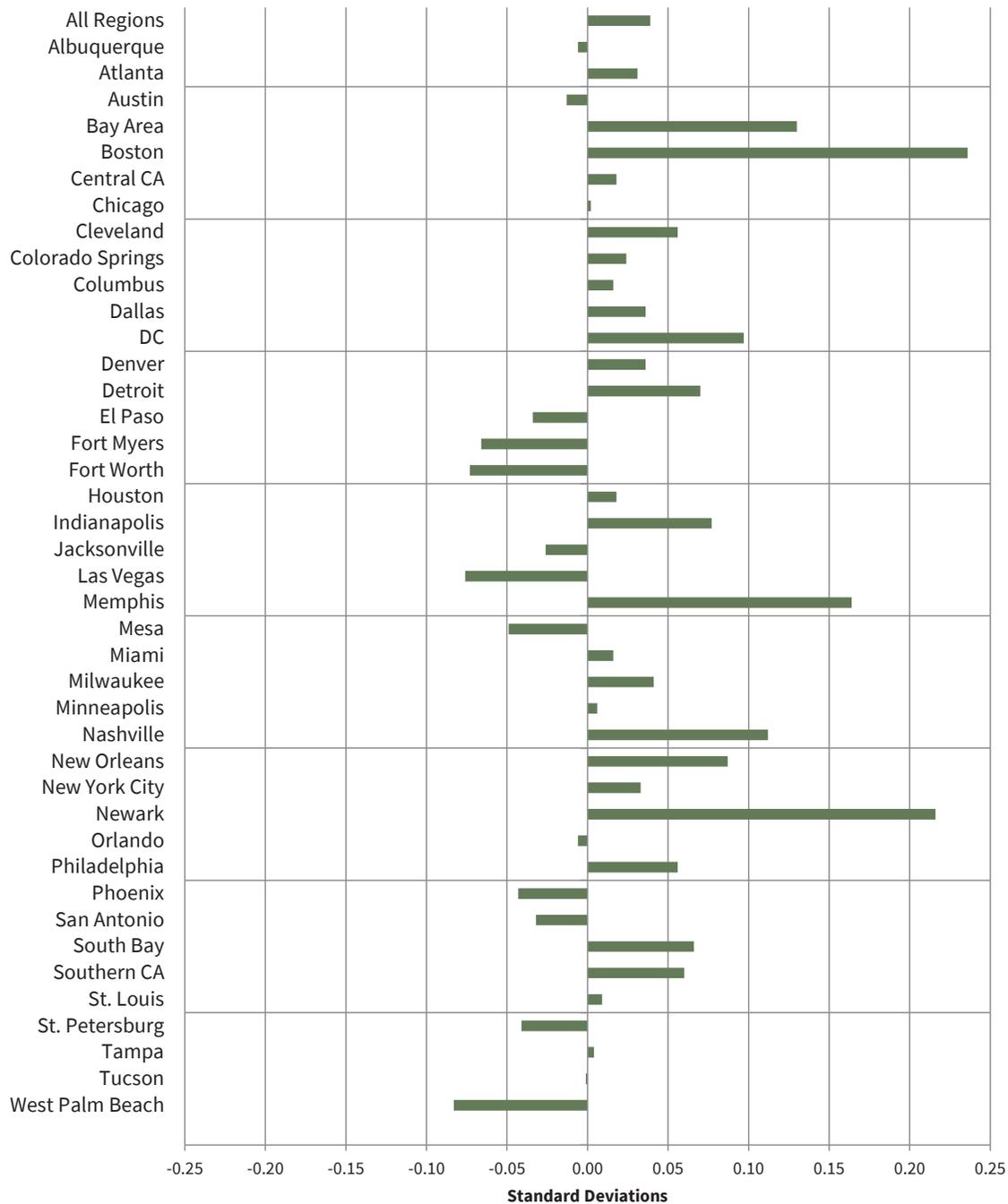


Figure 2: Impact of Charter Enrollment on Average Annual Learning Gains by Region – Reading



When all of the urban regions are pooled together, urban charter schools on average have significantly greater growth in math and reading than urban TPS.



**Click [here](#) to see an infographic on Math results for all regions combined.**

**Click [here](#) to see an infographic on Reading results for all regions combined.**

Specifically, students enrolled in urban charter schools receive the equivalent of 40 additional days of learning growth (0.055 s.d.'s) in math and 28 days of additional growth (0.039 s.d.'s) in reading compared to their matched peers in TPS. These figures compare favorably to those found for the national charter sector as a whole, where CREDO's National Charter School Study found the national average impact of charter enrollment was 7 additional days of learning per year in reading (0.01 s.d.'s) and no significant difference in math.

As with earlier studies of charter school performance, the aggregated results mask a more nuanced pattern. Figures 1 and 2 above show there is great variation in student results across regions. For math, the effect of attending charter schools ranges from a negative effect of -.14 s.d.'s in Las Vegas to a positive effect of .32 in Boston compared to the learning of TPS peers.

The pattern of charter school performance across the urban regions is positive on balance. There are more regions where urban charter school students outpace their TPS counterparts than regions where charter students lag behind them. Twenty-six urban regions have noticeably better learning gains in a year's time compared to 11 regions whose results lag behind their local yearly TPS gains in math. For reading, students in 23 regions outpace the learning gains of their TPS peers while in 10 regions their learning gains are smaller. In both subjects there are regions where the marginal improvement of charter school learning over TPS is dramatic: gains for charter students in the Bay Area, Boston, D.C., Memphis, New Orleans, New York City and Newark are much stronger than their TPS peers in Math. The Bay Area, Boston, Memphis, Nashville and Newark also stand out with respect to annual gains for charter school students in reading.

To put the magnitude of the gain or loss associated with enrollment in a charter school in perspective, it is valuable to consider the absolute level of academic achievement of each urban region relative to the

rest of their state. For example, if a region’s charter sector achieves modest positive gains relative to their local TPS, to what extent should we expect students enrolled in this charter sector to “catch up” over time with other students in their state? By considering the marginal charter effect in each region in relation to the average achievement of their urban region as a whole, we can get a sense of the extent to which charter students will catch up (or fall behind) relative to the rest of their state. (Note that the measures of growth cannot be added directly to the achievement measures, as they are created from different distributions.) Estimated charter impacts are presented in the first column, color coded to aid identification of patterns of performance across urban regions. Lighter colored cells represent a larger advantage for the charter sector. This comparison can be seen in Tables 3 and 4 below.

Table 3: Impact of Charter Enrollment on Learning Gains Relative to Average Achievement of All Schools in Region – Math

	Marginal Charter Effect	Average Achievement in Region at Start of Study	Key
Albuquerque	-0.019*	0.038	greater than 0.08
Atlanta	0.018**	-0.182	.02 to .08
Austin	-0.011	0.016	-.02 to .02
Bay Area	0.190**	-0.039	-.08 to -.02
Boston	0.324**	-0.498	less than -.08
Central CA	-0.003	-0.163	
Chicago	0.023**	-0.404	
Cleveland	0.043**	-0.716	
Colorado Springs	0.022**	0.111	
Columbus	-0.004	-0.472	
Dallas	0.041**	-0.030	
DC	0.134**	0.002	
Denver	0.077**	-0.536	
Detroit	0.090**	-0.688	
El Paso	-0.089**	-0.020	
Fort Worth	-0.140**	-0.232	
Fort Myers	-0.063**	0.013	
Houston	0.023**	-0.048	
Indianapolis	0.066**	-0.265	

	Marginal Charter Effect	Average Achievement in Region at Start of Study	Key
Jacksonville	0.018	-0.157	greater than 0.08
Las Vegas	-0.114**	-0.051	.02 to .08
Memphis	0.135**	-0.472	-.02 to .02
Mesa	-0.063**	0.198	-.08 to -.02
Miami	0.029**	-0.271	less than -.08
Milwaukee	0.091**	-0.841	
Minneapolis	0.077**	-0.493	
Nashville	0.071**	-0.380	
New Orleans	0.119**	-0.412	
New York City	0.145**	-0.190	
Newark	0.233**	-0.675	
Orlando	-0.014	-0.220	
Philadelphia	0.059**	-0.595	
Phoenix	-0.080**	-0.036	
San Antonio	-0.030**	-0.061	
South Bay	0.055**	0.135	
Southern CA	0.080**	-0.170	
St. Louis	-0.001	-0.034	
St. Petersburg	0.002	-0.081	
Tampa	0.047**	-0.108	
Tucson	0.045**	-0.230	
West Palm Beach	-0.033**	0.065	

Table 4: Impact of Charter Enrollment on Learning Gains Relative to Average Achievement of All Schools in Region - Reading

	Marginal Charter Effect	Average Achievement in Region at Start of Study	Key
Albuquerque	-0.006	0.066	greater than 0.08
Atlanta	0.031**	-0.145	.02 to .08
Austin	-0.013	-0.027	-.02 to .02
Bay Area	0.130**	-0.067	-.08 to -.02
Boston	0.236**	-0.587	less than -.08
Central CA	0.018*	-0.204	
Chicago	0.002	-0.373	
Cleveland	0.056**	-0.624	
Colorado Springs	0.024**	0.094	
Columbus	0.016*	-0.48	
Dallas	0.036**	-0.069	
DC	0.097**	0.002	
Denver	0.036**	-0.575	
Detroit	0.070**	-0.638	
El Paso	-0.034**	-0.069	
Fort Worth	-0.073**	-0.164	
Fort Myers	-0.066**	0.038	
Houston	0.018**	-0.093	
Indianapolis	0.077**	-0.271	
Jacksonville	-0.026*	-0.085	
Las Vegas	-0.076**	-0.079	
Memphis	0.164**	-0.424	
Mesa	-0.049**	0.133	
Miami	0.016**	-0.318	

	Marginal Charter Effect	Average Achievement in Region at Start of Study	Key
Milwaukee	0.041**	-0.743	greater than 0.08
Minneapolis	0.006	-0.525	.02 to .08
Nashville	0.112**	-0.275	-.02 to .02
New Orleans	0.087**	-0.414	-.08 to -.02
New York City	0.033**	-0.29	less than -.08
Newark	0.216**	-0.722	
Orlando	-0.006	-0.184	
Philadelphia	0.056**	-0.628	
Phoenix	-0.043**	-0.064	
San Antonio	-0.032**	-0.009	
South Bay	0.066**	0.136	
Southern CA	0.060**	-0.152	
St. Louis	0.009	-0.037	
St. Petersburg	-0.041**	-0.054	
Tampa	0.004	-0.147	
Tucson	-0.001	-0.194	
West Palm Beach	-0.083**	0.018	



[Click here to see an infographic regional association of achievement and charter effects for Math.](#)

[Click here to see an infographic regional association of achievement and charter effects for Reading.](#)

As can be seen in the infographics and Tables 3 and 4 above, by comparing the annual learning gains associated with charter enrollment to the average achievement of each urban region, multiple scenarios become apparent. Many urban regions (TPS and charter schools combined), such as Boston, Detroit, Indianapolis, Memphis, and Nashville, find themselves faced with large region-wide achievement deficits relative to their state's average but within the region have high quality charter sectors compared to their region's local TPS. These charter sectors appear to provide their students with strong enough annual growth in both math and reading that continuous enrollment in an average charter school can erase the typical deficit seen among students in their region (Annual Charter Impact by Years of Enrollment, presented in Table 9 below, suggest yearly growth increases as students persist in charter schools, increasing the likelihood of students "catching up" in these regions).

Another set of urban charter sectors find themselves in regions with large region-wide achievement deficits relative to their state's average and relatively moderate positive impacts on student growth relative to local TPS. For example, students enrolled in charter schools in Cleveland, Miami, and Milwaukee can expect to see higher levels of academic growth than expected in their region's local TPS, but this charter lift is not enough for the average charter student to offset the achievement deficit of the region relative to the rest of the state in both math and reading.

Two urban charter sectors, New York City and South Bay, stand out for providing positive gains for their students in both math and reading and serving a student body with achievement equal to or higher than the average achievement within their state. Continuous enrollment in these charter sectors can be expected to result in steady movement up the state's distribution of academic achievement.

Alternatively, the charter sectors in Las Vegas and Fort Worth provide their students, already achieving below the state average, with lower levels of academic growth in math and reading each year relative local TPS. Continuous enrollment in these charter schools will cause an already low achieving student base to fall further behind the average student in their state each year.

A final subset of charter sectors, such as those in Fort Myers, Mesa, and West Palm Beach, provide their students with lower levels of annual growth in math and reading and serve a student body that performs similarly to or better than their state's average achievement level. If these charter sectors do not find a way to increase the average level of academic growth among their students, they risk allowing their students to fall behind the rest of their state in academic achievement.

### Learning Gains by Student Subgroups

When the impact of urban charter schools is studied for students in different subgroups, we see that nearly every group of students experiences greater growth in charter schools than they would have

otherwise realized in their local TPS. Mirroring the findings for the charter sector at large, disadvantaged students tend to receive the strongest positive benefits from enrollment in urban charter schools. Black and Hispanic students, students in poverty, English language learners, and students receiving special education services all see stronger growth in urban charters than their matched peers in urban TPS. These results are partially offset, however, by the negative impact on math and reading growth experienced by White students enrolled in urban charter schools and for Native American students in math. The math results for white urban charter students compare favorably to the impact nationally, which was  $-.07$  s.d.'s; the reading results were the same. Asian students and retained students see mixed impacts on math and reading growth as a result of enrollment in charter schools. The impact of urban charter enrollment relative to local TPS for each subgroup can be seen in Table 5 below.

Table 5: Impact of Charter Enrollment on Annual Average Learning Gains for All Urban Regions

Group	MATH		READING	
	EFFECT SIZE	DAYS OF LEARNING	EFFECT SIZE	DAYS OF LEARNING
Overall	0.055**	40	0.039**	28
Black	0.051**	36	0.036**	26
Hispanic	0.029**	22	0.008**	6
White	-0.047**	-36	-0.021**	-14
Asian	0.012**	9	0.001	0
Native American	-0.097**	-70	-0.033	0
Poverty	0.033**	24	0.024**	17
ELL	0.041	0	0.071	0
Retained	0.012*	9	0.007	0
Special Ed	0.013**	9	0.018**	13

Group	MATH		READING	
	EFFECT SIZE	DAYS OF LEARNING	EFFECT SIZE	DAYS OF LEARNING
Black Students in Poverty	0.082**	59	0.061**	44
Hispanic Students in Poverty	0.067**	48	0.035**	25
Hispanic Students with ELL Status	0.10**	72	0.11**	79

Compared to the results found for all charter schools in CREDO's 2013 national report, urban charter schools achieve higher levels of average growth by reducing or eliminating educational deficits found in the charter sector more generally. For example, Asian students enrolled in urban charter schools receive small positive benefits in math (~ 8 days of additional growth) and no significant impact in reading relative to their peers in TPS. Across all charter schools in the 2013 National report, Asian students were found to receive the equivalent of 29 fewer days of learning relative to their peers in math, while also showing no significant difference in reading performance compared to their peers in TPS.

Continuing a trend found in CREDO's 2013 National Charter School Study, urban charter schools tend to do best in serving students with multiple disadvantages. This can be seen by comparing the average academic growth of Black and Hispanic students in poverty in charters and TPS. Across all urban regions, Black students in poverty receive the equivalent of 59 days of additional learning in math and 44 days of additional learning in reading compared to their peers in TPS. Hispanic students in poverty experience the equivalent of 48 days of additional learning in math and 25 days of additional learning in reading in charter schools relative to their peers in TPS.

Of particular note is the fact that, across all urban charter sectors, Hispanic English Language Learner (ELL) students advance each year in math on par with White, non-ELL students in TPS; in other words, Hispanic ELL charter students realize no learning gap each year. Reading gains for this group, like many other subgroups, lags White, non-ELL students in TPS, but their performance relative to their TPS Hispanic ELL peers is positive. Hispanic ELL students enrolled in charter schools receiving the

equivalent of only 22 days less growth in reading compared to White, non-ELL students enrolled in TPS. By comparison, Hispanic ELL students enrolled in urban TPS receive 29 fewer days of learning growth in math and 65 fewer days of learning in reading per year compared to that of White, non-ELL TPS students.

Compared to the national charter sector, urban charter schools also perform significantly better with three additional subgroups whose performance depressed the aggregate performance of Black and Hispanic students in the 2013 report: Black students not in poverty, Hispanic students not in poverty, and Hispanic students who are not ELL. Nationally, charter schools perform no differently than TPS in either math or reading with Black students who are not in poverty. Urban charter schools, however, provide significantly higher gains in both math (43 days additional learning) and reading (29 days additional learning) compared to local urban TPS with Black students not in poverty. Hispanic students not in poverty perform no differently in urban charters and TPS. This compares favorably to the national charter sector, where Hispanic non-poverty charter students saw significantly lower performance in both math (29 fewer days of learning) and reading (9 fewer days of learning) relative to their peers in TPS. Finally, Hispanic non-ELL students in urban charter schools perform significantly better than their peers in urban TPS, receiving the equivalent of 40 additional days of learning in math and 22 additional days of learning in reading per year of enrollment. In the national charter sector, Hispanic non-ELL students receive no benefit in math and only 7 additional days of learning in reading per year.

Table 6 below shows the impact of charter enrollment on math achievement, broken down by urban region. Estimated impacts are presented in each cell, which are color coded as well to aid identification of patterns of performance within and across urban regions. Lighter colored cells represent a larger advantage for the charter sector for that subgroup. Charter sectors with positive impacts greater than 0.08 standard deviations (s.d.'s) per year receive the lightest coloring, followed by those with positive impacts between 0.02 and 0.08 s.d.'s. Charter sectors with yearly impacts between -0.02 s.d.'s and 0.02 s.d.'s receive a neutral color, charter sectors with impacts between -0.02 and -0.08 s.d.'s receive a darker shade, and charter sectors with annual negative growth impacts greater than -0.08 s.d.'s receive the darkest shade. For example, the column presenting marginal charter effects for White students is generally “darker” than the column for students in poverty, suggesting that urban charter sectors tend to perform better among students in poverty than for White students generally. Results for reading are similar and can be found in Table 7 below.

In light of the substantial variation in sample sizes between included urban regions, and to aid the reader’s ability to identify patterns in charter impact across regions, estimates of charter impact are shaded without regard to statistical significance. For readers interested in p values associated with each of the estimates presented below, they can be found in the state level workbooks presented [here](#).

Table 6: Impact of Charter Enrollment on Annual Learning Gains in Math by Region and Sub-population

Urban Regions	Overall	Poverty Students	ELL	SPED	Black	Hispanic	Asian	White
All Regions	0.055	0.033	0.041	0.013	0.051	0.029	0.012	-0.047
Albuquerque	-0.019	0.016	0.088	0.023	-0.058	-0.031	-0.040	-0.021
Atlanta	0.018	0.041	-0.048	0.105	-0.005	-0.043	-0.041	-0.025
Austin	-0.011	0.124	-0.036	-0.006	-0.082	-0.078	-0.077	-0.161
Bay Area	0.190	0.060	0.006	-0.100	0.160	0.160	0.160	-0.010
Boston	0.324	0.043	0.114	0.051	0.272	0.290	0.175	0.208
Central CA	-0.003	0.039	0.085	-0.040	0.072	-0.059	-0.076	-0.184
Chicago	0.023	0.039	-0.007	0.004	-0.042	0.029	-0.074	0.013
Cleveland	0.043	0.022	-0.059	-0.043	0.050	-0.100	*	-0.057
Colorado Springs	0.022	-0.007	0.021	0.088	0.068	0.007	0.048	0.019
Columbus	-0.004	0.043	-0.067	-0.013	0.009	0.020	-0.031	-0.095
Dallas	0.041	0.034	0.005	0.039	-0.003	0.006	-0.086	-0.050
DC	0.134	0.071	0.059	0.107	0.072	0.020	-0.089	-0.100
Denver	0.077	0.037	0.026	-0.051	-0.044	0.061	-0.067	-0.045
Detroit	0.090	0.031	-0.059	-0.058	0.070	0.051	0.072	0.187
El Paso	-0.089	-0.007	-0.069	0.080	-0.231	-0.102	0.023	-0.208
Fort Myers	-0.063	-0.029	-0.753	0.013	-0.086	-0.039	-0.023	-0.048
Fort Worth	-0.140	-0.068	0.027	0.196	-0.170	-0.132	-0.080	-0.131
Houston	0.023	-0.018	0.019	0.017	-0.027	0.069	0.004	-0.017
Indianapolis	0.066	0.026	0.096	0.011	0.084	-0.009	*	-0.047
Jacksonville	0.018	0.017	-0.051	-0.026	0.014	0.005	-0.041	0.021
Las Vegas	-0.114	0.080	0.034	0.055	-0.067	-0.178	-0.105	-0.119
Memphis	0.135	-0.037	-0.012	0.016	0.149	0.147	*	-0.020
Mesa	-0.063	-0.002	0.096	0.039	-0.039	-0.034	0.012	-0.081
Miami	0.029	0.036	0.156	-0.033	0.006	-0.007	*	-0.039

Urban Regions	Overall	Poverty Students	ELL	SPED	Black	Hispanic	Asian	White
Milwaukee	0.091	0.016	-0.020	-0.022	0.094	0.052	0.148	0.050
Minneapolis	0.077	0.091	0.011	0.045	0.071	0.138	0.051	-0.164
Nashville	0.071	0.006	0.049	-0.065	0.059	0.104	0.179	0.096
New Orleans	0.119	0.002	-0.044	0.032	0.109	0.076	0.096	0.126
New York City	0.145	0.028	-0.013	0.040	0.134	0.102	-0.019	-0.005
Newark	0.233	0.013	1.933	-0.002	0.217	0.171	0.046	0.127
Orlando	-0.014	-0.069	-0.031	-0.019	0.048	0.121	*	-0.042
Philadelphia	0.059	0.024	0.100	-0.005	0.039	0.037	-0.022	0.050
Phoenix	-0.080	-0.010	0.051	0.011	-0.058	-0.017	-0.146	-0.117
San Antonio	-0.030	0.078	0.013	0.057	-0.110	-0.103	-0.054	-0.123
South Bay	0.055	0.114	0.073	-0.053	-0.102	0.010	-0.043	-0.053
Southern CA	0.080	0.037	0.025	-0.014	0.034	0.067	0.015	-0.035
St. Louis	-0.001	-0.023	0.123	0.074	0.010	0.001	0.006	0.031
St. Petersburg	0.002	0.008		0.028	-0.051	0.001	0.038	0.010
Tampa	0.047	0.026	-0.146	0.076	0.107	-0.018	0.258	-0.048
Tucson	0.045	-0.078	-0.006	-0.020	0.093	0.058	0.198	0.090
West Palm Beach	-0.033	0.049	-0.017	0.042	-0.057	-0.088	-0.159	-0.040

Color indicates size of charter impact on growth in standard deviations.

\* Value not reported due to small N.

Key	less than -.08	-.08 to -.02	-.02 to .02	.02 to .08	greater than .08
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Table 7: Impact of Charter Enrollment on Annual Learning Gains in Reading by Region and Sub-population

Urban Regions	Overall	Poverty Students	ELL	SPED	Black	Hispanic	Asian	White
All Regions	0.039	0.024	0.071	0.018	0.036	0.008	0.001	-0.021
Albuquerque	-0.006	0.017	0.075	-0.029	-0.102	-0.016	0.040	-0.005
Atlanta	0.031	0.068	-0.064	0.079	0.005	-0.066	-0.200	-0.046
Austin	-0.013	0.072	0.042	0.061	-0.079	-0.040	-0.038	-0.123
Bay Area	0.130	0.031	0.076	-0.005	0.119	0.076	0.113	0.037
Boston	0.236	0.082	0.161	0.057	0.140	0.196	0.074	0.131
Central CA	0.018	-0.004	0.106	0.022	0.080	-0.023	-0.052	-0.015
Chicago	0.002	0.049	-0.016	0.005	-0.046	-0.041	-0.104	-0.148
Cleveland	0.056	-0.096	0.032	-0.002	0.170	0.062	0.307	0.052
Colorado Springs	0.024	-0.011	0.012	0.143	0.035	0.010	0.022	0.031
Columbus	0.016	0.065	0.000	-0.043	-0.015	0.020	-0.115	-0.067
Dallas	0.036	0.039	0.038	0.099	-0.013	-0.009	-0.042	-0.064
DC	0.097	0.048	0.029	0.104	0.051	0.033	-0.056	-0.063
Denver	0.036	0.030	0.040	0.072	-0.019	0.000	-0.009	-0.046
Detroit	0.070	0.035	-0.054	-0.049	0.047	-0.041	-0.356	0.133
El Paso	-0.034	0.021	0.010	0.108	-0.160	-0.076	0.113	0.041
Fort Myers	-0.066	-0.005	-0.813	0.045	-0.141	-0.075	-0.217	-0.046
Fort Worth	-0.073	-0.045	0.260	0.075	-0.113	-0.094	-0.021	-0.071
Houston	0.018	0.001	0.087	0.004	-0.022	0.030	0.017	-0.006
Indianapolis	0.077	0.022	0.087	0.040	0.063	-0.021	0.132	0.039
Jacksonville	-0.026	-0.008	-0.251	-0.010	-0.011	-0.097	0.025	-0.010
Las Vegas	-0.076	0.006	0.022	-0.041	-0.065	-0.086	-0.047	-0.058
Memphis	0.164	-0.004	0.010	0.014	0.152	-0.015	*	-0.019
Mesa	-0.049	-0.007	0.174	0.084	-0.045	-0.032	-0.036	-0.057

Urban Regions	Overall	Poverty Students	ELL	SPED	Black	Hispanic	Asian	White
Miami	0.016	0.046	0.040	-0.021	-0.036	-0.016	*	-0.040
Milwaukee	0.041	-0.015	0.023	0.061	0.057	0.027	0.054	0.022
Minneapolis	0.006	0.053	-0.015	0.036	0.019	0.044	-0.090	-0.166
Nashville	0.112	0.063	0.210	0.023	0.041	0.088	0.434	0.022
New Orleans	0.087	-0.001	0.041	0.071	0.075	0.066	0.061	0.141
New York City	0.033	0.039	0.001	0.029	0.003	0.000	-0.130	-0.099
Newark	0.216	0.020	-0.005	0.009	0.186	0.170	*	0.063
Orlando	-0.006	-0.005	-0.018	-0.127	0.060	0.016	-0.140	-0.029
Philadelphia	0.056	0.027	0.042	-0.006	0.040	0.004	0.047	0.028
Phoenix	-0.043	0.002	0.053	0.028	-0.039	-0.020	-0.024	-0.066
San Antonio	-0.032	0.061	0.062	0.091	-0.135	-0.097	0.022	-0.060
South Bay	0.066	0.037	0.054	-0.034	0.047	0.048	-0.009	0.004
Southern CA	0.060	0.024	0.070	0.001	0.016	0.033	0.007	-0.001
St. Louis	0.009	-0.010	0.066	-0.031	0.020	-0.035	-0.130	0.052
St. Petersburg	-0.041	-0.006	0.818	-0.037	-0.061	-0.012	0.107	-0.028
Tampa	0.004	0.024	-0.122	0.018	0.042	-0.035	*	-0.067
Tucson	-0.001	0.004	-0.072	0.010	0.055	-0.019	-0.022	0.010
West Palm Beach	-0.083	0.041	-0.074	-0.025	-0.078	-0.112	-0.097	-0.122

Color indicates size of charter impact on growth in standard deviations.

\* Value not reported due to small N.

Key	less than -.08	-.08 to -.02	-.02 to .02	.02 to .08	greater than .08
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### Impact of Urban Charter Attendance on Annual Learning Gains by School Level, Growth Period, and Years of Enrollment

In addition to analyzing the aggregate yearly impact of charter enrollment across all urban regions, we were interested to see if charter school impacts were consistent across grade spans, the results of which are presented in Table 8 below. Table 9 presents the impact of charter attendance by growth period. Growth periods cover two successive school years and use test scores from each to observe the change from one year to the next. Progressing across several periods can reveal trends in quality among urban charter schools over time. Table 10 provides the impact of charter attendance separated by year of enrollment. Disaggregating the average charter effect by year of enrollment allows us to identify changes in the impact of urban charter schools between a student's first year of enrollment and subsequent years in the charter sector.

Table 8: Impact of Urban Charter Attendance on Annual Learning Gains by School Level

	MATH		READING	
	EFFECT SIZE	DAYS OF LEARNING	EFFECT SIZE	DAYS OF LEARNING
Charter Elementary	0.056**	40	0.046**	33
Charter Middle	0.101**	73	0.063**	45
Charter High School	0.044**	32	0.012**	9
Charter Multilevel	0.01**	7	0.016**	12

Table 8 above separates out the impact of urban charter attendance by school level. While urban charter schools provide higher levels of annual learning growth at all school levels, the strongest positive impacts come from charter middle schools (73 additional days of learning per year in math and 45 additional days of learning per year in reading). Urban charter elementary schools are also found to provide strong positive impacts in both math and reading, while urban charter high schools are strongest in math.

Another view of the impact of charter schools on student learning addresses their performance over time. As the charter schools gain experience and the community gains understanding of schools of choice, performance could change. For example, charter schools could adapt over time to the needs of their students, or families could more readily identify schools that meet the needs of their children; both of these possibilities might translate into better results over time. Alternatively, as more charter schools open and attract later adopters, there is a chance that the quality of the schools could move to more closely reflect the overall quality of the broader range of schools. A study of the performance of charter schools in the urban regions over time appears below in Table 9.

Table 9: Impact of Urban Charter Attendance on Annual Learning Gains by Growth Period

Growth Period Ending in:	MATH		READING	
	EFFECT SIZE	DAYS OF LEARNING	EFFECT SIZE	DAYS OF LEARNING
2008-2009	0.040**	29	0.033**	24
2009-2010	0.058**	42	0.042**	30
2010-2011	0.057**	41	0.037**	27
2011-2012	0.081**	58	0.057**	41

Similar to the national charter sector, urban charter schools show a general upward trend in quality over time, achieving positive annual impacts of 58 additional days of learning in math and 41 additional days of learning in reading by the final growth period in this analysis. This is consistent with both the findings for the national charter sector in CREDO's 2013 National Charter School Study and the recent emphasis on quality improvement in the sector<sup>7</sup>. It is important to note that results presented above control for changes in student demographics and achievement each year and therefore isolate the real charter impact in separate growth periods. A single school can also be represented in each growth period if it was open and had tested students each year of analysis. That said, the charter sector is dynamic and thus the cohort of charter schools is not the same in each year, due to a combination of the establishment of new urban charter schools and the closure of existing ones.

<sup>7</sup> For example, National Association of Charter School Authorizers: <http://www.qualitycharters.org/one-million-lives/one-million-lives.html>

Table 10 below provides the annual impact of charter attendance separated by year of enrollment. Specifically, the average annual impact of charter enrollment presented earlier is broken down in to a “1<sup>st</sup> year in charter” effect, a “2<sup>nd</sup> year in charter effect,” a “3<sup>rd</sup> year in charter effect,” and a “4+ years in charter effect.”

Table 10: Impact of Urban Charter Attendance on Annual Learning Gains by Years of Enrollment

	MATH		READING	
	EFFECT SIZE	DAYS OF LEARNING	EFFECT SIZE	DAYS OF LEARNING
1st Year in Charter	0.01**	7	-0.01**	-7
2 <sup>nd</sup> Year in Charter	0.08**	58	0.06**	43
3 <sup>rd</sup> Year in Charter	0.12**	86	0.06**	43
4+ Years in Charter	0.15**	108	0.10**	72

The impact of urban charter attendance shows a strong positive trajectory by year of enrollment (Table 10). The longer students stay enrolled in charter schools, the larger the annual benefit of charter attendance becomes. These trends are strong enough that by the time a student spends four or more years enrolled in an urban charter school, we can expect their annual academic growth to be 108 days greater in math and 72 days greater in reading per year than their peers in TPS. Given these trends, it is not unreasonable to expect many urban charter sectors to continue to improve in quality. Trends in charter quality are also presented for each urban region, which can be found in individual state workbooks [here](#).

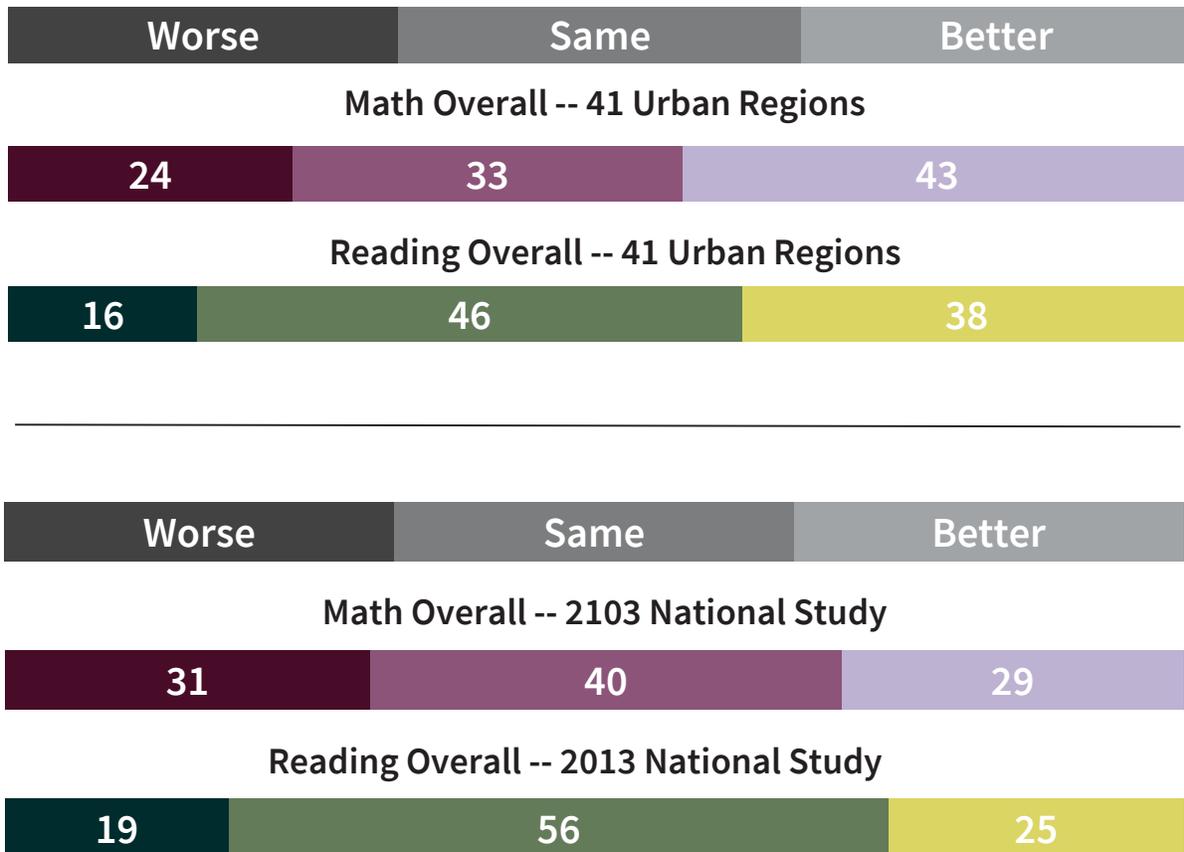
### School-level Quality Comparisons

Much of the discussion about CREDO’s earlier work has centered on school-level comparisons of the performance of charter schools versus the alternative schooling options their students face. These computations group charter school students by their school of enrollment each year and compare the

average academic progress to the average of their similarly-grouped virtual peers. These school-level measures are then statistically tested in pairs to see if the charter school is performing better, worse or no different than its corresponding school.

Consistent with the general tenor of findings earlier in this report, the school quality comparisons for urban charter schools are more positive than was found for the sector as a whole in the 2013 National Charter School Study. The relative comparisons appear in Table 11 below.

Table 11: School-level Quality Comparisons – 41-Region Urban Charter School Study Results and 2013 National Charter School Study Results



At both ends of the quality scale, urban charter schools post more positive results than was found across the national scene in 2013. The proportion of the urban schools that have significantly poorer results than the TPS alternative is decreased in both math and reading. The more notable improvement occurs at the high end of the quality spectrum. In both tested subjects, the proportion of urban charter schools that out-perform their local TPS is more than 10 percentage points larger than was found in the 2013 national study.

The school-level quality comparisons for individual regions take the aggregate results into even sharper relief. These comparisons appear in Tables 12 and 13.

Table 12: School-Level Quality Comparisons by Region - Math

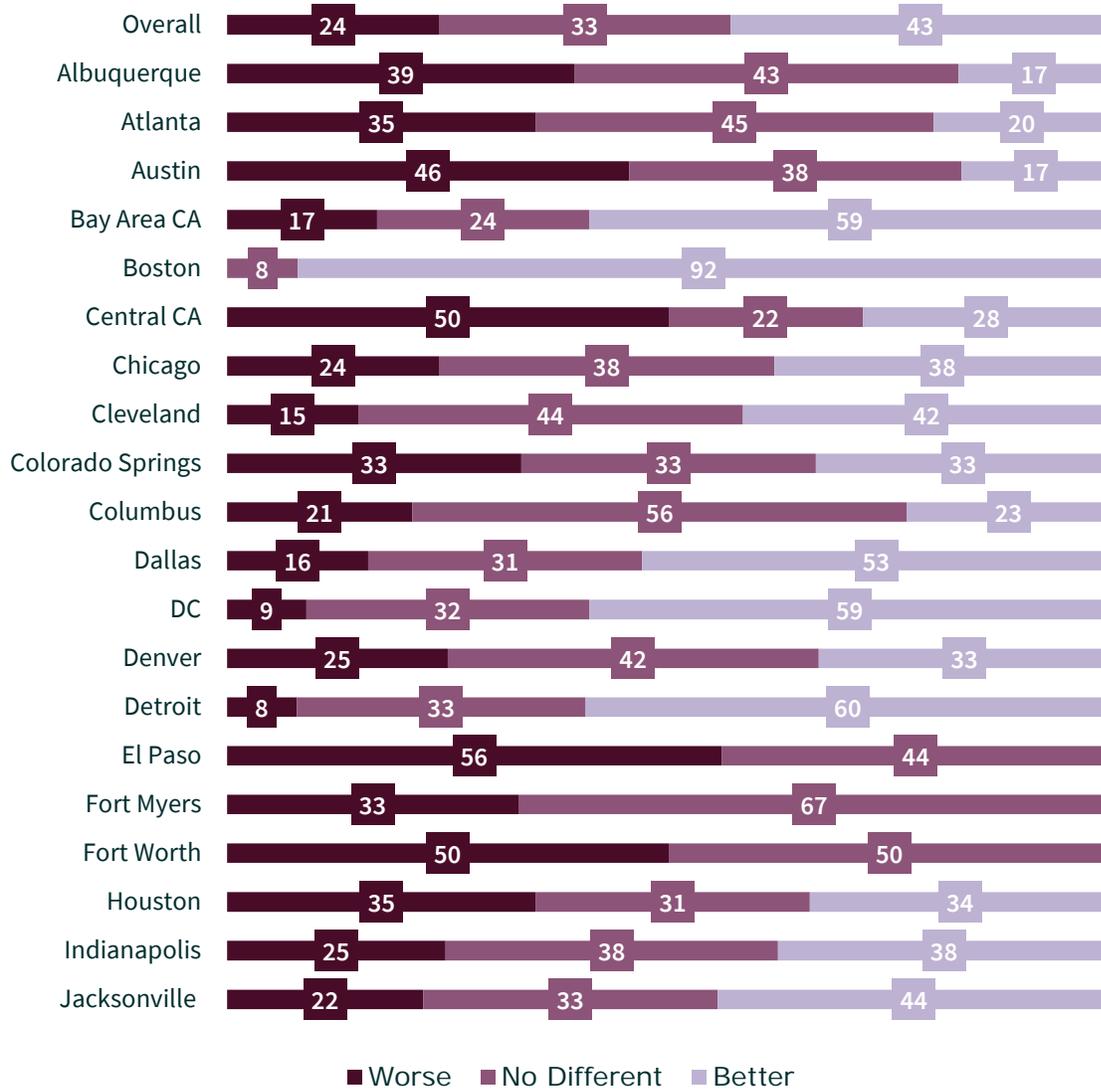


Table 12 (Continued)

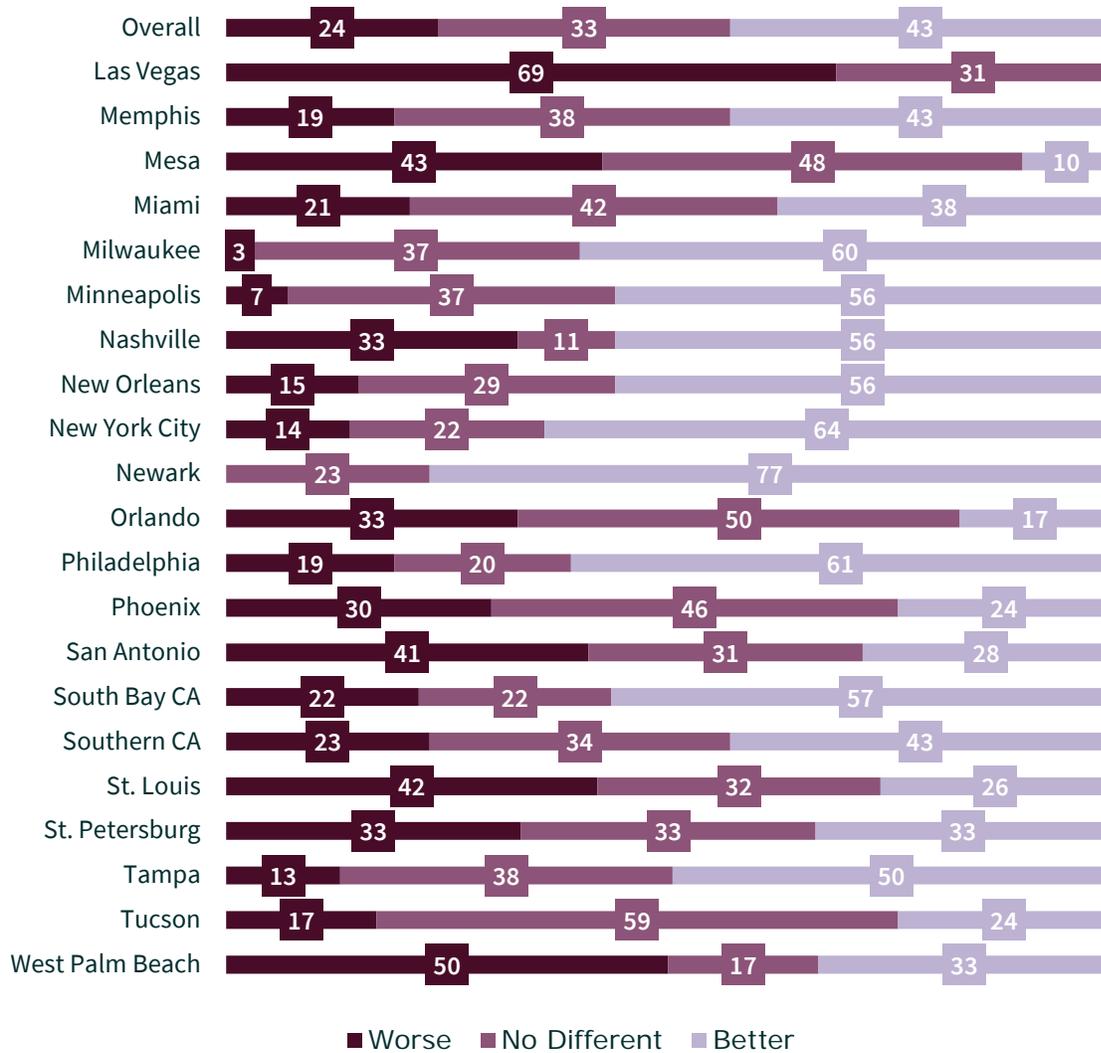


Table 13: School-Level Quality Comparisons by Region – Reading

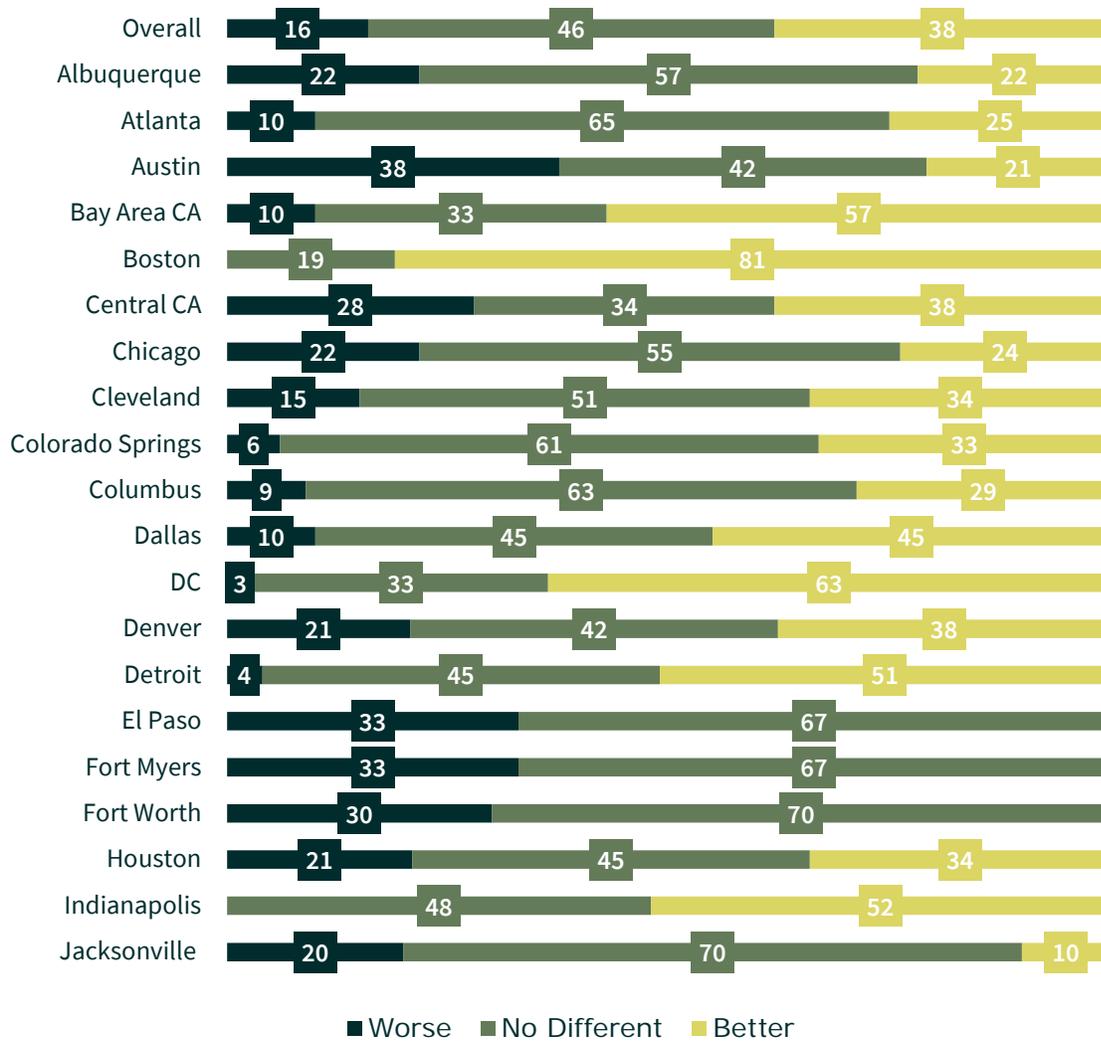
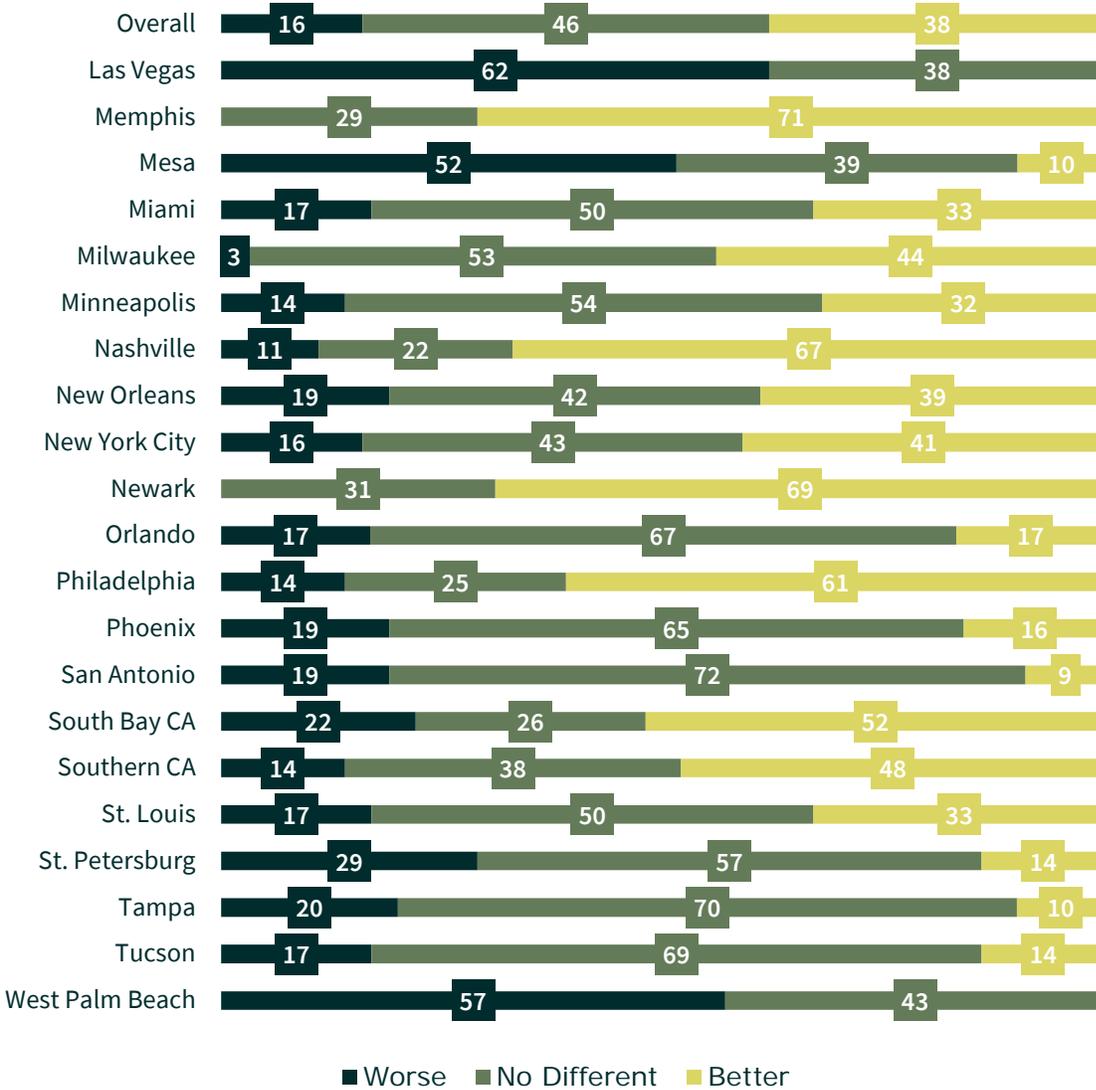


Table 13 (Continued)



The individual region results show cause for concern and for celebration. six of the 41 regions are dramatically lower performing than their TPS counterparts in one or both subjects. In math, more than 50 percent of the charter schools in Central California, El Paso, Fort Worth, Las Vegas and West Palm Beach have significantly lower learning gains. The same is true for Las Vegas, Mesa and West Palm

Beach in reading. The fact that only six regions have these results is cold comfort. There is an urgent need to address the primacy of academic rigor in the charter schools in these communities

A more positive way to summarize the regional differences is to consider the number that have minimized the share of schools performing badly and/or have a majority of their schools performing at levels superior to the local TPS alternatives. These regions demonstrate the quality can focus at either end of the spectrum to achieve overall strength in the region. Looking at math results, seven regions have less than 10 percent of their schools significantly underperforming their TPS alternatives. Fourteen regions have more than 50 percent of their schools outperforming their local TPS options. In reading, twelve regions have less than 10 percent performing worse than the local TPS and ten regions have 50 percent or more of their schools showing results that are superior to TPS.

Importantly, a substantial number regions manage to accomplish both targets: small shares of low performing schools and a majority of charters outperforming their local TPS. For reading, the Bay Area in California, Boston, DC, Detroit, Indianapolis, Memphis and Newark accomplish this result. For math, the Bay Area in California, Boston, DC, Detroit, Milwaukee, Minneapolis and Newark do the same. Charter schools in Boston, Detroit, the District of Columbia and Newark stand out for meeting the dual standard in both math and reading. These four communities of charter schools provide essential examples of school-level and system-level commitments to quality that can serve as models to other communities.

## Correlates of Performance

Knowing the charter effect sizes of so many regions naturally raises the question, "Can we explain why the differences across regions exist?" Proving a causal relationship between the performance of districts and any potential explanatory factors is impossible -- there is no way to systematically alter some regions to see if their performance changes as a result. Regardless, it is still interesting to consider if size of the charter community, maturity of the movement in the state, or other observable factors track with performance.

We computed Spearman Rank Order correlations of a number of descriptors of the charter schools in each region. Spearman Rank correlations are a variant of the better known Pearson correlations; the test of association is based on the rank order of the regions on the two variables under consideration. In other words, we ranked the regions by their charter academic growth effects and then tested how closely the rank order of other factors, such as the overall number of K-12 students in a region or the percent of students enrolled in charter schools, matched the performance ranking. The resulting correlation coefficients appear in Table 14.

Table 14: Correlations between Math or Reading Effect Sizes and Other Factors

VARIABLES	MATH	READING
Reading	0.89*	
<b>Structure of the Charter Sector</b>		
Year State Charter Law Enacted	-0.10	-0.07
State Charter Law Ranking in 2012	0.09	-0.07
Number of Schools	0.24	0.23
Number of TPS	0.20	0.20
Number of Charter Schools	0.34*	0.27
<b>Student Population</b>		
Total Students in 2006	-0.08	0.01

VARIABLES	MATH	READING
Total Charter Students in 2006	0.26	0.30
Total Students in 2010	-0.07	-0.01
Total Charter Students in 2010	0.36*	0.40*
Percent Special Education Students in 2010	0.05	-0.08
Percent English Language Learners in 2010	0.14	0.16
Percent Students in Poverty in 2010	0.32*	0.38*
Percent White in 2010	-0.52*	-0.54*
Percent Black in 2010	0.50*	0.49*
Percent Hispanic in 2010	-0.31	-0.31*
Percent Asian/Pacific Islander in 2010	0.15	0.06
Percent Native American in 2012	-0.25	-0.40*
Percent Multi-racial in 2010	-0.22	-0.13
Student Count of Primary School Districts	0.02	-0.14
Charter Student Count of Primary Schools	0.21	0.17
<b>Market Share</b>		
Percent Charter Schools	0.12	0.06
Charter Share of Largest School District in Region	0.16	0.31
Percent Charter Students in 2006	0.27	0.30
Percent Charter Students in 2010	0.46*	0.48*
Difference in Percent Charter Students (d=2010-2006)	0.45*	0.51*

The factors we considered group into four clusters: Structure of the Charter Sector, Student Populations, and Market Share. As far as variables pertaining to the structure of the charter sector, such as the maturity of the sector or the perceived quality of the charter law (using the National Alliance for Public Charter Schools State Charter Law rankings), neither factor had a significant correlation with the comparative student learning gains over TPS peers. However, the Student Population variables suggest that increased maturity of the sector in a given region may have an influence, because the absolute number of charter students was not significant in 2006, but became significant in 2010. Similarly, the share of a region's students who were enrolled in a charter school followed a similar trend, not significant in 2006 but becoming significant in 2010. The pattern suggests that there may be some role of critical mass in fostering better performance across the charters in a region. This idea is supported by the finding that the larger the jump in charter share of public students, the higher the region's performance.

Several school-level student profile variables were found to be significant. The percent of students in each region who are in poverty or who were Black or Hispanic was positively associated with learning gains in both math and reading across the regions. While the results might be counter-intuitive -- these groups are typically considered less academically prepared -- the correlations are consistent with the expressed mission of many urban charter school operators to provide high-quality education choices specifically for these students. Finally, the larger the share of White students in a region, the less advantage charter schools bestow on them compared to their TPS peers. Tracing back through region-specific findings, the result makes sense: regions with large shares of White students tended to have above average starting achievement in TPS and weaker annual academic progress in charter schools.

## Implications

1. Urban charter schools vary in quality, but that variation clusters around a higher average level of performance than the national charter sector as a whole.

Compared to the results found for the national charter sector in CREDO's 2013 National Charter School Study, urban charter schools on average achieve substantially greater levels of growth in math and reading relative to local TPS. Despite this advantage in aggregate performance, urban charter sectors exhibit similar levels of variation in academic quality around this average, both across sectors and often within each sector as well. While a handful of the highest performing charter sectors have figured out a way to provide superior, or at least equivalent, levels of academic growth relative to local TPS for every student subgroup (e.g. Boston and Newark), many strong charter sectors nonetheless fail to provide strong growth for every sector of their student population.

2. Urban charter schools tend to reflect the strengths and weaknesses of the national charter sector.

In many respects, urban charter schools achieve their high average levels of performance by essentially "doubling down" on the strengths of the broader charter movement. In most urban regions with strong charter sectors, the major drivers of these effects are their high performance with students in poverty, Black and Hispanic students, and English Language Learners. Also similar to the national charter sector, urban charter schools tend to see their aggregate performance dragged down by relatively low levels of growth provided to their White and Asian students, although these deficits are typically smaller than those found for the national sector.

3. Attempts to identify correlates of performance point to two themes.

The first was accumulated success over time, both in attracting larger numbers of students into the region's charter schools and maintaining a strong pace of growth in the region. The second was the focus on students of color and poverty; where regions had schools that enrolled larger shares of these students, the regional results were stronger. This suggests a focused model with continuing success in providing students who are often disenfranchised in local schools better opportunities to grow academically.

4. Many urban regions could benefit by finding a “sister city.”

Many urban regions stand to benefit from identifying and learning from an urban charter sector that has figured out how to achieve substantially higher levels of growth with similar students. For example, cities like Orlando and Fort Myers can look to and learn from the success of Miami’s charter sector with ELL students, who see the equivalent of 112 additional days of learning per year in math relative to their peers in TPS. Similarly, members of the charter sector in Denver could benefit from taking a drive to Colorado Springs to see how they achieve such strong results with their special education population. Many schools, in both the charter and TPS sector, pride themselves on their willingness to experiment, refine, and develop best practices in education. We hope the findings in this report can serve as a road map to guide that process.

5. The best urban charter sectors provide extraordinary opportunities to learn how best to serve the most disadvantaged students.

The results presented throughout this document (and online at [urbancharters.stanford.edu](http://urbancharters.stanford.edu)) provide ample evidence that some urban charter sectors have figured out how to create dramatically higher levels of academic growth to their most disadvantaged students. This is important for at least two reasons. First, these urban regions can serve as models from which all public schools serving disadvantaged student populations may learn. Second, and perhaps more important, these charter sectors clearly refute the idea that some groups of students cannot achieve high levels of academic success. They need only to be given the opportunity.



## About the Author



**Marcus A. Winters** is a senior fellow at the Manhattan Institute and an associate professor at Boston University. His research focuses on education policy, including school choice, accountability, and teacher quality. Winters's papers have been published in the *Journal of Policy Analysis and Management*, *Educational Researcher*, *Educational Evaluation and Policy Analysis*, *Education Finance and Policy*, *Educational Finance*, *Economics of Education Review*, and *Teachers College Record*. His op-eds have appeared in the *Wall Street Journal*, *Washington Post*, and *USA Today*, and he is often quoted in the media on education issues. Winters holds a B.A. in political science from Ohio University and a Ph.D. in economics from the University of Arkansas.

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## Executive Summary

This report estimates the effect of enrolling in a charter school on student standardized test scores in Newark, New Jersey. The results indicate that attending a Newark charter school that participated in the city's common enrollment system leads to large improvements in math and reading scores, and the effect is especially large for students who attend a charter school run by either the KIPP or Uncommon public schools networks.

The analysis is based on data from the first two years of the city's common enrollment system, which uses the deferred acceptance (DA) mechanism to assign students to all traditional public and magnet schools, as well as most charters. The DA mechanism assigns students to schools based on the parent preferences and other characteristics via an algorithm. I apply the method for producing causal estimates within a DA-style assignment mechanism recently developed by Abdulkadiroğlu et al.<sup>1</sup> to measure the effect of enrolling in a charter school on student test scores after one, two, and three years. This approach takes advantage of a random component in assignments to charter schools, making it similar to a conventional randomized field trial.

The results add to a limited body of research evaluating a broad set of charter schools in a city with high charter school concentration. Newark's charter school sector is one of the most expansive and rapidly growing in the nation; it now enrolls about a third of the city's roughly 55,000 public school students. The policy implications of this research are particularly salient because charter expansion in Newark was a major component of the city's educational reforms in 2010, after a \$100 million gift in 2010 from Facebook CEO Mark Zuckerberg and his wife, Priscilla Chan.

### Major Findings:

- ✓ Enrollment in a Newark charter school that participated in the common enrollment system leads to large improvements in math and English language arts (ELA) test scores, on average.

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- ✓ There are potential differences in the effect of enrolling in a charter school by student subgroup, such as race, gender, or qualification for free lunch. However, due to the smaller sample sizes, these models are estimated too imprecisely to detect such differences as statistically significant.

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- ✓ Students who enrolled in a charter school operated by either the KIPP or Uncommon national charter school networks experienced especially large effects. When considered as a group, participating charter schools operated by other entities produce some gains, though of a smaller magnitude.

# CHARTER SCHOOLS IN NEWARK:

## The Effect on Student Test Scores

### Introduction

Previous research suggests that, on average, urban students benefit from attending a charter school, but charter school effectiveness varies across localities.<sup>2</sup> Few studies have evaluated a broad set of charter schools operating within a locality where charters enroll a substantial share of public school students. Addressing this limitation in existing research is important because charter schools may not scale well. For instance, large charter sectors might dig deeper into the local market for teachers and school leaders, necessitate a larger bureaucracy, or lead to changes in the characteristics of students who enroll in charters.

Evaluating highly concentrated charter school sectors is of immediate policy concern. Charter schools enroll only about 6% of public school students nationwide. But there are 16 public school districts in which they enroll at least a third of public school students.<sup>3</sup> If charters are to revitalize public education in the way that many of their advocates envision, they must maintain effectiveness as the sector grows within a locality.

Newark's charter school sector, which now enrolls about a third of the city's public school students, is one of the most expansive and rapidly growing in the nation. Legislation has paved the way for further growth of the sector, which is projected to enroll 44% of public school students by 2022.<sup>4</sup> Newark also provides an especially salient policy context in which to consider charter school effects. The state took over Newark's public school system in 1995, following years of ineffectiveness and did not relinquish control until 2018. Expanding the city's charter sector was among several reforms driven by a \$100 million matching gift in 2010 from Facebook CEO Mark Zuckerberg and his wife, Priscilla Chan. The couple announced the gift on the *Oprah Winfrey Show*, alongside then-governor Chris Christie and then-mayor and now U.S. senator Cory Booker. The political response to these philanthropically inspired reforms has been mixed.<sup>5</sup>

In this report, I contribute to the evidence on urban charter school impacts by estimating the effect of enrolling in a charter school in Newark, New Jersey, on student standardized test scores. I analyze data from the first two years of the city's common enrollment system, which assigns students to all traditional public and magnet schools, as well as most charters.<sup>6</sup> This approach employs variation from the 70% of the city's charter schools that use the common enrollment system, which currently enroll about 85% of its charter school students. I produce plausibly causal estimates for the effect of enrolling in a charter school that participated in the common enrollment system (hereafter, "participating charter schools"), and I show that my results are not likely to be driven by ineffective charters choosing not to participate. Additionally, because the analysis is based on the later-year test scores of students who enrolled in a charter school in a given year—regardless of whether they remain enrolled—the effect on test scores cannot result from charters removing low-performing students, as they are often accused of doing.

I find that enrolling in a Newark participating charter school leads to large improvements in a student's math and English language arts (ELA) test scores, on average. Students appear to maintain these positive test-score effects over time. The magnitude of the impact from attending a Newark participating charter school is comparable with

that found in previous research on charters in Boston and Denver. To place the result into context, attending a Newark participating charter school has a larger effect than 80% of other educational interventions that have been recently studied using an experimental design.<sup>7</sup>

I also report results from analyses evaluating whether the effect of enrolling in a participating charter school differed by student subgroup. I find the potential for some differences in the effect of attending a participating charter school based on several key demographic characteristics, such as race, gender, or qualification for free lunch. However, the small number of students in some of these analyses leads to imprecise estimates that are not detected as statistically significant by the model.

Also consistent with previous research in Boston and Denver, I find meaningful differences in the impact of attending charter schools based on the school's operator. I find especially large test-score impacts from attending a charter school operated by one of two well-known national charter management organizations: the Knowledge Is Power Program (KIPP) and Uncommon public schools. Charter schools operated by these providers are especially interesting because they have national reach, they account for about half of Newark's charter school students, and both have previously been described as applying the "no excuses" approach that previous studies have found to be especially effective at improving student test scores.<sup>8</sup> Participating charter schools run by other operators have smaller—and, at times, statistically insignificant—effects. However, limitations in the data require lumping all participating charters not run by KIPP or Uncommon into a single category, even though their methods are diverse. There may be meaningful differences in the effects of charter schools in Newark that are run by entities other than KIPP or Uncommon.

## Data<sup>9</sup>

The analysis is based on information from two sources. I acquired longitudinal administrative data—including test scores, demographics, and school enrollments—for students attending traditional public and charter schools in Newark from 2013–14 through 2017–18 from the New Jersey Department of Education (NJDOE).

The administrative data are matched to records from Newark Enrolls, the city's common enrollment assignment mechanism. My analysis relies on the data that the city used to match students to schools

for the 2014–15 and 2015–16 school years, which were the first two years of the system. These data include school preference orderings and the school assignments resulting from a deferred acceptance (DA) algorithm. Participants in the common enrollment system were matched to the state administrative data by first and last name, date of birth, race/ethnicity, gender, and the grade level to which they were applying for enrollment.

The dependent variable in my analysis is each student's test score on the state's math or ELA exam, standardized by subject, grade, and year. Newark students were typically tested in grades three through nine prior to the 2014–15 school year; thereafter, testing was expanded to include most students enrolled in grades nine through eleven.<sup>10</sup> The estimation sample includes students who participated in the initial assignment round of the Newark Enrolls process and who are successfully matched to records in NJDOE data with non-missing test scores.<sup>11</sup> All students in the estimation sample also have valid test scores in the year prior to assignment for use as a control, which excludes students seeking seats in grade three.

I report results from models that combine students from the first and second years of the DA system into a single regression. The dependent variable is thus the student's standardized score, a given number of years following initial assignment. For example, the analysis of test scores one year following assignment uses the spring 2015 score for students who participated in the 2014–15 DA process and the spring 2016 score for students who participated in the 2015–16 DA process.

## The Challenge of Measuring the Effect of Attending a Charter School on Student Outcomes

The policy-relevant research question is: What is the difference in later outcomes for students who enroll in a charter school, compared with the outcome that the same students would have achieved in a traditional public school? In economics parlance, we are interested in estimating the causal effect of enrolling in a charter school on later student outcomes.

## The Process of Assigning Students to Schools in Newark

Too often, attempts are made to answer this question by comparing the average test scores of charters with those of nearby traditional public schools. But these direct comparisons are misleading. If charter schools have higher average scores, perhaps it is because they are more effective—or perhaps the students enrolled in charter schools are meaningfully different from those in nearby public schools.

Rather, estimating causal effects requires a strong research design that compares the outcomes of students who enroll in charters with a counterfactual group of students who are essentially identical in all ways except that they attend a traditional public school. One way of making these comparisons involves statistically controlling for observed differences—in race, family income, etc.—between charter and traditional public school students. Inevitably, there are unobserved differences, such as parental involvement and motivation, that cannot be captured in the data and thus cannot be controlled for directly.

The most convincing studies in the charter school literature take advantage of randomization within the process of assigning students to charter schools in order to account for both observed and unobserved differences between charter and traditional public school students. When there are more applicants for a charter school than available seats, students are often assigned a spot randomly. The only difference between students who applied and got in and those who applied and did not get in is a random flip of the coin—rather than a factor like parental involvement, which may itself influence outcomes. Thus, any difference in later outcomes between these groups can be interpreted as the causal effect of enrolling in the charter school. This approach, which is modeled on medical trials, is known as a randomized field trial (RFT).

However, it is not possible to use a conventional RFT to evaluate Newark charter schools during the period that I analyze because most charter schools in the city do not operate a single lottery to enroll students. Since the 2014–15 school year, Newark has used a centralized enrollment system, branded “Newark Enrolls,” which applies a DA algorithm to assign students to all public schools and most charter schools. However, the DA enrollment system has a randomized component that can be exploited to tackle the problem of unobserved differences between charter and traditional public school students.

Rather than apply to each desired charter school separately, parents in Newark who want to enroll their child in a new school submit a rank-ordered list of school preferences to the centralized school district. Schools submit their number of available seats in each grade. Schools also have priorities for students based on a few factors. Siblings of students currently enrolled in a school are given highest priority, followed by students who live in the neighborhood surrounding a school. In Newark, schools with relatively few students eligible for free or reduced-priced lunch and those with few special-education students give a priority to some students in these categories. Magnet schools also provide a rank-ordered list of students whom they have identified as eligible for enrollment. Even after all these preferences are taken into account, however, there are still ties that need to be broken. This is where the random component comes in: students are assigned a randomly generated lottery number that is used when there are not enough seats to accommodate all the students who want to attend a school and are in the same school-preference category.

An algorithm assigns students to schools according to their preferences. Students are initially matched to their first-preference school. If, in all cases, the number of students with a first preference for a school is less than the number of available seats, the assignment is completed. But if more students list a school as their first preference than there are available seats, the students are ranked according to the school’s preference categories, and those with the highest priority are provisionally assigned to the school. Students not admitted to their top-ranked school are then considered for their second-ranked school, along with those who were provisionally admitted in the first step. A student who ranked a school second may bump one who was provisionally assigned to the school in the first stage if the former student is in a higher school-preference category or has a higher lottery number within the same category. The algorithm continues until all students are admitted to a school or the remaining students have no additional schools on their preference list. If students fail to obtain a seat at any of their listed schools and their current school offers their grade, they are reseated at their current school or at a “guaranteed” school that is typically based on their residence.

FIGURE 1.

### Participation in Common Enrollment System of Newark Charter Schools, [2014–16]

Participating Charter Schools	Nonparticipating Charter Schools
Great Oaks	New Horizons Community
Newark Legacy	Robert Treat Academy
Lady Liberty Academy	Maria L. Varisco-Rogers
Marion P. Thomas	The Gray Charter School
Merit Prep Newark	Link Community
Newark Educators' Community	Discovery
Newark Prep	Achieve Community
North Star Academy	LEAD
People's Preparatory	M.E.T.S
Philip's Academy	
Roseville Community	
TEAM	
Paulo Freire	
University Heights	
Vision Academy	

Source: New Jersey DOE

### Interpreting the Charts

The dot and number show the estimate of the causal effect of charter school attendance, measured in standard deviation units. The line moving through each dot illustrates the 95% confidence interval, which is a measure of the estimate's precision. The true value may be higher or lower than the dot, but there is a 95% chance that the true charter school effect is found at some point on the line. Smaller lines reflect a more precise estimate. If the line contains both positive and negative values, we say that the estimate is "statistically insignificant" because we are less than 95% sure that the effect is different from zero.

Unfortunately, the district was unable to provide the specific algorithm used to assign students: thus I was forced to replicate the assignment mechanism. Some data limitations prevent me from fully replicating the process.<sup>12</sup> Despite these limitations, I am able to replicate the true seating assignments for 85% of participating students.<sup>13</sup>

All traditional public and magnet schools were required to participate in the Newark Enrolls process. Charter schools, however, could opt into or out of the system. Figure 1 shows which schools participated in 2014–15 and 2015–16. The causal estimates in this report apply only to charter schools that participated in Newark Enrolls.

I also report estimates for the relationship between enrolling in a nonparticipating charter school and student test scores. I find a positive relationship between enrolling in one of these schools and test scores; importantly, these results cannot be interpreted as causal. However, the fact that the estimate for attending a nonparticipating school is positive suggests that the estimates for participating charter schools are not the result of the least effective charter schools choosing not to enroll in the enrollment system.

## Estimation Strategy

I apply the process recently developed by Abdulkadiroğlu et al. to estimate the effect of attending a charter school in Denver by calculating a propensity score within a DA-type assignment mechanism.<sup>14</sup> The method takes advantage of the fact that student and school preferences are fixed, which means that the student's randomly generated lottery number determines school assignment. After students and schools submit their preferences, it is only the randomly generated lottery number that determines the schooling placement. By repeatedly simulating the assignment process, I can find the probability that a student with a given set of preferences and characteristics will be assigned to a charter school.

I generate random lottery numbers 500 times and use them in combination with the student and school preferences included in the data to simulate school assignments had the students been given a different random lottery number. The percentage of times that the algorithm assigns a student to a charter school is the conditional probability of random assignment, also known as the propensity score. This propensity score is included as a control in a two-stage least-squares regression that uses assignment to a charter school as an instrument for charter school enrollment that year to estimate the effect of enrolling in a charter school on later student outcomes.

This method has important advantages when compared with propensity matching, another commonly used research design. Unlike most propensity-match-

observe student and school preferences, and I can reasonably approximate student assignments. First, I am able to confine the estimates to evaluate only students who have some probability of receiving a charter school offer—that is, I compare students who enrolled in charter schools only with those students in traditional public schools who also expressed at least some desire and had a chance of attending a charter school. Second, the modeling of the enrollment process and the use of a randomized component in school assignment mimics assignment in a conventional lottery-based study.

This approach addresses a limitation in studies of a single lottery. Because the data come from a centralized enrollment system, I can observe student assignments to a broad set of charter schools. In addition, the estimation procedure within the DA framework allows me to increase the number of schools used in the analysis because the data are not limited to only those that are oversubscribed. There is variation in the assignment of individual students to any school due to their random lottery number from the larger DA process. All students with a propensity of enrollment to a charter school between zero and one contribute to the variation used for estimation.

Treating the estimate as the causal effect of enrolling in a charter school hinges on the assumption that, conditional on all the factors controlled for directly in the analysis, assignment to a charter school is associated with charter enrollment but has no other impact on student outcomes.<sup>15</sup> It is not possible to truly test whether any unobserved differences remain between a treatment and comparison group. However, in this case, I can speak to this issue by evaluating whether differences in the observed characteristics of those who were or were not offered a charter school seat remain after accounting for the propensity score. The Appendix reports some descriptive statistics and a test for covariate balance, the results of which suggest that this central assumption likely holds for the analysis.

A two-stage least-squares regression directly accounts for the fact that some students who were initially offered a charter school seat did not attend, and some students who were not initially offered a charter school seat did end up attending one via some other means. The model essentially divides the estimated effect of assignment to a charter school by the proportion of assigned students who actually enrolled in a charter. The effect of this adjustment is to provide an estimate for the impact of actual charter enrollment.

I apply this approach to data from the first two school years that the city used Newark Enrolls to assign students

to schools, for school years 2014–15 and 2015–16. My primary estimates combine data from both entry cohorts, which increases the number of available observations in the analysis and improves the precision of the estimate.

The data allow me to directly address the common accusation that charters systematically “counsel out,” or otherwise remove low-performing students. The later-year estimates presented below represent the effect of enrolling in a charter school on student outcomes a given number of years later, regardless of whether the student remained enrolled. That is, if a student enrolled in a charter school in one year and moved to a traditional public school the following year, that student is treated as part of the charter group. This data structure is appropriate and provides the most policy-relevant estimate. Later-year estimates *should not be interpreted* as the effect of attending a charter school for that number of years, or as the effect of attending a charter school during that year. The data in this report do not allow for convincing estimation of those type of effects.

## Results

**Figure 2** illustrates the results from estimating the effect of enrolling in a participating charter school on student math and ELA scores one through three years later. The analysis estimates that enrolling in a charter school that participated in Newark Enrolls, rather than a traditional public school, leads to an increase of 0.263 and 0.246 standard deviations in a student’s score that year in math and ELA, respectively. These results are statistically significant and are considered “large,” according to the standard for interpreting effect sizes in education recently posited by Kraft.<sup>16</sup>

The figure also reports the effect of enrolling in a charter school on student outcomes two and three years later. Recall that these estimates should be interpreted as the effect of enrolling in a charter school on the student’s test score after the respective number of years, regardless of whether the student remains in the charter school for the entire period. Further, the results from these models are not directly comparable with the Year 1 effect, or with each other, because in each subsequent year the sample becomes smaller as some students leave Newark or, more often, enter an untested grade. Keeping these factors in mind, the analysis nonetheless finds a relatively stable impact from initially enrolling in a charter school on average student test scores over time.

FIGURE 2.

### Estimated Average Charter School Impacts by Year Since Assignment

Source: Author's calculations

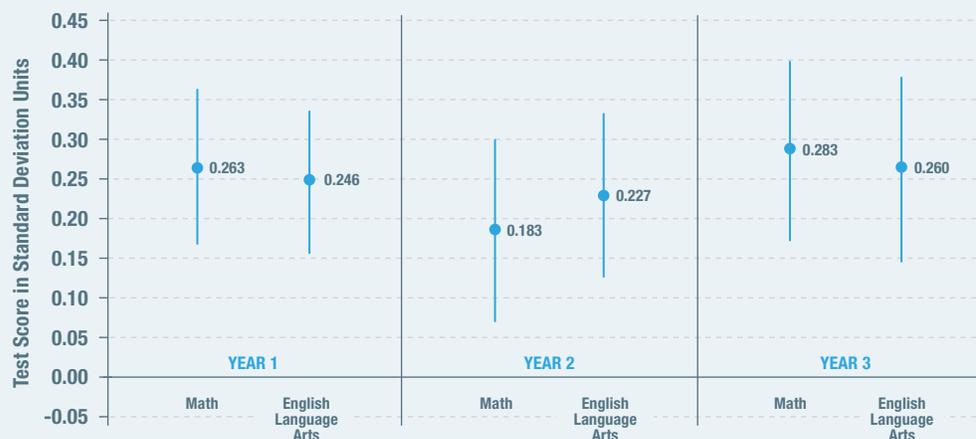
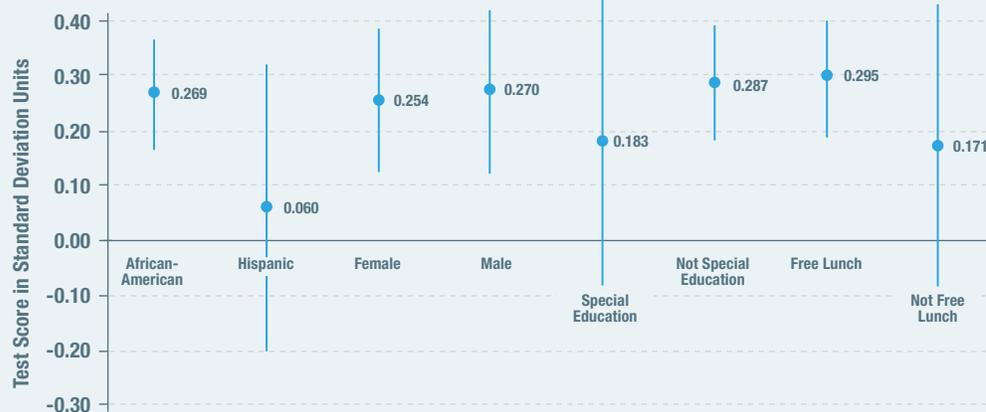


FIGURE 3.

### Mathematics by Subgroup, Year 1

Source: Author's calculations



Figures 3 and 4 report the results from analyses that separately measure the effect of enrolling in a charter school on student scores in math and ELA, broken down by gender, race, special-education status, and qualification for free lunch. There appear to be some differences in the effect of enrolling in a charter school by student subgroup, though the models are estimated too imprecisely to detect the differences as statistically significant. Notably, the estimates are uniformly positive and, in several cases, are statistically significant. With the exception of Hispanic students on the math exam, the confidence intervals suggest that the analysis can credibly rule out that enrolling in a charter school negatively affected student test-score outcomes.

Let us now consider whether the effect of attending a charter school differs by operator. Figures 5 and

6 illustrate the estimated effect over time of enrolling in one of three types of charter schools. The first type is schools that are operated by either KIPP or Uncommon public schools. About half the city's charter school students are enrolled in a school operated by one of these two providers. The figure also reports estimates for the average effect of attending a participating charter school not operated by KIPP or Uncommon. Because there are not enough data available to separately measure the impact of each of these schools, I must group them into a single aggregated category. However, there is more substantial variation in the educational philosophies and environments among these schools than between KIPP and Uncommon. It's plausible that some of these schools may provide large benefits that I am unable to capture adequately.

FIGURE 4.

### English Language Arts by Subgroup, Year 1

Source: Author's calculations

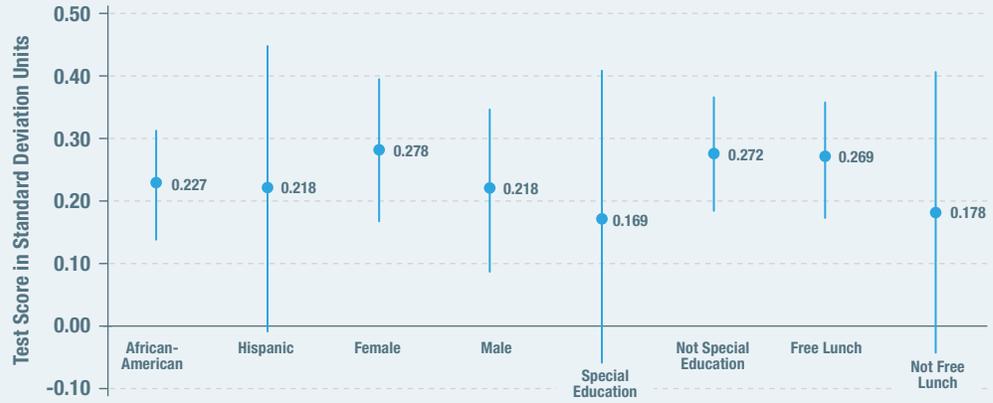


FIGURE 5.

### Mathematics

Source: Author's calculations

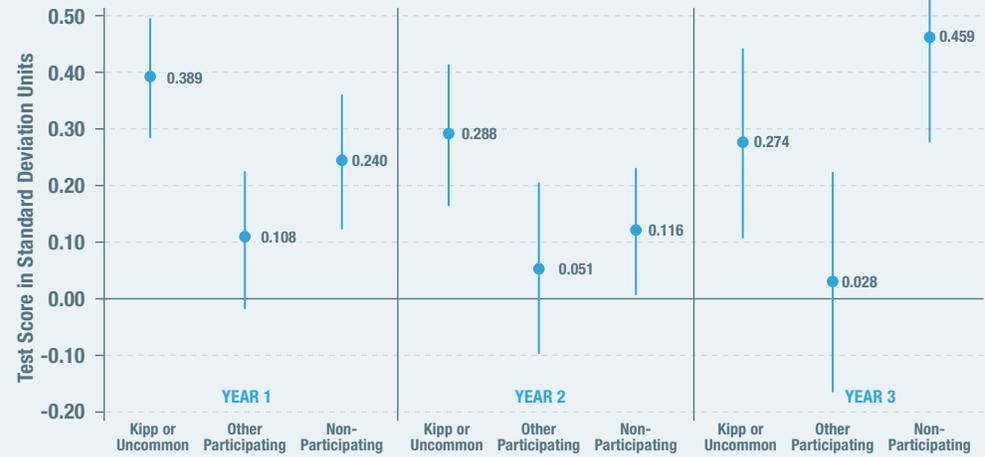
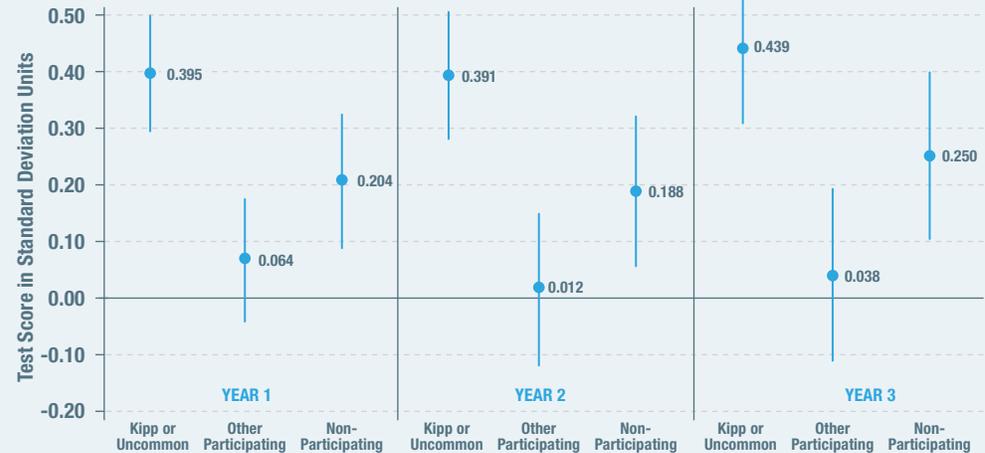


FIGURE 6.

### English Language Arts

Source: Author's calculations



Finally, the figures report the estimate for enrolling in a charter school that did not participate in Newark Enrolls during the respective year. Recall that because assignment to these schools cannot be modeled within the DA process, the estimates for nonparticipating charter schools should not be given a causal interpretation.

Enrolling in a charter school operated by KIPP or Uncommon leads to statistically significant, and quite large, improvements in student math and ELA scores. Participating charter schools operated by other entities, by contrast, do not produce a statistically significant effect on student ELA scores, on average. I do find evidence of a positive initial effect in math from attending a participating charter school not operated by KIPP or Uncommon; this effect narrowly misses the threshold for statistical significance, at the 5% level illustrated in the figure, but is statistically significant at the 10% level. The magnitude of this effect is meaningful, though significantly smaller, than that of attending a charter school operated by KIPP or Uncommon.

Further, though not causal, it is notable that the estimates suggest a positive relationship between attending a charter that did not participate in the Newark Enrolls process and later student outcomes. This suggests that the main findings are not likely to be driven by the composition of who participates in the system, with only the most effective charters choosing to participate, thus excluding the least effective schools from the causal analysis.

## Conclusion

Newark offers an example of an effective charter school sector operating at a scale large enough to truly have an impact on local educational outcomes. I find evidence that attending a Newark charter school that participated in the city's common enrollment process has a statistically significant and large positive effect on student test scores.

Few previous studies in the charter school literature employ a research design that takes advantage of randomized admissions and include a broad subset of charter schools within an urban area. Several previous lottery-based studies of urban charter school impacts are limited because they observe only a small subset of charters within the locality that provided the necessary data, and some other studies evaluated charter sectors before they reached a meaningful enrollment level.

My findings from Newark are similar to those of other recent studies in Denver and Boston, which observed nearly the whole universe of charter school students. Taken together, these findings strongly suggest that charter school sectors that enroll a substantial share of local students are capable of producing large effects on student outcomes relative to local traditional public schools. Notably, in each of these cities, a large portion of students attending charter schools enroll in a charter that employs principles found by previous studies to have significant positive effects on student test-score outcomes. That is not true for some other cities.

These findings provide strong evidence that charter school enrollment in Newark has had a meaningful causal effect on student outcomes for several years, even in a city where charter schools already enroll a significant portion of public school students. As charters continue to grow, future research using causal identification methods in other localities that exhibit different distribution of charter school types is necessary.

# Appendix

## Test for Covariate Balance

The central assumption behind the strategy employed in this report to identify the causal effect of enrolling in a charter school is that conditional on all the factors controlled for directly in the analysis, assignment to a charter school is associated with charter enrollment but has no other impact on student outcomes. In addition to providing descriptive statistics overall, **Figure 7** below reports the results of a test for covariate balance meant to address the plausibility of this assumption.

The first two columns of the table compare the characteristics of all Newark students with those of students who participated in the Newark Enrolls process. Participating students have lower baseline math and ELA scores and are more likely to be in special education than other students in the city.

The remaining columns are restricted to include data only for students who participated in Newark Enrolls and had a probability of being assigned to a charter school that is between zero and one. Recall that these are the students who contribute the variation that the model uses to measure the effect of enrolling in a charter school.

Among the group of students with some probability of assignment to either a charter or traditional public school, Column 3 reports the characteristics of students who were not offered a charter school seat, and Column 4 reports the characteristics of students who were offered a charter school seat. Column 5 reports the difference between the first two columns and indicates whether the difference is statistically significant at the 5% or 10% level of confidence.

The table shows that those with some probability of charter school assignment have meaningfully different characteristics from other Newark Enrolls participants. More essential for the estimation is that important differences remain in the characteristics of students who were or were not offered a charter school seat, even when I restrict the comparison to include only those with some probability of charter school assignment. Compared with students with some probability of charter assignment who were not offered a charter school seat, students who were assigned to a charter school have significantly higher baseline math and ELA scores and are more likely to have enrolled in a charter the previous year.

My estimation approach assumes that controlling for the propensity score sufficiently accounts for all pre-treatment differences between those with a given probability of assignment to a charter who were assigned

FIGURE 7.

### Test for Covariate Balance

Source: Author's calculations

	Propensity Score Between 0 and 1					
	1	2	3	4	5	6
	All Newark	All Applicants	Uncontrolled Non-Offered Mean	Uncontrolled Charter Offered Mean	Uncontrolled Difference	Controlled Difference
Baseline Math	0.00	-0.08	-0.21	-0.10	0.12**	0.01
Baseline ELA	0.00	-0.11	0.20	-0.10	0.10*	0.00
Previous Charter Student	0.18	0.06	0.05	0.09	0.04**	0.03*
Female	0.49	0.50	0.53	0.51	-0.03	-0.06*
African-American	0.57	0.58	0.81	0.81	0.00	0.02
Hispanic	0.37	0.36	0.18	0.19	0.01	-0.01
Free Lunch	0.63	0.56	0.79	0.80	0.01	0.03
Reduced-Price Lunch	0.05	0.05	0.07	0.08	0.01	0.01
Special Education	0.16	0.31	0.12	0.11	-0.01	0.03
Limited English-Proficient	0.07	0.05	0.04	0.03	0.00	0.00
					F-Stat	1.58
					p-value	0.11

\*p<.1 \*\*p<.05

to a charter, and those with the same probability who were assigned to a traditional public school. Column 6 reports the difference in the mean value for each characteristic between those who were or were not offered a charter school seat after accounting for the propensity score within an OLS regression. Controlling for the propensity score has the effect of removing most of the differences in characteristics observed in Column 5. After conditioning on the propensity score, there remain no significant differences at the conventional 5% confidence level, though there are marginally significant differences in the probability that the student is female and the probability that the student attended a charter school in the previous year. A joint F-test on all the covariates listed fails to find an overall significant difference in the adjusted baseline characteristics of those offered or not offered a charter school seat, though it is somewhat disconcerting that the test only slightly misses the threshold for marginal significance at the 10% level.

The existence of some marginally significant differences in the baseline characteristics of those students who are or are not assigned to charter schools even after conditioning on the propensity score is likely due to the incomplete modeling of the assignment process

described previously. Even these slight differences in covariate balance are cause for some caution when applying a causal interpretation to the estimates. The primary regressions directly account for the differences in the above observed characteristics. The potential concern is that the existence of these observed differences imply that there could also be unobserved differences between the charter and non-charter groups for which the model does not account.

In the more technical companion to this report, I address the potential that the propensity score does not sufficiently create like comparison groups, by showing that the estimated effect of attending a participating charter school is very similar in models that control for the propensity score and other observed covariates listed in **Figure 7** and in models that control only for the propensity score. This pattern of results implies that the propensity score itself sufficiently controls for the observed characteristics in the comparison for students attending a participating school. It is reasonable, then, to assume that the propensity score also accounts for unobserved differences between charter school and non-charter school students.



## Endnotes

- <sup>1</sup> Atila Abdulkadiroğlu et al., “Research Design Meets Market Design: Using Centralized Assignment for Impact Evaluation,” *Econometrica* 85, no. 5 (2017): 1373–1432.
- <sup>2</sup> “Urban Charter School Study Report on 41 Regions,” Center for Research on Education Outcomes (CREDO), 2015; Atila Abdulkadiroğlu et al., “Accountability and Flexibility in Public Schools: Evidence from Boston’s Charters and Pilots,” *Quarterly Journal of Economics* 126, no. 2 (May 2011): 699–748; Sarah R. Cohodes et al., “Charter School Demand and Effectiveness: A Boston Update,” Boston Foundation and NewSchools Venture Fund, October 2013; Joshua D. Angrist, Parag A. Pathak, and Christopher R. Walters, “Explaining Charter School Effectiveness,” *American Economic Journal: Applied Economics* 5, no. 4 (October 2013): 1–27; Joshua D. Angrist et al., “Who Benefits from KIPP?” *Journal of Policy Analysis and Management* 31, no. 4 (2012): 837–60; Caroline M. Hoxby, Jenny Kang, and Sonali Murarka, “How New York City’s Charter Schools Affect Achievement,” New York City Charter Schools Evaluation Project, September 2009; Will Dobbie and Roland G. Fryer, Jr., “Are High-Quality Schools Enough to Increase Achievement Among the Poor? Evidence from the Harlem Children’s Zone,” *American Economic Journal: Applied Economics* 3, no. 3 (July 2011): 158–87; Will Dobbie and Roland G. Fryer, Jr., “Getting Beneath the Veil of Effective Schools: Evidence from New York City,” *American Economic Journal: Applied Economics* 5, no. 4 (October 2013): 28–60; Will Dobbie and Roland G. Fryer, Jr., “The Medium-Term Impacts of High-Achieving Charter Schools,” *Journal of Political Economy* 123, no. 5 (October 2015): 985–1037; Vilsa E. Curto and Roland G. Fryer, Jr., “The Potential of Urban Boarding Schools for the Poor: Evidence from SEED,” *Journal of Labor Economics* 32, no. 1 (January 2014): 65–93; Abdulkadiroğlu et al., “Research Design Meets Market Design.”
- <sup>3</sup> Kevin Hesla, Jamison White, and Adam Gerstenfeld, “A Growing Movement: America’s Largest Charter Public School Communities,” National Alliance for Public Charter Schools, January 2019.
- <sup>4</sup> Patrick Wall, “Over 40 Percent of Newark Students Could Attend Charter Schools Within Five Years. Here’s How,” Chalkbeat, Mar. 27, 2018.
- <sup>5</sup> For a detailed narrative account of Newark’s school reforms following the Zuckerberg/Chan gift, see Dale Russakoff, *The Prize: Who’s in Charge of America’s Schools?* (New York: Houghton Mifflin Harcourt, 2015).
- <sup>6</sup> I have access to data from the first four years of the common enrollment system. Because of data limitations described later in this report, for the latter two years I have been able to replicate the assignment process well enough that I am able to create treatment and control groups that have balanced baseline covariates. Thus, I focus only on estimates from the first two cohorts, for which my analysis passes the balance test described below. However, the main results are very similar—and, indeed, more positive for the charters—for analyses that include the additional two cohorts. I report results for these cohorts in the Appendix of the more technical version of this report, available here.
- <sup>7</sup> Matthew A. Kraft, “Interpreting Effect Sizes of Education Interventions,” unpublished working paper, 2018.
- <sup>8</sup> Abdulkadiroğlu et al., “Research Design Meets Market Design”; Abdulkadiroğlu et al., “Accountability and Flexibility in Public Schools”; Cohodes et al., “Charter School Demand and Effectiveness”; Angrist, Pathak, and Walters, “Explaining Charter School Effectiveness.”
- <sup>9</sup> See the Appendix in the technical version of this paper for a more detailed description of the data and estimation sample.
- <sup>10</sup> In the 2014–15 school year, New Jersey transitioned its mathematics and ELA standardized testing from the New Jersey Assessment of Skills and Knowledge (NJASK) to exams provided by the Partnership for Assessment of Readiness for College and Careers (PARCC).
- <sup>11</sup> Newark Enrolls included a second round for students who had not initially participated, were unmatched in the first round, or were unsatisfied with their initial assignment. As reentry into the second round is potentially endogenous, I consider participants only in the first round.
- <sup>12</sup> First, because of not knowing the number of available seats for each school-grade combination, I estimate this based on the number of seats assigned, less those that appear to be assigned based on reseating for students who exhausted their preferred school list. Second, the district did not provide the preferences of magnet schools; so I infer these, based on actual student assignments to magnet schools. Third, I did not have access to the exact details of priority assignment for special-education or free-lunch students; no attempt to replicate it improved assignment accuracy, so this priority is omitted. Last, for the spring 2015 lottery, I do not have the results of the initial round of the algorithm; so I use the final results after the second round and any manual adjustments made by Newark Enrolls.
- <sup>13</sup> The results are not sensitive to changes in how student assignments are modeled. The preferred results reported in the paper use the version of the assignment algorithm for each cohort year that assigned the highest percentage of students to the school to which they were actually assigned when using lottery numbers used by the city for student assignments.
- <sup>14</sup> Abdulkadiroğlu et al., “Research Design Meets Market Design.”
- <sup>15</sup> See *ibid.*, for proof underlying the use of the methodology for producing a causal estimate of treatment effects. For a more formal description of the specific methodology for the present analysis, see the more technical version of this report.
- <sup>16</sup> Kraft, “Interpreting Effect Sizes of Education Interventions.”

**MANHATTAN**

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Dist ID	School Name	District(s) of Residence	Year Opened	Grade Level	MAX 20_21	MAX 21_22	MAX 22_23	MAX 23_24	MAX 24_25
6010	Academy CHS	Allenhurst, Asbury Park, Avon, E	1998	PK3					
6010	Academy CHS	Allenhurst, Asbury Park, Avon, E	1998	PK4					
6010	Academy CHS	Allenhurst, Asbury Park, Avon, E	1998	K					
6010	Academy CHS	Allenhurst, Asbury Park, Avon, E	1998	1					
6010	Academy CHS	Allenhurst, Asbury Park, Avon, E	1998	2					
6010	Academy CHS	Allenhurst, Asbury Park, Avon, E	1998	3					
6010	Academy CHS	Allenhurst, Asbury Park, Avon, E	1998	4					
6010	Academy CHS	Allenhurst, Asbury Park, Avon, E	1998	5					
6010	Academy CHS	Allenhurst, Asbury Park, Avon, E	1998	6					
6010	Academy CHS	Allenhurst, Asbury Park, Avon, E	1998	7					
6010	Academy CHS	Allenhurst, Asbury Park, Avon, E	1998	8					
6010	Academy CHS	Allenhurst, Asbury Park, Avon, E	1998	9	55	55	55	55	55
6010	Academy CHS	Allenhurst, Asbury Park, Avon, E	1998	10	55	55	55	55	55
6010	Academy CHS	Allenhurst, Asbury Park, Avon, E	1998	11	55	55	55	55	55
6010	Academy CHS	Allenhurst, Asbury Park, Avon, E	1998	12	55	55	55	55	55
6032	Academy for Urban Leadership CS	Perth Amboy	2010	PK3					
6032	Academy for Urban Leadership CS	Perth Amboy	2010	PK4					
6032	Academy for Urban Leadership CS	Perth Amboy	2010	K					
6032	Academy for Urban Leadership CS	Perth Amboy	2010	1					
6032	Academy for Urban Leadership CS	Perth Amboy	2010	2					
6032	Academy for Urban Leadership CS	Perth Amboy	2010	3					
6032	Academy for Urban Leadership CS	Perth Amboy	2010	4					
6032	Academy for Urban Leadership CS	Perth Amboy	2010	5					
6032	Academy for Urban Leadership CS	Perth Amboy	2010	6					
6032	Academy for Urban Leadership CS	Perth Amboy	2010	7	100	100	100	100	100
6032	Academy for Urban Leadership CS	Perth Amboy	2010	8	100	100	100	100	100
6032	Academy for Urban Leadership CS	Perth Amboy	2010	9	100	100	100	100	100
6032	Academy for Urban Leadership CS	Perth Amboy	2010	10	100	100	100	100	100
6032	Academy for Urban Leadership CS	Perth Amboy	2010	11	100	100	100	100	100
6032	Academy for Urban Leadership CS	Perth Amboy	2010	12	100	100	100	100	100
6110	Achieve Community CS	Newark	2017	PK3					
6110	Achieve Community CS	Newark	2017	PK4					
6110	Achieve Community CS	Newark	2017	K	126	72	72	72	72
6110	Achieve Community CS	Newark	2017	1	126	126	72	72	72
6110	Achieve Community CS	Newark	2017	2	63	126	126	126	126
6110	Achieve Community CS	Newark	2017	3	63	63	126	126	126
6110	Achieve Community CS	Newark	2017	4	48	63	63	63	63
6110	Achieve Community CS	Newark	2017	5	72	48	63	63	63
6110	Achieve Community CS	Newark	2017	6	72	72	48	48	48
6110	Achieve Community CS	Newark	2017	7	72	72	72	72	72
6110	Achieve Community CS	Newark	2017	8	72	72	72	72	72
6110	Achieve Community CS	Newark	2017	9					
6110	Achieve Community CS	Newark	2017	10					
6110	Achieve Community CS	Newark	2017	11					
6110	Achieve Community CS	Newark	2017	12					
7895	Achievers Early College Prep CS	Trenton	2018	PK3					
7895	Achievers Early College Prep CS	Trenton	2018	PK4					
7895	Achievers Early College Prep CS	Trenton	2018	K					
7895	Achievers Early College Prep CS	Trenton	2018	1					
7895	Achievers Early College Prep CS	Trenton	2018	2					
7895	Achievers Early College Prep CS	Trenton	2018	3					
7895	Achievers Early College Prep CS	Trenton	2018	4					
7895	Achievers Early College Prep CS	Trenton	2018	5					
7895	Achievers Early College Prep CS	Trenton	2018	6	90	90	90	90	90
7895	Achievers Early College Prep CS	Trenton	2018	7	90	90	90	90	90
7895	Achievers Early College Prep CS	Trenton	2018	8	90	90	90	90	90
7895	Achievers Early College Prep CS	Trenton	2018	9		90	90	90	90
7895	Achievers Early College Prep CS	Trenton	2018	10					
7895	Achievers Early College Prep CS	Trenton	2018	11					
7895	Achievers Early College Prep CS	Trenton	2018	12					
6060	Atlantic Community CS	Atlantic City, Absecon, Egg Harb	2014	PK3					
6060	Atlantic Community CS	Atlantic City, Absecon, Egg Harb	2014	PK4					
6060	Atlantic Community CS	Atlantic City, Absecon, Egg Harb	2014	K	24	35	40	40	40
6060	Atlantic Community CS	Atlantic City, Absecon, Egg Harb	2014	1	14	24	35	35	35

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6060	Atlantic Community CS	Atlantic City, Absecon, Egg Harb	2014	2	250	14	24	24	24
6060	Atlantic Community CS	Atlantic City, Absecon, Egg Harb	2014	3	200	250	14	14	14
6060	Atlantic Community CS	Atlantic City, Absecon, Egg Harb	2014	4	200	200	250	250	250
6060	Atlantic Community CS	Atlantic City, Absecon, Egg Harb	2014	5	118	200	200	200	200
6060	Atlantic Community CS	Atlantic City, Absecon, Egg Harb	2014	6	69	118	200	200	200
6060	Atlantic Community CS	Atlantic City, Absecon, Egg Harb	2014	7	40	69	118	118	118
6060	Atlantic Community CS	Atlantic City, Absecon, Egg Harb	2014	8	35	40	69	69	69
6060	Atlantic Community CS	Atlantic City, Absecon, Egg Harb	2014	9					
6060	Atlantic Community CS	Atlantic City, Absecon, Egg Harb	2014	10					
6060	Atlantic Community CS	Atlantic City, Absecon, Egg Harb	2014	11					
6060	Atlantic Community CS	Atlantic City, Absecon, Egg Harb	2014	12					
6033	Barack Obama Green CHS	Plainfield	2010	PK3					
6033	Barack Obama Green CHS	Plainfield	2010	PK4					
6033	Barack Obama Green CHS	Plainfield	2010	K					
6033	Barack Obama Green CHS	Plainfield	2010	1					
6033	Barack Obama Green CHS	Plainfield	2010	2					
6033	Barack Obama Green CHS	Plainfield	2010	3					
6033	Barack Obama Green CHS	Plainfield	2010	4					
6033	Barack Obama Green CHS	Plainfield	2010	5					
6033	Barack Obama Green CHS	Plainfield	2010	6					
6033	Barack Obama Green CHS	Plainfield	2010	7					
6033	Barack Obama Green CHS	Plainfield	2010	8					
6033	Barack Obama Green CHS	Plainfield	2010	9	60	60	60	60	60
6033	Barack Obama Green CHS	Plainfield	2010	10	60	60	60	60	60
6033	Barack Obama Green CHS	Plainfield	2010	11	60	60	60	60	60
6033	Barack Obama Green CHS	Plainfield	2010	12	60	60	60	60	60
6082	Beloved Community CS	Jersey City	2012	PK3					
6082	Beloved Community CS	Jersey City	2012	PK4					
6082	Beloved Community CS	Jersey City	2012	K	120	120	120	120	120
6082	Beloved Community CS	Jersey City	2012	1	120	120	120	120	120
6082	Beloved Community CS	Jersey City	2012	2	120	120	120	120	120
6082	Beloved Community CS	Jersey City	2012	3	120	120	120	120	120
6082	Beloved Community CS	Jersey City	2012	4	120	120	120	120	120
6082	Beloved Community CS	Jersey City	2012	5	120	120	120	120	120
6082	Beloved Community CS	Jersey City	2012	6	120	120	120	120	120
6082	Beloved Community CS	Jersey City	2012	7	120	120	120	120	120
6082	Beloved Community CS	Jersey City	2012	8	120	120	120	120	120
6082	Beloved Community CS	Jersey City	2012	9	120	120	120	120	120
6082	Beloved Community CS	Jersey City	2012	10	120	120	120	120	120
6082	Beloved Community CS	Jersey City	2012	11					
6082	Beloved Community CS	Jersey City	2012	12					
6076	Benjamin Banneker Preparatory CS	Willingboro, Westampton	2012	PK3					
6076	Benjamin Banneker Preparatory CS	Willingboro, Westampton	2012	PK4					
6076	Benjamin Banneker Preparatory CS	Willingboro, Westampton	2012	K	40	40	40	40	40
6076	Benjamin Banneker Preparatory CS	Willingboro, Westampton	2012	1	40	40	40	40	40
6076	Benjamin Banneker Preparatory CS	Willingboro, Westampton	2012	2	40	40	40	40	40
6076	Benjamin Banneker Preparatory CS	Willingboro, Westampton	2012	3	40	40	40	40	40
6076	Benjamin Banneker Preparatory CS	Willingboro, Westampton	2012	4	40	40	40	40	40
6076	Benjamin Banneker Preparatory CS	Willingboro, Westampton	2012	5	40	40	40	40	40
6076	Benjamin Banneker Preparatory CS	Willingboro, Westampton	2012	6	40	40	40	40	40
6076	Benjamin Banneker Preparatory CS	Willingboro, Westampton	2012	7	40	40	40	40	40
6076	Benjamin Banneker Preparatory CS	Willingboro, Westampton	2012	8	40	40	40	40	40
6076	Benjamin Banneker Preparatory CS	Willingboro, Westampton	2012	9					
6076	Benjamin Banneker Preparatory CS	Willingboro, Westampton	2012	10					
6076	Benjamin Banneker Preparatory CS	Willingboro, Westampton	2012	11					
6076	Benjamin Banneker Preparatory CS	Willingboro, Westampton	2012	12					
6013	Bergen Arts & Science CS	Hackensack, Garfield, Lodi	2007	PK3					
6013	Bergen Arts & Science CS	Hackensack, Garfield, Lodi	2007	PK4					
6013	Bergen Arts & Science CS	Hackensack, Garfield, Lodi	2007	K	120	120	80	80	80
6013	Bergen Arts & Science CS	Hackensack, Garfield, Lodi	2007	1	120	120	120	120	120
6013	Bergen Arts & Science CS	Hackensack, Garfield, Lodi	2007	2	120	120	120	120	120
6013	Bergen Arts & Science CS	Hackensack, Garfield, Lodi	2007	3	120	120	120	120	120
6013	Bergen Arts & Science CS	Hackensack, Garfield, Lodi	2007	4	120	120	120	120	120
6013	Bergen Arts & Science CS	Hackensack, Garfield, Lodi	2007	5	120	120	120	120	120
6013	Bergen Arts & Science CS	Hackensack, Garfield, Lodi	2007	6	120	120	120	120	120
6013	Bergen Arts & Science CS	Hackensack, Garfield, Lodi	2007	7	120	120	120	120	120
6013	Bergen Arts & Science CS	Hackensack, Garfield, Lodi	2007	8	120	120	120	120	120
6013	Bergen Arts & Science CS	Hackensack, Garfield, Lodi	2007	9	120	120	120	120	120

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6013	Bergen Arts & Science CS	Hackensack, Garfield, Lodi	2007	10	80	80	120	120	120
6013	Bergen Arts & Science CS	Hackensack, Garfield, Lodi	2007	11	80	80	80	80	80
6013	Bergen Arts & Science CS	Hackensack, Garfield, Lodi	2007	12	80	80	80	80	80
6100	Bridgeton Public CS	Bridgeton	2015	PK3					
6100	Bridgeton Public CS	Bridgeton	2015	PK4					
6100	Bridgeton Public CS	Bridgeton	2015	K	60	60	60	60	60
6100	Bridgeton Public CS	Bridgeton	2015	1	45	60	60	60	60
6100	Bridgeton Public CS	Bridgeton	2015	2	60	45	60	60	60
6100	Bridgeton Public CS	Bridgeton	2015	3	60	60	45	60	60
6100	Bridgeton Public CS	Bridgeton	2015	4	60	60	60	45	45
6100	Bridgeton Public CS	Bridgeton	2015	5					
6100	Bridgeton Public CS	Bridgeton	2015	6					
6100	Bridgeton Public CS	Bridgeton	2015	7					
6100	Bridgeton Public CS	Bridgeton	2015	8					
6100	Bridgeton Public CS	Bridgeton	2015	9					
6100	Bridgeton Public CS	Bridgeton	2015	10					
6100	Bridgeton Public CS	Bridgeton	2015	11					
6100	Bridgeton Public CS	Bridgeton	2015	12					
6022	Burch CS of Excellence	Irvington	2008	PK3					
6022	Burch CS of Excellence	Irvington	2008	PK4					
6022	Burch CS of Excellence	Irvington	2008	K	60	60	60	60	60
6022	Burch CS of Excellence	Irvington	2008	1	60	60	60	60	60
6022	Burch CS of Excellence	Irvington	2008	2	60	60	60	60	60
6022	Burch CS of Excellence	Irvington	2008	3	60	60	60	60	60
6022	Burch CS of Excellence	Irvington	2008	4	60	60	60	60	60
6022	Burch CS of Excellence	Irvington	2008	5	60	60	60	60	60
6022	Burch CS of Excellence	Irvington	2008	6					
6022	Burch CS of Excellence	Irvington	2008	7					
6022	Burch CS of Excellence	Irvington	2008	8					
6022	Burch CS of Excellence	Irvington	2008	9					
6022	Burch CS of Excellence	Irvington	2008	10					
6022	Burch CS of Excellence	Irvington	2008	11					
6022	Burch CS of Excellence	Irvington	2008	12					
6212	Camden Academy Charter High School	Camden City	2001	PK3					
6212	Camden Academy Charter High School	Camden City	2001	PK4					
6212	Camden Academy Charter High School	Camden City	2001	K					
6212	Camden Academy Charter High School	Camden City	2001	1					
6212	Camden Academy Charter High School	Camden City	2001	2					
6212	Camden Academy Charter High School	Camden City	2001	3					
6212	Camden Academy Charter High School	Camden City	2001	4					
6212	Camden Academy Charter High School	Camden City	2001	5					
6212	Camden Academy Charter High School	Camden City	2001	6					
6212	Camden Academy Charter High School	Camden City	2001	7					
6212	Camden Academy Charter High School	Camden City	2001	8					
6212	Camden Academy Charter High School	Camden City	2001	9					
6212	Camden Academy Charter High School	Camden City	2001	10					
6212	Camden Academy Charter High School	Camden City	2001	11					
6212	Camden Academy Charter High School	Camden City	2001	12					
6063	Camden Community CS	Camden City	2013	PK3					
6063	Camden Community CS	Camden City	2013	PK4					
6063	Camden Community CS	Camden City	2013	K					
6063	Camden Community CS	Camden City	2013	1					
6063	Camden Community CS	Camden City	2013	2					
6063	Camden Community CS	Camden City	2013	3					
6063	Camden Community CS	Camden City	2013	4					
6063	Camden Community CS	Camden City	2013	5					
6063	Camden Community CS	Camden City	2013	6					
6063	Camden Community CS	Camden City	2013	7					
6063	Camden Community CS	Camden City	2013	8					
6063	Camden Community CS	Camden City	2013	9					
6063	Camden Community CS	Camden City	2013	10					
6063	Camden Community CS	Camden City	2013	11					
6063	Camden Community CS	Camden City	2013	12					
6024	Camden's Pride CS	Camden	2008	PK3					
6024	Camden's Pride CS	Camden	2008	PK4					
6024	Camden's Pride CS	Camden	2008	K					
6024	Camden's Pride CS	Camden	2008	1					
6024	Camden's Pride CS	Camden	2008	2					

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6024	Camden's Pride CS	Camden	2008	3						
6024	Camden's Pride CS	Camden	2008	4						
6024	Camden's Pride CS	Camden	2008	5						
6024	Camden's Pride CS	Camden	2008	6						
6024	Camden's Pride CS	Camden	2008	7						
6024	Camden's Pride CS	Camden	2008	8						
6024	Camden's Pride CS	Camden	2008	9						
6024	Camden's Pride CS	Camden	2008	10						
6024	Camden's Pride CS	Camden	2008	11						
6024	Camden's Pride CS	Camden	2008	12						
6107	Camden's Promise CS	Camden	2016	PK3						
6107	Camden's Promise CS	Camden	2016	PK4	200	200	200	200	200	200
6107	Camden's Promise CS	Camden	2016	K	200	200	200	200	200	200
6107	Camden's Promise CS	Camden	2016	1	200	200	200	200	200	200
6107	Camden's Promise CS	Camden	2016	2	200	200	200	200	200	200
6107	Camden's Promise CS	Camden	2016	3	200	200	200	200	200	200
6107	Camden's Promise CS	Camden	2016	4	200	200	200	200	200	200
6107	Camden's Promise CS	Camden	2016	5	200	200	200	200	200	200
6107	Camden's Promise CS	Camden	2016	6	200	200	200	200	200	200
6107	Camden's Promise CS	Camden	2016	7	200	200	200	200	200	200
6107	Camden's Promise CS	Camden	2016	8	200	200	200	200	200	200
6107	Camden's Promise CS	Camden	2016	9	200	200	200	200	200	200
6107	Camden's Promise CS	Camden	2016	10	200	200	200	200	200	200
6107	Camden's Promise CS	Camden	2016	11	200	200	200	200	200	200
6107	Camden's Promise CS	Camden	2016	12	200	200	200	200	200	200
6215	Camden's Promise CS (pre-consolidation)	Camden	1998	PK3						
6215	Camden's Promise CS (pre-consolidation)	Camden	1998	PK4						
6215	Camden's Promise CS (pre-consolidation)	Camden	1998	K						
6215	Camden's Promise CS (pre-consolidation)	Camden	1998	1						
6215	Camden's Promise CS (pre-consolidation)	Camden	1998	2						
6215	Camden's Promise CS (pre-consolidation)	Camden	1998	3						
6215	Camden's Promise CS (pre-consolidation)	Camden	1998	4						
6215	Camden's Promise CS (pre-consolidation)	Camden	1998	5						
6215	Camden's Promise CS (pre-consolidation)	Camden	1998	6						
6215	Camden's Promise CS (pre-consolidation)	Camden	1998	7						
6215	Camden's Promise CS (pre-consolidation)	Camden	1998	8						
6215	Camden's Promise CS (pre-consolidation)	Camden	1998	9						
6215	Camden's Promise CS (pre-consolidation)	Camden	1998	10						
6215	Camden's Promise CS (pre-consolidation)	Camden	1998	11						
6215	Camden's Promise CS (pre-consolidation)	Camden	1998	12						
6217	Central Jersey Arts CS	Plainfield	2006	PK3						
6217	Central Jersey Arts CS	Plainfield	2006	PK4						
6217	Central Jersey Arts CS	Plainfield	2006	K						
6217	Central Jersey Arts CS	Plainfield	2006	1						
6217	Central Jersey Arts CS	Plainfield	2006	2						
6217	Central Jersey Arts CS	Plainfield	2006	3						
6217	Central Jersey Arts CS	Plainfield	2006	4						
6217	Central Jersey Arts CS	Plainfield	2006	5						
6217	Central Jersey Arts CS	Plainfield	2006	6						
6217	Central Jersey Arts CS	Plainfield	2006	7						
6217	Central Jersey Arts CS	Plainfield	2006	8						
6217	Central Jersey Arts CS	Plainfield	2006	9						
6217	Central Jersey Arts CS	Plainfield	2006	10						
6217	Central Jersey Arts CS	Plainfield	2006	11						
6217	Central Jersey Arts CS	Plainfield	2006	12						
6018	Central Jersey College Prep C.S	Franklin Township, North Brun	2006	PK3						
6018	Central Jersey College Prep C.S	Franklin Township, North Brun	2006	PK4						
6018	Central Jersey College Prep C.S	Franklin Township, North Brun	2006	K	96	72	48	48	72	
6018	Central Jersey College Prep C.S	Franklin Township, North Brun	2006	1	96	96	72	48	48	
6018	Central Jersey College Prep C.S	Franklin Township, North Brun	2006	2	96	96	96	72	48	
6018	Central Jersey College Prep C.S	Franklin Township, North Brun	2006	3	96	96	96	96	72	
6018	Central Jersey College Prep C.S	Franklin Township, North Brun	2006	4	96	96	96	96	96	
6018	Central Jersey College Prep C.S	Franklin Township, North Brun	2006	5	72	96	96	96	96	
6018	Central Jersey College Prep C.S	Franklin Township, North Brun	2006	6	156	132	96	96	96	
6018	Central Jersey College Prep C.S	Franklin Township, North Brun	2006	7	156	156	132	96	96	
6018	Central Jersey College Prep C.S	Franklin Township, North Brun	2006	8	156	156	156	132	96	
6018	Central Jersey College Prep C.S	Franklin Township, North Brun	2006	9	72	156	156	156	132	
6018	Central Jersey College Prep C.S	Franklin Township, North Brun	2006	10	48	72	156	156	156	

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6018	Central Jersey College Prep C.S	Franklin Township, North Brun	2006	11	48	48	72	156	156
6018	Central Jersey College Prep C.S	Franklin Township, North Brun	2006	12	48	48	48	72	156
7410	Charter-TECH High School for Perf.Arts	Ocean City, Mainland Regional,	1999	PK3					
7410	Charter-TECH High School for Perf.Arts	Ocean City, Mainland Regional,	1999	PK4					
7410	Charter-TECH High School for Perf.Arts	Ocean City, Mainland Regional,	1999	K					
7410	Charter-TECH High School for Perf.Arts	Ocean City, Mainland Regional,	1999	1					
7410	Charter-TECH High School for Perf.Arts	Ocean City, Mainland Regional,	1999	2					
7410	Charter-TECH High School for Perf.Arts	Ocean City, Mainland Regional,	1999	3					
7410	Charter-TECH High School for Perf.Arts	Ocean City, Mainland Regional,	1999	4					
7410	Charter-TECH High School for Perf.Arts	Ocean City, Mainland Regional,	1999	5					
7410	Charter-TECH High School for Perf.Arts	Ocean City, Mainland Regional,	1999	6					
7410	Charter-TECH High School for Perf.Arts	Ocean City, Mainland Regional,	1999	7					
7410	Charter-TECH High School for Perf.Arts	Ocean City, Mainland Regional,	1999	8					
7410	Charter-TECH High School for Perf.Arts	Ocean City, Mainland Regional,	1999	9	100	100	100	100	100
7410	Charter-TECH High School for Perf.Arts	Ocean City, Mainland Regional,	1999	10	100	100	100	100	100
7410	Charter-TECH High School for Perf.Arts	Ocean City, Mainland Regional,	1999	11	100	100	100	100	100
7410	Charter-TECH High School for Perf.Arts	Ocean City, Mainland Regional,	1999	12	100	100	100	100	100
6230	Classical Academy CS of Clifton	Clifton	1998	PK3					
6230	Classical Academy CS of Clifton	Clifton	1998	PK4					
6230	Classical Academy CS of Clifton	Clifton	1998	K					
6230	Classical Academy CS of Clifton	Clifton	1998	1					
6230	Classical Academy CS of Clifton	Clifton	1998	2					
6230	Classical Academy CS of Clifton	Clifton	1998	3					
6230	Classical Academy CS of Clifton	Clifton	1998	4					
6230	Classical Academy CS of Clifton	Clifton	1998	5					
6230	Classical Academy CS of Clifton	Clifton	1998	6	60	60	40	40	40
6230	Classical Academy CS of Clifton	Clifton	1998	7	60	60	40	40	40
6230	Classical Academy CS of Clifton	Clifton	1998	8	60	60	40	40	40
6230	Classical Academy CS of Clifton	Clifton	1998	9					
6230	Classical Academy CS of Clifton	Clifton	1998	10					
6230	Classical Academy CS of Clifton	Clifton	1998	11					
6230	Classical Academy CS of Clifton	Clifton	1998	12					
7891	College Achieve Asbury Park	Asbury Park, Neptune Twp	2017	PK3					
7891	College Achieve Asbury Park	Asbury Park, Neptune Twp	2017	PK4					
7891	College Achieve Asbury Park	Asbury Park, Neptune Twp	2017	K	92	92	125	125	125
7891	College Achieve Asbury Park	Asbury Park, Neptune Twp	2017	1	92	92	92	92	92
7891	College Achieve Asbury Park	Asbury Park, Neptune Twp	2017	2	92	92	92	92	92
7891	College Achieve Asbury Park	Asbury Park, Neptune Twp	2017	3	92	92	92	92	92
7891	College Achieve Asbury Park	Asbury Park, Neptune Twp	2017	4	92	92	92	92	92
7891	College Achieve Asbury Park	Asbury Park, Neptune Twp	2017	5	88	88	92	92	92
7891	College Achieve Asbury Park	Asbury Park, Neptune Twp	2017	6	88	88	88	88	88
7891	College Achieve Asbury Park	Asbury Park, Neptune Twp	2017	7	100	100	88	88	88
7891	College Achieve Asbury Park	Asbury Park, Neptune Twp	2017	8	100	100	100	100	100
7891	College Achieve Asbury Park	Asbury Park, Neptune Twp	2017	9	125	125	100	100	100
7891	College Achieve Asbury Park	Asbury Park, Neptune Twp	2017	10					
7891	College Achieve Asbury Park	Asbury Park, Neptune Twp	2017	11					
7891	College Achieve Asbury Park	Asbury Park, Neptune Twp	2017	12					
6101	College Achieve Central CS	Plainfield, North Plainfield	2015	PK3					
6101	College Achieve Central CS	Plainfield, North Plainfield	2015	PK4					
6101	College Achieve Central CS	Plainfield, North Plainfield	2015	K	110	110	110	110	110
6101	College Achieve Central CS	Plainfield, North Plainfield	2015	1	110	110	110	110	110
6101	College Achieve Central CS	Plainfield, North Plainfield	2015	2	110	110	110	110	110
6101	College Achieve Central CS	Plainfield, North Plainfield	2015	3	110	110	110	110	110
6101	College Achieve Central CS	Plainfield, North Plainfield	2015	4	110	110	110	110	110
6101	College Achieve Central CS	Plainfield, North Plainfield	2015	5	110	110	110	110	110
6101	College Achieve Central CS	Plainfield, North Plainfield	2015	6	110	110	110	110	110
6101	College Achieve Central CS	Plainfield, North Plainfield	2015	7	110	110	110	110	110
6101	College Achieve Central CS	Plainfield, North Plainfield	2015	8	110	110	110	110	110
6101	College Achieve Central CS	Plainfield, North Plainfield	2015	9	105	110	110	110	110
6101	College Achieve Central CS	Plainfield, North Plainfield	2015	10	100	105	110	110	110
6101	College Achieve Central CS	Plainfield, North Plainfield	2015	11	125	100	105	110	110
6101	College Achieve Central CS	Plainfield, North Plainfield	2015	12		125	115	110	110
7892	College Achieve Paterson	Paterson	2017	PK3					
7892	College Achieve Paterson	Paterson	2017	PK4					
7892	College Achieve Paterson	Paterson	2017	K	92	125	100	100	100
7892	College Achieve Paterson	Paterson	2017	1	92	92	125	125	125
7892	College Achieve Paterson	Paterson	2017	2	92	92	92	92	92
7892	College Achieve Paterson	Paterson	2017	3	92	92	92	92	92

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7892	College Achieve Paterson	Paterson	2017	4	92	92	92	92	92
7892	College Achieve Paterson	Paterson	2017	5	88	92	92	92	92
7892	College Achieve Paterson	Paterson	2017	6	88	88	92	92	92
7892	College Achieve Paterson	Paterson	2017	7	100	88	88	88	88
7892	College Achieve Paterson	Paterson	2017	8	100	100	88	88	88
7892	College Achieve Paterson	Paterson	2017	9	125	100	100	100	100
7892	College Achieve Paterson	Paterson	2017	10					
7892	College Achieve Paterson	Paterson	2017	11					
7892	College Achieve Paterson	Paterson	2017	12					
6021	Community CS of Paterson	Paterson	2008	PK3					
6021	Community CS of Paterson	Paterson	2008	PK4					
6021	Community CS of Paterson	Paterson	2008	K	100	100	100	100	100
6021	Community CS of Paterson	Paterson	2008	1	100	100	100	100	100
6021	Community CS of Paterson	Paterson	2008	2	100	100	100	100	100
6021	Community CS of Paterson	Paterson	2008	3	100	100	100	100	100
6021	Community CS of Paterson	Paterson	2008	4	100	100	100	100	100
6021	Community CS of Paterson	Paterson	2008	5	100	100	100	100	100
6021	Community CS of Paterson	Paterson	2008	6	100	100	100	100	100
6021	Community CS of Paterson	Paterson	2008	7	100	100	100	100	100
6021	Community CS of Paterson	Paterson	2008	8	100	100	100	100	100
6021	Community CS of Paterson	Paterson	2008	9					
6021	Community CS of Paterson	Paterson	2008	10					
6021	Community CS of Paterson	Paterson	2008	11					
6021	Community CS of Paterson	Paterson	2008	12					
6089	Compass Academy CS	Millville City, Vineland City, P	2013	PK3	Approved 02012019				
6089	Compass Academy CS	Millville City, Vineland City, P	2013	PK4	Approved 02012019				
6089	Compass Academy CS	Millville City, Vineland City, P	2013	K	38	38	38	38	38
6089	Compass Academy CS	Millville City, Vineland City, P	2013	1	38	38	38	38	38
6089	Compass Academy CS	Millville City, Vineland City, P	2013	2	38	38	38	38	38
6089	Compass Academy CS	Millville City, Vineland City, P	2013	3	38	38	38	38	38
6089	Compass Academy CS	Millville City, Vineland City, P	2013	4	38	38	38	38	38
6089	Compass Academy CS	Millville City, Vineland City, P	2013	5	38	38	38	38	38
6089	Compass Academy CS	Millville City, Vineland City, P	2013	6					
6089	Compass Academy CS	Millville City, Vineland City, P	2013	7					
6089	Compass Academy CS	Millville City, Vineland City, P	2013	8					
6089	Compass Academy CS	Millville City, Vineland City, P	2013	9					
6089	Compass Academy CS	Millville City, Vineland City, P	2013	10					
6089	Compass Academy CS	Millville City, Vineland City, P	2013	11					
6089	Compass Academy CS	Millville City, Vineland City, P	2013	12					
7897	CreativityCoLaboratory CS	Upper Pittsgrove, Pittsgrove, U	2019	PK3					
7897	CreativityCoLaboratory CS	Upper Pittsgrove, Pittsgrove, U	2019	PK4					
7897	CreativityCoLaboratory CS	Upper Pittsgrove, Pittsgrove, U	2019	K					
7897	CreativityCoLaboratory CS	Upper Pittsgrove, Pittsgrove, U	2019	1					
7897	CreativityCoLaboratory CS	Upper Pittsgrove, Pittsgrove, U	2019	2					
7897	CreativityCoLaboratory CS	Upper Pittsgrove, Pittsgrove, U	2019	3					
7897	CreativityCoLaboratory CS	Upper Pittsgrove, Pittsgrove, U	2019	4					
7897	CreativityCoLaboratory CS	Upper Pittsgrove, Pittsgrove, U	2019	5	48	48	48		
7897	CreativityCoLaboratory CS	Upper Pittsgrove, Pittsgrove, U	2019	6	48	48	48		
7897	CreativityCoLaboratory CS	Upper Pittsgrove, Pittsgrove, U	2019	7	24	48	48		
7897	CreativityCoLaboratory CS	Upper Pittsgrove, Pittsgrove, U	2019	8	24	24	48		
7897	CreativityCoLaboratory CS	Upper Pittsgrove, Pittsgrove, U	2019	9					
7897	CreativityCoLaboratory CS	Upper Pittsgrove, Pittsgrove, U	2019	10					
7897	CreativityCoLaboratory CS	Upper Pittsgrove, Pittsgrove, U	2019	11					
7897	CreativityCoLaboratory CS	Upper Pittsgrove, Pittsgrove, U	2019	12					
6102	Cresthaven Academy	Plainfield	2016	PK3					
6102	Cresthaven Academy	Plainfield	2016	PK4					
6102	Cresthaven Academy	Plainfield	2016	K	75	75	75	75	75
6102	Cresthaven Academy	Plainfield	2016	1	75	75	75	75	75
6102	Cresthaven Academy	Plainfield	2016	2	75	75	75	75	75
6102	Cresthaven Academy	Plainfield	2016	3	75	75	75	75	75
6102	Cresthaven Academy	Plainfield	2016	4					
6102	Cresthaven Academy	Plainfield	2016	5					
6102	Cresthaven Academy	Plainfield	2016	6					
6102	Cresthaven Academy	Plainfield	2016	7					
6102	Cresthaven Academy	Plainfield	2016	8					
6102	Cresthaven Academy	Plainfield	2016	9					
6102	Cresthaven Academy	Plainfield	2016	10					
6102	Cresthaven Academy	Plainfield	2016	11					

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6102	Cresthaven Academy	Plainfield	2016	12					
6325	D.U.E. Season CS	Camden City	2005	PK3					
6325	D.U.E. Season CS	Camden City	2005	PK4					
6325	D.U.E. Season CS	Camden City	2005	K					
6325	D.U.E. Season CS	Camden City	2005	1					
6325	D.U.E. Season CS	Camden City	2005	2					
6325	D.U.E. Season CS	Camden City	2005	3					
6325	D.U.E. Season CS	Camden City	2005	4					
6325	D.U.E. Season CS	Camden City	2005	5					
6325	D.U.E. Season CS	Camden City	2005	6					
6325	D.U.E. Season CS	Camden City	2005	7					
6325	D.U.E. Season CS	Camden City	2005	8					
6325	D.U.E. Season CS	Camden City	2005	9					
6325	D.U.E. Season CS	Camden City	2005	10					
6325	D.U.E. Season CS	Camden City	2005	11					
6325	D.U.E. Season CS	Camden City	2005	12					
6320	Discovery CS	Newark	1999	PK3					
6320	Discovery CS	Newark	1999	PK4					
6320	Discovery CS	Newark	1999	K					
6320	Discovery CS	Newark	1999	1					
6320	Discovery CS	Newark	1999	2					
6320	Discovery CS	Newark	1999	3					
6320	Discovery CS	Newark	1999	4	20	20	20	20	20
6320	Discovery CS	Newark	1999	5	20	20	20	20	20
6320	Discovery CS	Newark	1999	6	20	20	20	20	20
6320	Discovery CS	Newark	1999	7	20	20	20	20	20
6320	Discovery CS	Newark	1999	8	20	20	20	20	20
6320	Discovery CS	Newark	1999	9					
6320	Discovery CS	Newark	1999	10					
6320	Discovery CS	Newark	1999	11					
6320	Discovery CS	Newark	1999	12					
6064	Dr. Lena Edwards Academic CS	Jersey City	2011	PK3					
6064	Dr. Lena Edwards Academic CS	Jersey City	2011	PK4					
6064	Dr. Lena Edwards Academic CS	Jersey City	2011	K	44	44	44	44	44
6064	Dr. Lena Edwards Academic CS	Jersey City	2011	1	44	44	44	44	44
6064	Dr. Lena Edwards Academic CS	Jersey City	2011	2	44	44	44	44	44
6064	Dr. Lena Edwards Academic CS	Jersey City	2011	3	44	44	44	44	44
6064	Dr. Lena Edwards Academic CS	Jersey City	2011	4	44	44	44	44	44
6064	Dr. Lena Edwards Academic CS	Jersey City	2011	5	44	44	44	44	44
6064	Dr. Lena Edwards Academic CS	Jersey City	2011	6	44	44	44	44	44
6064	Dr. Lena Edwards Academic CS	Jersey City	2011	7	44	44	44	44	44
6064	Dr. Lena Edwards Academic CS	Jersey City	2011	8	44	44	44	44	44
6064	Dr. Lena Edwards Academic CS	Jersey City	2011	9					
6064	Dr. Lena Edwards Academic CS	Jersey City	2011	10					
6064	Dr. Lena Edwards Academic CS	Jersey City	2011	11					
6064	Dr. Lena Edwards Academic CS	Jersey City	2011	12					
6410	East Orange Community CS	East Orange	1998	PK3					
6410	East Orange Community CS	East Orange	1998	PK4					
6410	East Orange Community CS	East Orange	1998	K	100	100	100	100	100
6410	East Orange Community CS	East Orange	1998	1	100	100	100	100	100
6410	East Orange Community CS	East Orange	1998	2	100	100	100	100	100
6410	East Orange Community CS	East Orange	1998	3	100	100	100	100	100
6410	East Orange Community CS	East Orange	1998	4	100	100	100	100	100
6410	East Orange Community CS	East Orange	1998	5	100	100	100	100	100
6410	East Orange Community CS	East Orange	1998	6					
6410	East Orange Community CS	East Orange	1998	7					
6410	East Orange Community CS	East Orange	1998	8					
6410	East Orange Community CS	East Orange	1998	9					
6410	East Orange Community CS	East Orange	1998	10					
6410	East Orange Community CS	East Orange	1998	11					
6410	East Orange Community CS	East Orange	1998	12					
6232	ECO CS	Camden City	2005	PK3					
6232	ECO CS	Camden City	2005	PK4					
6232	ECO CS	Camden City	2005	K	30	30	30	30	30
6232	ECO CS	Camden City	2005	1	30	30	30	30	30
6232	ECO CS	Camden City	2005	2	30	30	30	30	30
6232	ECO CS	Camden City	2005	3	30	30	30	30	30
6232	ECO CS	Camden City	2005	4	33	30	30	30	30

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6232	ECO CS	Camden City	2005	5	30	33	30	30	30
6232	ECO CS	Camden City	2005	6	30	30	33	30	30
6232	ECO CS	Camden City	2005	7	31	30	30	33	33
6232	ECO CS	Camden City	2005	8	30	31	30	30	30
6232	ECO CS	Camden City	2005	9					
6232	ECO CS	Camden City	2005	10					
6232	ECO CS	Camden City	2005	11					
6232	ECO CS	Camden City	2005	12					
6420	Elysian CS of Hoboken	Hoboken	1997	PK3					
6420	Elysian CS of Hoboken	Hoboken	1997	PK4					
6420	Elysian CS of Hoboken	Hoboken	1997	K	32	32	32	32	32
6420	Elysian CS of Hoboken	Hoboken	1997	1	32	32	32	32	32
6420	Elysian CS of Hoboken	Hoboken	1997	2	32	32	32	32	32
6420	Elysian CS of Hoboken	Hoboken	1997	3	32	32	32	32	32
6420	Elysian CS of Hoboken	Hoboken	1997	4	32	32	32	32	32
6420	Elysian CS of Hoboken	Hoboken	1997	5	32	32	32	32	32
6420	Elysian CS of Hoboken	Hoboken	1997	6	32	32	32	32	32
6420	Elysian CS of Hoboken	Hoboken	1997	7	32	32	32	32	32
6420	Elysian CS of Hoboken	Hoboken	1997	8	32	32	32	32	32
6420	Elysian CS of Hoboken	Hoboken	1997	9					
6420	Elysian CS of Hoboken	Hoboken	1997	10					
6420	Elysian CS of Hoboken	Hoboken	1997	11					
6420	Elysian CS of Hoboken	Hoboken	1997	12					
6103	Empowerment Academy CS	Jersey City	2015	PK3					
6103	Empowerment Academy CS	Jersey City	2015	PK4					
6103	Empowerment Academy CS	Jersey City	2015	K	120	120	120	120	120
6103	Empowerment Academy CS	Jersey City	2015	1	120	120	120	120	120
6103	Empowerment Academy CS	Jersey City	2015	2	120	120	120	120	120
6103	Empowerment Academy CS	Jersey City	2015	3	120	120	120	120	120
6103	Empowerment Academy CS	Jersey City	2015	4	120	120	120	120	120
6103	Empowerment Academy CS	Jersey City	2015	5	120	120	120	120	120
6103	Empowerment Academy CS	Jersey City	2015	6	120	120	120	120	120
6103	Empowerment Academy CS	Jersey City	2015	7		120	120	120	120
6103	Empowerment Academy CS	Jersey City	2015	8			120	120	120
6103	Empowerment Academy CS	Jersey City	2015	9				120	120
6103	Empowerment Academy CS	Jersey City	2015	10					
6103	Empowerment Academy CS	Jersey City	2015	11					
6103	Empowerment Academy CS	Jersey City	2015	12					
6430	Englewood on the Palisades CS	Englewood City	1998	PK3					
6430	Englewood on the Palisades CS	Englewood City	1998	PK4					
6430	Englewood on the Palisades CS	Englewood City	1998	K	36	36	36	36	36
6430	Englewood on the Palisades CS	Englewood City	1998	1	36	36	36	36	36
6430	Englewood on the Palisades CS	Englewood City	1998	2	36	36	36	36	36
6430	Englewood on the Palisades CS	Englewood City	1998	3	36	36	36	36	36
6430	Englewood on the Palisades CS	Englewood City	1998	4	36	36	36	36	36
6430	Englewood on the Palisades CS	Englewood City	1998	5	36	36	36	36	36
6430	Englewood on the Palisades CS	Englewood City	1998	6	36	36	36	36	36
6430	Englewood on the Palisades CS	Englewood City	1998	7	36	36	36	36	36
6430	Englewood on the Palisades CS	Englewood City	1998	8	36	36	36	36	36
6430	Englewood on the Palisades CS	Englewood City	1998	9					
6430	Englewood on the Palisades CS	Englewood City	1998	10					
6430	Englewood on the Palisades CS	Englewood City	1998	11					
6430	Englewood on the Palisades CS	Englewood City	1998	12					
6030	Ethical Community CS	Jersey City	2009	PK3					
6030	Ethical Community CS	Jersey City	2009	PK4					
6030	Ethical Community CS	Jersey City	2009	K	44	44	44	44	44
6030	Ethical Community CS	Jersey City	2009	1	44	44	44	44	44
6030	Ethical Community CS	Jersey City	2009	2	44	44	44	44	44
6030	Ethical Community CS	Jersey City	2009	3	44	44	44	44	44
6030	Ethical Community CS	Jersey City	2009	4	44	44	44	44	44
6030	Ethical Community CS	Jersey City	2009	5	44	44	44	44	44
6030	Ethical Community CS	Jersey City	2009	6	44	44	44	44	44
6030	Ethical Community CS	Jersey City	2009	7	44	44	44	44	44
6030	Ethical Community CS	Jersey City	2009	8	44	44	44	44	44
6030	Ethical Community CS	Jersey City	2009	9					
6030	Ethical Community CS	Jersey City	2009	10					
6030	Ethical Community CS	Jersey City	2009	11					
6030	Ethical Community CS	Jersey City	2009	12					

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6017	Foundation Academy CS	Trenton	2007	PK3					
6017	Foundation Academy CS	Trenton	2007	PK4					
6017	Foundation Academy CS	Trenton	2007	K	84	84	84	84	84
6017	Foundation Academy CS	Trenton	2007	1	84	84	84	84	84
6017	Foundation Academy CS	Trenton	2007	2	84	84	84	84	84
6017	Foundation Academy CS	Trenton	2007	3	84	84	84	84	84
6017	Foundation Academy CS	Trenton	2007	4	84	84	84	84	84
6017	Foundation Academy CS	Trenton	2007	5	84	84	84	84	84
6017	Foundation Academy CS	Trenton	2007	6	84	84	84	84	84
6017	Foundation Academy CS	Trenton	2007	7	84	84	84	84	84
6017	Foundation Academy CS	Trenton	2007	8	84	84	84	84	84
6017	Foundation Academy CS	Trenton	2007	9	84	84	84	84	84
6017	Foundation Academy CS	Trenton	2007	10	84	84	84	84	84
6017	Foundation Academy CS	Trenton	2007	11	84	84	84	84	84
6017	Foundation Academy CS	Trenton	2007	12	84	84	84	84	84
6240	Freedom Prep CS	Camden City	2004	PK3					
6240	Freedom Prep CS	Camden City	2004	PK4					
6240	Freedom Prep CS	Camden City	2004	K	60	60	60	60	60
6240	Freedom Prep CS	Camden City	2004	1	60	60	60	60	60
6240	Freedom Prep CS	Camden City	2004	2	60	60	60	60	60
6240	Freedom Prep CS	Camden City	2004	3	60	60	60	60	60
6240	Freedom Prep CS	Camden City	2004	4	60	60	60	60	60
6240	Freedom Prep CS	Camden City	2004	5	90	90	90	90	90
6240	Freedom Prep CS	Camden City	2004	6	90	90	90	90	90
6240	Freedom Prep CS	Camden City	2004	7	90	90	90	90	90
6240	Freedom Prep CS	Camden City	2004	8	90	90	90	90	90
6240	Freedom Prep CS	Camden City	2004	9	120	120	120	120	120
6240	Freedom Prep CS	Camden City	2004	10	120	120	120	120	120
6240	Freedom Prep CS	Camden City	2004	11	120	120	120	120	120
6240	Freedom Prep CS	Camden City	2004	12	120	120	120	120	120
6612	Galloway Community CS	Galloway Township	2000	PK3					
6612	Galloway Community CS	Galloway Township	2000	PK4					
6612	Galloway Community CS	Galloway Township	2000	K					
6612	Galloway Community CS	Galloway Township	2000	1					
6612	Galloway Community CS	Galloway Township	2000	2					
6612	Galloway Community CS	Galloway Township	2000	3					
6612	Galloway Community CS	Galloway Township	2000	4					
6612	Galloway Community CS	Galloway Township	2000	5					
6612	Galloway Community CS	Galloway Township	2000	6					
6612	Galloway Community CS	Galloway Township	2000	7					
6612	Galloway Community CS	Galloway Township	2000	8					
6612	Galloway Community CS	Galloway Township	2000	9					
6612	Galloway Community CS	Galloway Township	2000	10					
6612	Galloway Community CS	Galloway Township	2000	11					
6612	Galloway Community CS	Galloway Township	2000	12					
6665	Gray CS	Newark	2000	PK3					
6665	Gray CS	Newark	2000	PK4					
6665	Gray CS	Newark	2000	K	50	50	50	50	50
6665	Gray CS	Newark	2000	1	50	50	50	50	50
6665	Gray CS	Newark	2000	2	50	50	50	50	50
6665	Gray CS	Newark	2000	3	50	50	50	50	50
6665	Gray CS	Newark	2000	4	50	50	50	50	50
6665	Gray CS	Newark	2000	5	50	50	50	50	50
6665	Gray CS	Newark	2000	6	50	50	50	50	50
6665	Gray CS	Newark	2000	7	50	50	50	50	50
6665	Gray CS	Newark	2000	8	50	50	50	50	50
6665	Gray CS	Newark	2000	9					
6665	Gray CS	Newark	2000	10					
6665	Gray CS	Newark	2000	11					
6665	Gray CS	Newark	2000	12					
6184	Great Futures CHS for the Health Science	Jersey City	2014	PK3					
6184	Great Futures CHS for the Health Science	Jersey City	2014	PK4					
6184	Great Futures CHS for the Health Science	Jersey City	2014	K					
6184	Great Futures CHS for the Health Science	Jersey City	2014	1					
6184	Great Futures CHS for the Health Science	Jersey City	2014	2					
6184	Great Futures CHS for the Health Science	Jersey City	2014	3					
6184	Great Futures CHS for the Health Science	Jersey City	2014	4					
6184	Great Futures CHS for the Health Science	Jersey City	2014	5					

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6184	Great Futures CHS for the Health Science	Jersey City	2014	6					
6184	Great Futures CHS for the Health Science	Jersey City	2014	7					
6184	Great Futures CHS for the Health Science	Jersey City	2014	8					
6184	Great Futures CHS for the Health Science	Jersey City	2014	9					
6184	Great Futures CHS for the Health Science	Jersey City	2014	10					
6184	Great Futures CHS for the Health Science	Jersey City	2014	11					
6184	Great Futures CHS for the Health Science	Jersey City	2014	12					
6053	Great Oaks Legacy CS	Newark	2011	PK3	90	90	90	90	90
6053	Great Oaks Legacy CS	Newark	2011	PK4	225	225	225	225	225
6053	Great Oaks Legacy CS	Newark	2011	K	360	225	225	225	225
6053	Great Oaks Legacy CS	Newark	2011	1	360	360	225	225	225
6053	Great Oaks Legacy CS	Newark	2011	2	270	360	360	360	360
6053	Great Oaks Legacy CS	Newark	2011	3	180	270	360	360	360
6053	Great Oaks Legacy CS	Newark	2011	4	125	180	270	270	270
6053	Great Oaks Legacy CS	Newark	2011	5	360	125	180	180	180
6053	Great Oaks Legacy CS	Newark	2011	6	360	360	125	125	125
6053	Great Oaks Legacy CS	Newark	2011	7	270	360	360	360	360
6053	Great Oaks Legacy CS	Newark	2011	8	150	270	360	360	360
6053	Great Oaks Legacy CS	Newark	2011	9	160	150	270	270	270
6053	Great Oaks Legacy CS	Newark	2011	10	160	160	150	150	150
6053	Great Oaks Legacy CS	Newark	2011	11	150	160	160	160	160
6053	Great Oaks Legacy CS	Newark	2011	12	132	150	160	160	160
6635	Greater Brunswick CS	Edison Township, Highland Park	1998	PK3					
6635	Greater Brunswick CS	Edison Township, Highland Park	1998	PK4					
6635	Greater Brunswick CS	Edison Township, Highland Park	1998	K	48	48	48	48	48
6635	Greater Brunswick CS	Edison Township, Highland Park	1998	1	48	48	48	48	48
6635	Greater Brunswick CS	Edison Township, Highland Park	1998	2	48	48	48	48	48
6635	Greater Brunswick CS	Edison Township, Highland Park	1998	3	48	48	48	48	48
6635	Greater Brunswick CS	Edison Township, Highland Park	1998	4	48	48	48	48	48
6635	Greater Brunswick CS	Edison Township, Highland Park	1998	5	48	48	48	48	48
6635	Greater Brunswick CS	Edison Township, Highland Park	1998	6	48	48	48	48	48
6635	Greater Brunswick CS	Edison Township, Highland Park	1998	7	48	48	48	48	48
6635	Greater Brunswick CS	Edison Township, Highland Park	1998	8	48	48	48	48	48
6635	Greater Brunswick CS	Edison Township, Highland Park	1998	9					
6635	Greater Brunswick CS	Edison Township, Highland Park	1998	10					
6635	Greater Brunswick CS	Edison Township, Highland Park	1998	11					
6635	Greater Brunswick CS	Edison Township, Highland Park	1998	12					
7280	Greater Newark CS	Newark	2000	PK3					
7280	Greater Newark CS	Newark	2000	PK4					
7280	Greater Newark CS	Newark	2000	K					
7280	Greater Newark CS	Newark	2000	1					
7280	Greater Newark CS	Newark	2000	2					
7280	Greater Newark CS	Newark	2000	3					
7280	Greater Newark CS	Newark	2000	4					
7280	Greater Newark CS	Newark	2000	5					
7280	Greater Newark CS	Newark	2000	6					
7280	Greater Newark CS	Newark	2000	7					
7280	Greater Newark CS	Newark	2000	8					
7280	Greater Newark CS	Newark	2000	9					
7280	Greater Newark CS	Newark	2000	10					
7280	Greater Newark CS	Newark	2000	11					
7280	Greater Newark CS	Newark	2000	12					
6041	Hatikvah International CS	East Brunswick Township	2010	PK3					
6041	Hatikvah International CS	East Brunswick Township	2010	PK4					
6041	Hatikvah International CS	East Brunswick Township	2010	K	75	75	75	75	75
6041	Hatikvah International CS	East Brunswick Township	2010	1	75	75	75	75	75
6041	Hatikvah International CS	East Brunswick Township	2010	2	75	75	75	75	75
6041	Hatikvah International CS	East Brunswick Township	2010	3	75	75	75	75	75
6041	Hatikvah International CS	East Brunswick Township	2010	4	50	75	75	75	75
6041	Hatikvah International CS	East Brunswick Township	2010	5	50	50	75	75	75
6041	Hatikvah International CS	East Brunswick Township	2010	6	50	50	50	50	50
6041	Hatikvah International CS	East Brunswick Township	2010	7	50	50	50	50	50
6041	Hatikvah International CS	East Brunswick Township	2010	8	50	50	50	50	50
6041	Hatikvah International CS	East Brunswick Township	2010	9					
6041	Hatikvah International CS	East Brunswick Township	2010	10					
6041	Hatikvah International CS	East Brunswick Township	2010	11					
6041	Hatikvah International CS	East Brunswick Township	2010	12					
6720	Hoboken CS	Hoboken	1998	PK3					

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6720	Hoboken CS	Hoboken	1998	PK4					
6720	Hoboken CS	Hoboken	1998	K	22	22	22	22	22
6720	Hoboken CS	Hoboken	1998	1	22	22	22	22	22
6720	Hoboken CS	Hoboken	1998	2	22	22	22	22	22
6720	Hoboken CS	Hoboken	1998	3	22	22	22	22	22
6720	Hoboken CS	Hoboken	1998	4	22	22	22	22	22
6720	Hoboken CS	Hoboken	1998	5	22	22	22	22	22
6720	Hoboken CS	Hoboken	1998	6	22	22	22	22	22
6720	Hoboken CS	Hoboken	1998	7	22	22	22	22	22
6720	Hoboken CS	Hoboken	1998	8	22	22	22	22	22
6720	Hoboken CS	Hoboken	1998	9	25	25	25	25	25
6720	Hoboken CS	Hoboken	1998	10	25	25	25	25	25
6720	Hoboken CS	Hoboken	1998	11	25	25	25	25	25
6720	Hoboken CS	Hoboken	1998	12	25	25	25	25	25
6036	HOLA CS	Hoboken	2010	PK3					
6036	HOLA CS	Hoboken	2010	PK4					
6036	HOLA CS	Hoboken	2010	K	50	50	50	50	50
6036	HOLA CS	Hoboken	2010	1	50	50	50	50	50
6036	HOLA CS	Hoboken	2010	2	50	50	50	50	50
6036	HOLA CS	Hoboken	2010	3	50	50	50	50	50
6036	HOLA CS	Hoboken	2010	4	44	50	50	50	50
6036	HOLA CS	Hoboken	2010	5	44	44	50	50	50
6036	HOLA CS	Hoboken	2010	6	44	44	44	50	50
6036	HOLA CS	Hoboken	2010	7	44	44	44	44	44
6036	HOLA CS	Hoboken	2010	8	48	44	44	44	44
6036	HOLA CS	Hoboken	2010	9					
6036	HOLA CS	Hoboken	2010	10					
6036	HOLA CS	Hoboken	2010	11					
6036	HOLA CS	Hoboken	2010	12					
6740	Hope Academy CS	Asbury Park	2001	PK3					
6740	Hope Academy CS	Asbury Park	2001	PK4					
6740	Hope Academy CS	Asbury Park	2001	K	23	23	23	23	23
6740	Hope Academy CS	Asbury Park	2001	1	40	23	23	23	23
6740	Hope Academy CS	Asbury Park	2001	2	40	40	23	23	23
6740	Hope Academy CS	Asbury Park	2001	3	35	40	40	40	40
6740	Hope Academy CS	Asbury Park	2001	4	23	35	40	40	40
6740	Hope Academy CS	Asbury Park	2001	5	23	23	35	23	23
6740	Hope Academy CS	Asbury Park	2001	6	23	23	23	35	35
6740	Hope Academy CS	Asbury Park	2001	7	23	23	23	23	23
6740	Hope Academy CS	Asbury Park	2001	8	23	23	23	23	23
6740	Hope Academy CS	Asbury Park	2001	9					
6740	Hope Academy CS	Asbury Park	2001	10					
6740	Hope Academy CS	Asbury Park	2001	11					
6740	Hope Academy CS	Asbury Park	2001	12					
6086	Hope Community CS	Camden City	2013	PK3					
6086	Hope Community CS	Camden City	2013	PK4					
6086	Hope Community CS	Camden City	2013	K	44	44	55	55	55
6086	Hope Community CS	Camden City	2013	1	24	44	55	55	55
6086	Hope Community CS	Camden City	2013	2	24	44	55	55	55
6086	Hope Community CS	Camden City	2013	3	24	24	55	55	55
6086	Hope Community CS	Camden City	2013	4	44	24	55	55	55
6086	Hope Community CS	Camden City	2013	5	20	44	55	55	55
6086	Hope Community CS	Camden City	2013	6	20	26			
6086	Hope Community CS	Camden City	2013	7		25			
6086	Hope Community CS	Camden City	2013	8					
6086	Hope Community CS	Camden City	2013	9					
6086	Hope Community CS	Camden City	2013	10					
6086	Hope Community CS	Camden City	2013	11					
6086	Hope Community CS	Camden City	2013	12					
6105	Hudson Arts and Science CS	Jersey City, Kearny	2016	K	169	69	69	69	69
6105	Hudson Arts and Science CS	Jersey City, Kearny	2016	1	169	169	69	69	69
6105	Hudson Arts and Science CS	Jersey City, Kearny	2016	2	169	169	169	169	169
6105	Hudson Arts and Science CS	Jersey City, Kearny	2016	3	169	169	169	169	169
6105	Hudson Arts and Science CS	Jersey City, Kearny	2016	4	69	169	169	169	169
6105	Hudson Arts and Science CS	Jersey City, Kearny	2016	5	69	69	169	169	169
6105	Hudson Arts and Science CS	Jersey City, Kearny	2016	6	69	69	69	69	69
6105	Hudson Arts and Science CS	Jersey City, Kearny	2016	7	69	69	69	69	69
6105	Hudson Arts and Science CS	Jersey City, Kearny	2016	8	69	69	69	69	69

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6105	Hudson Arts and Science CS	Jersey City, Kearny	2016	9					
6105	Hudson Arts and Science CS	Jersey City, Kearny	2016	10					
6105	Hudson Arts and Science CS	Jersey City, Kearny	2016	11					
6105	Hudson Arts and Science CS	Jersey City, Kearny	2016	12					
6104	Principle Academy	Atlantic City, Pleasantville, Egg H	2015	PK3					
6104	Principle Academy	Atlantic City, Pleasantville, Egg H	2015	PK4					
6104	Principle Academy	Atlantic City, Pleasantville, Egg H	2015	K	100	100	100	100	100
6104	Principle Academy	Atlantic City, Pleasantville, Egg H	2015	1	100	100	100	100	100
6104	Principle Academy	Atlantic City, Pleasantville, Egg H	2015	2	100	100	100	100	100
6104	Principle Academy	Atlantic City, Pleasantville, Egg H	2015	3	98	100	100	100	100
6104	Principle Academy	Atlantic City, Pleasantville, Egg H	2015	4	100	98	100	100	100
6104	Principle Academy	Atlantic City, Pleasantville, Egg H	2015	5	100	100	98	100	100
6104	Principle Academy	Atlantic City, Pleasantville, Egg H	2015	6	100	100	100	98	98
6104	Principle Academy	Atlantic City, Pleasantville, Egg H	2015	7					
6104	Principle Academy	Atlantic City, Pleasantville, Egg H	2015	8					
6104	Principle Academy	Atlantic City, Pleasantville, Egg H	2015	9					
6104	Principle Academy	Atlantic City, Pleasantville, Egg H	2015	10					
6104	Principle Academy	Atlantic City, Pleasantville, Egg H	2015	11					
6104	Principle Academy	Atlantic City, Pleasantville, Egg H	2015	12					
6182	International Academy of Trenton (Sabis)	Trenton, Ewing	2014	PK3					
6182	International Academy of Trenton (Sabis)	Trenton, Ewing	2014	PK4					
6182	International Academy of Trenton (Sabis)	Trenton, Ewing	2014	K					
6182	International Academy of Trenton (Sabis)	Trenton, Ewing	2014	1					
6182	International Academy of Trenton (Sabis)	Trenton, Ewing	2014	2					
6182	International Academy of Trenton (Sabis)	Trenton, Ewing	2014	3					
6182	International Academy of Trenton (Sabis)	Trenton, Ewing	2014	4					
6182	International Academy of Trenton (Sabis)	Trenton, Ewing	2014	5					
6182	International Academy of Trenton (Sabis)	Trenton, Ewing	2014	6					
6182	International Academy of Trenton (Sabis)	Trenton, Ewing	2014	7					
6182	International Academy of Trenton (Sabis)	Trenton, Ewing	2014	8					
6182	International Academy of Trenton (Sabis)	Trenton, Ewing	2014	9					
6182	International Academy of Trenton (Sabis)	Trenton, Ewing	2014	10					
6182	International Academy of Trenton (Sabis)	Trenton, Ewing	2014	11					
6182	International Academy of Trenton (Sabis)	Trenton, Ewing	2014	12					
6810	International CS of Trenton	Trenton	1998	PK3					
6810	International CS of Trenton	Trenton	1998	PK4					
6810	International CS of Trenton	Trenton	1998	K	18	18	18	18	18
6810	International CS of Trenton	Trenton	1998	1	18	18	18	18	18
6810	International CS of Trenton	Trenton	1998	2	18	18	18	18	18
6810	International CS of Trenton	Trenton	1998	3	18	18	18	18	18
6810	International CS of Trenton	Trenton	1998	4	18	18	18	18	18
6810	International CS of Trenton	Trenton	1998	5					
6810	International CS of Trenton	Trenton	1998	6					
6810	International CS of Trenton	Trenton	1998	7					
6810	International CS of Trenton	Trenton	1998	8					
6810	International CS of Trenton	Trenton	1998	9					
6810	International CS of Trenton	Trenton	1998	10					
6810	International CS of Trenton	Trenton	1998	11					
6810	International CS of Trenton	Trenton	1998	12					
6910	Jersey City Community CS	Jersey City, Bayonne	1997	PK3					
6910	Jersey City Community CS	Jersey City, Bayonne	1997	PK4					
6910	Jersey City Community CS	Jersey City, Bayonne	1997	K	66	66	66	66	66
6910	Jersey City Community CS	Jersey City, Bayonne	1997	1	66	66	66	66	66
6910	Jersey City Community CS	Jersey City, Bayonne	1997	2	66	66	66	66	66
6910	Jersey City Community CS	Jersey City, Bayonne	1997	3	66	66	66	66	66
6910	Jersey City Community CS	Jersey City, Bayonne	1997	4	66	66	66	66	66
6910	Jersey City Community CS	Jersey City, Bayonne	1997	5	66	66	66	66	66
6910	Jersey City Community CS	Jersey City, Bayonne	1997	6	66	66	66	66	66
6910	Jersey City Community CS	Jersey City, Bayonne	1997	7	66	66	66	66	66
6910	Jersey City Community CS	Jersey City, Bayonne	1997	8	66	66	66	66	66
6910	Jersey City Community CS	Jersey City, Bayonne	1997	9					
6910	Jersey City Community CS	Jersey City, Bayonne	1997	10					
6910	Jersey City Community CS	Jersey City, Bayonne	1997	11					
6910	Jersey City Community CS	Jersey City, Bayonne	1997	12					
6093	Jersey City Global CS	Jersey City	2012	PK3					
6093	Jersey City Global CS	Jersey City	2012	PK4					
6093	Jersey City Global CS	Jersey City	2012	K	60	60	65	65	65
6093	Jersey City Global CS	Jersey City	2012	1	60	60	60	60	60

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6093	Jersey City Global CS	Jersey City	2012	2	60	60	60	60	60
6093	Jersey City Global CS	Jersey City	2012	3	98	60	60	60	60
6093	Jersey City Global CS	Jersey City	2012	4	75	98	60	60	60
6093	Jersey City Global CS	Jersey City	2012	5	75	75	98	98	98
6093	Jersey City Global CS	Jersey City	2012	6	65	75	75	75	75
6093	Jersey City Global CS	Jersey City	2012	7	65	65	75	75	75
6093	Jersey City Global CS	Jersey City	2012	8	60	65	65	65	65
6093	Jersey City Global CS	Jersey City	2012	9					
6093	Jersey City Global CS	Jersey City	2012	10					
6093	Jersey City Global CS	Jersey City	2012	11					
6093	Jersey City Global CS	Jersey City	2012	12					
6915	Jersey City Golden Door CS	Jersey City	1998	PK3					
6915	Jersey City Golden Door CS	Jersey City	1998	PK4	72	72	72	72	72
6915	Jersey City Golden Door CS	Jersey City	1998	K	72	72	72	72	72
6915	Jersey City Golden Door CS	Jersey City	1998	1	72	72	72	72	72
6915	Jersey City Golden Door CS	Jersey City	1998	2	72	72	72	72	72
6915	Jersey City Golden Door CS	Jersey City	1998	3	72	72	72	72	72
6915	Jersey City Golden Door CS	Jersey City	1998	4	72	72	72	72	72
6915	Jersey City Golden Door CS	Jersey City	1998	5	72	72	72	72	72
6915	Jersey City Golden Door CS	Jersey City	1998	6	72	72	72	72	72
6915	Jersey City Golden Door CS	Jersey City	1998	7	68	72	72	72	72
6915	Jersey City Golden Door CS	Jersey City	1998	8	68	72	72	72	72
6915	Jersey City Golden Door CS	Jersey City	1998	9					
6915	Jersey City Golden Door CS	Jersey City	1998	10					
6915	Jersey City Golden Door CS	Jersey City	1998	11					
6915	Jersey City Golden Door CS	Jersey City	1998	12					
6079	John P. Holland CS	Paterson	2011	PK3	23	22	24	24	24
6079	John P. Holland CS	Paterson	2011	PK4	88	23	22	22	22
6079	John P. Holland CS	Paterson	2011	K	88	88	23	23	23
6079	John P. Holland CS	Paterson	2011	1	88	88	88	88	88
6079	John P. Holland CS	Paterson	2011	2	88	88	88	88	88
6079	John P. Holland CS	Paterson	2011	3	88	88	88	88	88
6079	John P. Holland CS	Paterson	2011	4	22	88	88	88	88
6079	John P. Holland CS	Paterson	2011	5	22	22	88	88	88
6079	John P. Holland CS	Paterson	2011	6	23	22	22	22	22
6079	John P. Holland CS	Paterson	2011	7	24	23	22	22	22
6079	John P. Holland CS	Paterson	2011	8	22	24	23	23	23
6079	John P. Holland CS	Paterson	2011	9					
6079	John P. Holland CS	Paterson	2011	10					
6079	John P. Holland CS	Paterson	2011	11					
6079	John P. Holland CS	Paterson	2011	12					
6067	Kingdom CS of Leadership	Gloucester Township	2011	PK3					
6067	Kingdom CS of Leadership	Gloucester Township	2011	PK4					
6067	Kingdom CS of Leadership	Gloucester Township	2011	K					
6067	Kingdom CS of Leadership	Gloucester Township	2011	1					
6067	Kingdom CS of Leadership	Gloucester Township	2011	2					
6067	Kingdom CS of Leadership	Gloucester Township	2011	3					
6067	Kingdom CS of Leadership	Gloucester Township	2011	4					
6067	Kingdom CS of Leadership	Gloucester Township	2011	5					
6067	Kingdom CS of Leadership	Gloucester Township	2011	6					
6067	Kingdom CS of Leadership	Gloucester Township	2011	7					
6067	Kingdom CS of Leadership	Gloucester Township	2011	8					
6067	Kingdom CS of Leadership	Gloucester Township	2011	9					
6067	Kingdom CS of Leadership	Gloucester Township	2011	10					
6067	Kingdom CS of Leadership	Gloucester Township	2011	11					
6067	Kingdom CS of Leadership	Gloucester Township	2011	12					
6083	Knowledge A To Z Academy CS	Camden City	2012	PK3					
6083	Knowledge A To Z Academy CS	Camden City	2012	PK4					
6083	Knowledge A To Z Academy CS	Camden City	2012	K					
6083	Knowledge A To Z Academy CS	Camden City	2012	1					
6083	Knowledge A To Z Academy CS	Camden City	2012	2					
6083	Knowledge A To Z Academy CS	Camden City	2012	3					
6083	Knowledge A To Z Academy CS	Camden City	2012	4					
6083	Knowledge A To Z Academy CS	Camden City	2012	5					
6083	Knowledge A To Z Academy CS	Camden City	2012	6					
6083	Knowledge A To Z Academy CS	Camden City	2012	7					
6083	Knowledge A To Z Academy CS	Camden City	2012	8					
6083	Knowledge A To Z Academy CS	Camden City	2012	9					

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6083	Knowledge A To Z Academy CS	Camden City	2012	10					
6083	Knowledge A To Z Academy CS	Camden City	2012	11					
6083	Knowledge A To Z Academy CS	Camden City	2012	12					
7100	Lady Liberty Academy CS	Newark	2001	PK3					
7100	Lady Liberty Academy CS	Newark	2001	PK4					
7100	Lady Liberty Academy CS	Newark	2001	K					
7100	Lady Liberty Academy CS	Newark	2001	1					
7100	Lady Liberty Academy CS	Newark	2001	2					
7100	Lady Liberty Academy CS	Newark	2001	3					
7100	Lady Liberty Academy CS	Newark	2001	4					
7100	Lady Liberty Academy CS	Newark	2001	5					
7100	Lady Liberty Academy CS	Newark	2001	6					
7100	Lady Liberty Academy CS	Newark	2001	7					
7100	Lady Liberty Academy CS	Newark	2001	8					
7100	Lady Liberty Academy CS	Newark	2001	9					
7100	Lady Liberty Academy CS	Newark	2001	10					
7100	Lady Liberty Academy CS	Newark	2001	11					
7100	Lady Liberty Academy CS	Newark	2001	12					
6109	LEAD CS	Newark	2017	PK3					
6109	LEAD CS	Newark	2017	PK4					
6109	LEAD CS	Newark	2017	K					
6109	LEAD CS	Newark	2017	1					
6109	LEAD CS	Newark	2017	2					
6109	LEAD CS	Newark	2017	3					
6109	LEAD CS	Newark	2017	4					
6109	LEAD CS	Newark	2017	5					
6109	LEAD CS	Newark	2017	6					
6109	LEAD CS	Newark	2017	7					
6109	LEAD CS	Newark	2017	8					
6109	LEAD CS	Newark	2017	9	120	120	120	120	120
6109	LEAD CS	Newark	2017	10	120	120	120	120	120
6109	LEAD CS	Newark	2017	11	120	120	120	120	120
6109	LEAD CS	Newark	2017	12	120	120	120	120	120
7109	LEAP Academy University CS	Camden City	1997	PK3					
7109	LEAP Academy University CS	Camden City	1997	PK4					
7109	LEAP Academy University CS	Camden City	1997	K	120	120	120	120	120
7109	LEAP Academy University CS	Camden City	1997	1	120	120	120	120	120
7109	LEAP Academy University CS	Camden City	1997	2	120	120	120	120	120
7109	LEAP Academy University CS	Camden City	1997	3	120	120	120	120	120
7109	LEAP Academy University CS	Camden City	1997	4	120	120	120	120	120
7109	LEAP Academy University CS	Camden City	1997	5	120	120	120	120	120
7109	LEAP Academy University CS	Camden City	1997	6	120	120	120	120	120
7109	LEAP Academy University CS	Camden City	1997	7	120	120	120	120	120
7109	LEAP Academy University CS	Camden City	1997	8	120	120	120	120	120
7109	LEAP Academy University CS	Camden City	1997	9	120	120	120	120	120
7109	LEAP Academy University CS	Camden City	1997	10	120	120	120	120	120
7109	LEAP Academy University CS	Camden City	1997	11	120	120	120	120	120
7109	LEAP Academy University CS	Camden City	1997	12	120	120	120	120	120
7115	Learning Community CS	Jersey City	1997	PK3					
7115	Learning Community CS	Jersey City	1997	PK4	45	45	45	45	45
7115	Learning Community CS	Jersey City	1997	K	66	66	66	66	66
7115	Learning Community CS	Jersey City	1997	1	66	66	66	66	66
7115	Learning Community CS	Jersey City	1997	2	66	66	66	66	66
7115	Learning Community CS	Jersey City	1997	3	66	66	66	66	66
7115	Learning Community CS	Jersey City	1997	4	66	66	66	66	66
7115	Learning Community CS	Jersey City	1997	5	66	66	66	66	66
7115	Learning Community CS	Jersey City	1997	6	66	66	66	66	66
7115	Learning Community CS	Jersey City	1997	7	66	66	66	66	66
7115	Learning Community CS	Jersey City	1997	8	66	66	66	66	66
7115	Learning Community CS	Jersey City	1997	9					
7115	Learning Community CS	Jersey City	1997	10					
7115	Learning Community CS	Jersey City	1997	11					
7115	Learning Community CS	Jersey City	1997	12					
6099	Link Community CS	Newark, Irvington, East Orange	2014	PK3					
6099	Link Community CS	Newark, Irvington, East Orange	2014	PK4					
6099	Link Community CS	Newark, Irvington, East Orange	2014	K					
6099	Link Community CS	Newark, Irvington, East Orange	2014	1					
6099	Link Community CS	Newark, Irvington, East Orange	2014	2					

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6099	Link Community CS	Newark, Irvington, East Orange	2014	3					
6099	Link Community CS	Newark, Irvington, East Orange	2014	4					
6099	Link Community CS	Newark, Irvington, East Orange	2014	5	80	80	80	80	80
6099	Link Community CS	Newark, Irvington, East Orange	2014	6	80	80	80	80	80
6099	Link Community CS	Newark, Irvington, East Orange	2014	7	80	80	80	80	80
6099	Link Community CS	Newark, Irvington, East Orange	2014	8	72	80	80	80	80
6099	Link Community CS	Newark, Irvington, East Orange	2014	9					
6099	Link Community CS	Newark, Irvington, East Orange	2014	10					
6099	Link Community CS	Newark, Irvington, East Orange	2014	11					
6099	Link Community CS	Newark, Irvington, East Orange	2014	12					
7735	Maria L. Varisco-Rogers CS	Newark	1999	PK3					
7735	Maria L. Varisco-Rogers CS	Newark	1999	PK4					
7735	Maria L. Varisco-Rogers CS	Newark	1999	K	62	62	62	62	62
7735	Maria L. Varisco-Rogers CS	Newark	1999	1	62	62	62	62	62
7735	Maria L. Varisco-Rogers CS	Newark	1999	2	62	62	62	62	62
7735	Maria L. Varisco-Rogers CS	Newark	1999	3	62	62	62	62	62
7735	Maria L. Varisco-Rogers CS	Newark	1999	4	62	62	62	62	62
7735	Maria L. Varisco-Rogers CS	Newark	1999	5	62	62	62	62	62
7735	Maria L. Varisco-Rogers CS	Newark	1999	6	62	62	62	62	62
7735	Maria L. Varisco-Rogers CS	Newark	1999	7	62	62	62	62	62
7735	Maria L. Varisco-Rogers CS	Newark	1999	8	62	62	62	62	62
7735	Maria L. Varisco-Rogers CS	Newark	1999	9					
7735	Maria L. Varisco-Rogers CS	Newark	1999	10					
7735	Maria L. Varisco-Rogers CS	Newark	1999	11					
7735	Maria L. Varisco-Rogers CS	Newark	1999	12					
7210	Marion P.Thomas CS	Newark	1999	PK3					
7210	Marion P.Thomas CS	Newark	1999	PK4					
7210	Marion P.Thomas CS	Newark	1999	K	150	150	150	150	150
7210	Marion P.Thomas CS	Newark	1999	1	150	150	150	150	150
7210	Marion P.Thomas CS	Newark	1999	2	150	150	150	150	150
7210	Marion P.Thomas CS	Newark	1999	3	150	150	150	150	150
7210	Marion P.Thomas CS	Newark	1999	4	150	150	150	150	150
7210	Marion P.Thomas CS	Newark	1999	5	150	150	150	150	150
7210	Marion P.Thomas CS	Newark	1999	6	150	150	150	150	150
7210	Marion P.Thomas CS	Newark	1999	7	150	150	150	150	150
7210	Marion P.Thomas CS	Newark	1999	8	150	150	150	150	150
7210	Marion P.Thomas CS	Newark	1999	9	150	150	150	150	150
7210	Marion P.Thomas CS	Newark	1999	10	150	150	150	150	150
7210	Marion P.Thomas CS	Newark	1999	11	150	150	150	150	150
7210	Marion P.Thomas CS	Newark	1999	12	150	150	150	150	150
6091	Merit Preparatory CS	Newark	2012	PK3					
6091	Merit Preparatory CS	Newark	2012	PK4					
6091	Merit Preparatory CS	Newark	2012	K					
6091	Merit Preparatory CS	Newark	2012	1					
6091	Merit Preparatory CS	Newark	2012	2					
6091	Merit Preparatory CS	Newark	2012	3					
6091	Merit Preparatory CS	Newark	2012	4					
6091	Merit Preparatory CS	Newark	2012	5					
6091	Merit Preparatory CS	Newark	2012	6					
6091	Merit Preparatory CS	Newark	2012	7					
6091	Merit Preparatory CS	Newark	2012	8					
6091	Merit Preparatory CS	Newark	2012	9					
6091	Merit Preparatory CS	Newark	2012	10					
6091	Merit Preparatory CS	Newark	2012	11					
6091	Merit Preparatory CS	Newark	2012	12					
6068	METS CS	Jersey City, Newark	2011	PK3					
6068	METS CS	Jersey City, Newark	2011	PK4					
6068	METS CS	Jersey City, Newark	2011	K					
6068	METS CS	Jersey City, Newark	2011	1					
6068	METS CS	Jersey City, Newark	2011	2					
6068	METS CS	Jersey City, Newark	2011	3					
6068	METS CS	Jersey City, Newark	2011	4					
6068	METS CS	Jersey City, Newark	2011	5					
6068	METS CS	Jersey City, Newark	2011	6					
6068	METS CS	Jersey City, Newark	2011	7					
6068	METS CS	Jersey City, Newark	2011	8					
6068	METS CS	Jersey City, Newark	2011	9					
6068	METS CS	Jersey City, Newark	2011	10					

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6068	METS CS	Jersey City, Newark	2011	11						
6068	METS CS	Jersey City, Newark	2011	12						
7896	Middlesex County STEM CS	Perth Amboy	2018	PK3						
7896	Middlesex County STEM CS	Perth Amboy	2018	PK4						
7896	Middlesex County STEM CS	Perth Amboy	2018	K	60	60	18	60	60	
7896	Middlesex County STEM CS	Perth Amboy	2018	1	60	60	60	18	18	
7896	Middlesex County STEM CS	Perth Amboy	2018	2	60	60	60	60	60	
7896	Middlesex County STEM CS	Perth Amboy	2018	3	60	60	60	60	60	
7896	Middlesex County STEM CS	Perth Amboy	2018	4	18	60	60	60	60	
7896	Middlesex County STEM CS	Perth Amboy	2018	5		18	60	60	60	
7896	Middlesex County STEM CS	Perth Amboy	2018	6						
7896	Middlesex County STEM CS	Perth Amboy	2018	7						
7896	Middlesex County STEM CS	Perth Amboy	2018	8						
7896	Middlesex County STEM CS	Perth Amboy	2018	9						
7896	Middlesex County STEM CS	Perth Amboy	2018	10						
7896	Middlesex County STEM CS	Perth Amboy	2018	11						
7896	Middlesex County STEM CS	Perth Amboy	2018	12						
6069	Millville Public CS	Millville, Vineland	2011	PK3						
6069	Millville Public CS	Millville, Vineland	2011	PK4						
6069	Millville Public CS	Millville, Vineland	2011	K	60	60	30	30	30	
6069	Millville Public CS	Millville, Vineland	2011	1	60	60	60	60	60	
6069	Millville Public CS	Millville, Vineland	2011	2	60	60	60	60	60	
6069	Millville Public CS	Millville, Vineland	2011	3	60	60	60	60	60	
6069	Millville Public CS	Millville, Vineland	2011	4	60	60	60	60	60	
6069	Millville Public CS	Millville, Vineland	2011	5	36	60	60	60	60	
6069	Millville Public CS	Millville, Vineland	2011	6	48	36	60	60	60	
6069	Millville Public CS	Millville, Vineland	2011	7	48	48	36	36	36	
6069	Millville Public CS	Millville, Vineland	2011	8	45	48	48	48	48	
6069	Millville Public CS	Millville, Vineland	2011	9	30	45	48	48	48	
6069	Millville Public CS	Millville, Vineland	2011	10	60	30	45	45	45	
6069	Millville Public CS	Millville, Vineland	2011	11						
6069	Millville Public CS	Millville, Vineland	2011	12						
7290	New Horizons Community C S	Newark	1999	PK3						
7290	New Horizons Community C S	Newark	1999	PK4						
7290	New Horizons Community C S	Newark	1999	K	84	84	84	84	84	
7290	New Horizons Community C S	Newark	1999	1	84	84	84	84	84	
7290	New Horizons Community C S	Newark	1999	2	84	84	84	84	84	
7290	New Horizons Community C S	Newark	1999	3	84	84	84	84	84	
7290	New Horizons Community C S	Newark	1999	4	84	84	84	84	84	
7290	New Horizons Community C S	Newark	1999	5	84	84	84	84	84	
7290	New Horizons Community C S	Newark	1999	6	84	84	84	84	84	
7290	New Horizons Community C S	Newark	1999	7	84	84	84	84	84	
7290	New Horizons Community C S	Newark	1999	8	84	84	84	84	84	
7290	New Horizons Community C S	Newark	1999	9						
7290	New Horizons Community C S	Newark	1999	10						
7290	New Horizons Community C S	Newark	1999	11						
7290	New Horizons Community C S	Newark	1999	12						
6029	Newark Educators Community CS	Newark	2009	PK3						
6029	Newark Educators Community CS	Newark	2009	PK4	45	45	45	45	45	
6029	Newark Educators Community CS	Newark	2009	K	50	50	50	50	50	
6029	Newark Educators Community CS	Newark	2009	1	50	50	50	50	50	
6029	Newark Educators Community CS	Newark	2009	2	50	50	50	50	50	
6029	Newark Educators Community CS	Newark	2009	3	50	50	50	50	50	
6029	Newark Educators Community CS	Newark	2009	4	50	50	50	50	50	
6029	Newark Educators Community CS	Newark	2009	5						
6029	Newark Educators Community CS	Newark	2009	6						
6029	Newark Educators Community CS	Newark	2009	7						
6029	Newark Educators Community CS	Newark	2009	8						
6029	Newark Educators Community CS	Newark	2009	9						
6029	Newark Educators Community CS	Newark	2009	10						
6029	Newark Educators Community CS	Newark	2009	11						
6029	Newark Educators Community CS	Newark	2009	12						
6037	Newark Legacy	Newark	2010	PK3						
6037	Newark Legacy	Newark	2010	PK4						
6037	Newark Legacy	Newark	2010	K						
6037	Newark Legacy	Newark	2010	1						
6037	Newark Legacy	Newark	2010	2						
6037	Newark Legacy	Newark	2010	3						

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6037	Newark Legacy	Newark	2010	4					
6037	Newark Legacy	Newark	2010	5					
6037	Newark Legacy	Newark	2010	6					
6037	Newark Legacy	Newark	2010	7					
6037	Newark Legacy	Newark	2010	8					
6037	Newark Legacy	Newark	2010	9					
6037	Newark Legacy	Newark	2010	10					
6037	Newark Legacy	Newark	2010	11					
6037	Newark Legacy	Newark	2010	12					
6059	Newark Prep CS	Newark	2012	PK3					
6059	Newark Prep CS	Newark	2012	PK4					
6059	Newark Prep CS	Newark	2012	K					
6059	Newark Prep CS	Newark	2012	1					
6059	Newark Prep CS	Newark	2012	2					
6059	Newark Prep CS	Newark	2012	3					
6059	Newark Prep CS	Newark	2012	4					
6059	Newark Prep CS	Newark	2012	5					
6059	Newark Prep CS	Newark	2012	6					
6059	Newark Prep CS	Newark	2012	7					
6059	Newark Prep CS	Newark	2012	8					
6059	Newark Prep CS	Newark	2012	9					
6059	Newark Prep CS	Newark	2012	10					
6059	Newark Prep CS	Newark	2012	11					
6059	Newark Prep CS	Newark	2012	12					
7320	North Star Academy CS of Newark	Newark	1997	PK3					
7320	North Star Academy CS of Newark	Newark	1997	PK4					
7320	North Star Academy CS of Newark	Newark	1997	K	855	340	360	360	360
7320	North Star Academy CS of Newark	Newark	1997	1	760	855	340	340	340
7320	North Star Academy CS of Newark	Newark	1997	2	665	760	855	855	855
7320	North Star Academy CS of Newark	Newark	1997	3	540	665	760	760	760
7320	North Star Academy CS of Newark	Newark	1997	4	540	540	665	665	665
7320	North Star Academy CS of Newark	Newark	1997	5	570	540	540	540	540
7320	North Star Academy CS of Newark	Newark	1997	6	570	570	540	540	540
7320	North Star Academy CS of Newark	Newark	1997	7	570	570	570	570	570
7320	North Star Academy CS of Newark	Newark	1997	8	540	570	570	570	570
7320	North Star Academy CS of Newark	Newark	1997	9	540	540	570	570	570
7320	North Star Academy CS of Newark	Newark	1997	10	450	540	540	540	540
7320	North Star Academy CS of Newark	Newark	1997	11	360	450	540	540	540
7320	North Star Academy CS of Newark	Newark	1997	12	340	360	450	450	450
7893	Ocean Academy CS	Lakewood	2017	PK3					
7893	Ocean Academy CS	Lakewood	2017	PK4					
7893	Ocean Academy CS	Lakewood	2017	K	60	40	60	60	60
7893	Ocean Academy CS	Lakewood	2017	1	60	60	40	40	40
7893	Ocean Academy CS	Lakewood	2017	2	60	60	60	60	60
7893	Ocean Academy CS	Lakewood	2017	3	60	60	60	60	60
7893	Ocean Academy CS	Lakewood	2017	4	60	60	60	60	60
7893	Ocean Academy CS	Lakewood	2017	5	40	60	60	60	60
7893	Ocean Academy CS	Lakewood	2017	6					
7893	Ocean Academy CS	Lakewood	2017	7					
7893	Ocean Academy CS	Lakewood	2017	8					
7893	Ocean Academy CS	Lakewood	2017	9					
7893	Ocean Academy CS	Lakewood	2017	10					
7893	Ocean Academy CS	Lakewood	2017	11					
7893	Ocean Academy CS	Lakewood	2017	12					
7500	Pace CS of Hamilton	Hamilton	1999	PK3					
7500	Pace CS of Hamilton	Hamilton	1999	PK4					
7500	Pace CS of Hamilton	Hamilton	1999	K	54	54	54	54	54
7500	Pace CS of Hamilton	Hamilton	1999	1	54	54	54	54	54
7500	Pace CS of Hamilton	Hamilton	1999	2	54	54	54	54	54
7500	Pace CS of Hamilton	Hamilton	1999	3	45	54	54	54	54
7500	Pace CS of Hamilton	Hamilton	1999	4	45	45	54	54	54
7500	Pace CS of Hamilton	Hamilton	1999	5	45	45	45	54	54
7500	Pace CS of Hamilton	Hamilton	1999	6	45	45	45	45	45
7500	Pace CS of Hamilton	Hamilton	1999	7	45	45	45	45	45
7500	Pace CS of Hamilton	Hamilton	1999	8	45	45	45	45	45
7500	Pace CS of Hamilton	Hamilton	1999	9					
7500	Pace CS of Hamilton	Hamilton	1999	10					
7500	Pace CS of Hamilton	Hamilton	1999	11					

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7500	Pace CS of Hamilton	Hamilton	1999	12						
6080	Passaic Arts & Science	Passaic, Clifton	2011	PK3						
6080	Passaic Arts & Science	Passaic, Clifton	2011	PK4						
6080	Passaic Arts & Science	Passaic, Clifton	2011	K	80	80	92	92	92	
6080	Passaic Arts & Science	Passaic, Clifton	2011	1	200	80	80	80	80	
6080	Passaic Arts & Science	Passaic, Clifton	2011	2	200	200	80	80	80	
6080	Passaic Arts & Science	Passaic, Clifton	2011	3	200	200	200	200	200	
6080	Passaic Arts & Science	Passaic, Clifton	2011	4	200	200	200	200	200	
6080	Passaic Arts & Science	Passaic, Clifton	2011	5	200	200	200	200	200	
6080	Passaic Arts & Science	Passaic, Clifton	2011	6	92	200	200	200	200	
6080	Passaic Arts & Science	Passaic, Clifton	2011	7	92	92	200	200	200	
6080	Passaic Arts & Science	Passaic, Clifton	2011	8	92	92	92	92	92	
6080	Passaic Arts & Science	Passaic, Clifton	2011	9	92	92	92	92	92	
6080	Passaic Arts & Science	Passaic, Clifton	2011	10	92	92	92	92	92	
6080	Passaic Arts & Science	Passaic, Clifton	2011	11	92	92	92	92	92	
6080	Passaic Arts & Science	Passaic, Clifton	2011	12	80	92	92	92	92	
6096	Paterson Arts and Science CS	Paterson	2013	PK3						
6096	Paterson Arts and Science CS	Paterson	2013	PK4						
6096	Paterson Arts and Science CS	Paterson	2013	K	100	100	75	75	75	
6096	Paterson Arts and Science CS	Paterson	2013	1	75	100	100	100	100	
6096	Paterson Arts and Science CS	Paterson	2013	2	75	75	100	100	100	
6096	Paterson Arts and Science CS	Paterson	2013	3	75	75	75	75	75	
6096	Paterson Arts and Science CS	Paterson	2013	4	75	75	75	75	75	
6096	Paterson Arts and Science CS	Paterson	2013	5	75	75	75	75	75	
6096	Paterson Arts and Science CS	Paterson	2013	6	75	75	75	75	75	
6096	Paterson Arts and Science CS	Paterson	2013	7	75	75	75	75	75	
6096	Paterson Arts and Science CS	Paterson	2013	8	75	75	75	75	75	
6096	Paterson Arts and Science CS	Paterson	2013	9	75	75	75	75	75	
6096	Paterson Arts and Science CS	Paterson	2013	10	75	75	75	75	75	
6096	Paterson Arts and Science CS	Paterson	2013	11	75	75	75	75	75	
6096	Paterson Arts and Science CS	Paterson	2013	12	75	75	75	75	75	
7503	Paterson CS for Science & Technology	Paterson	2003	PK3						
7503	Paterson CS for Science & Technology	Paterson	2003	PK4						
7503	Paterson CS for Science & Technology	Paterson	2003	K	144	144	96	96	96	
7503	Paterson CS for Science & Technology	Paterson	2003	1	144	144	144	144	144	
7503	Paterson CS for Science & Technology	Paterson	2003	2	144	144	144	144	144	
7503	Paterson CS for Science & Technology	Paterson	2003	3	144	144	144	144	144	
7503	Paterson CS for Science & Technology	Paterson	2003	4	144	144	144	144	144	
7503	Paterson CS for Science & Technology	Paterson	2003	5	144	144	144	144	144	
7503	Paterson CS for Science & Technology	Paterson	2003	6	96	144	144	144	144	
7503	Paterson CS for Science & Technology	Paterson	2003	7	96	96	144	144	144	
7503	Paterson CS for Science & Technology	Paterson	2003	8	96	96	96	96	96	
7503	Paterson CS for Science & Technology	Paterson	2003	9	96	96	96	96	96	
7503	Paterson CS for Science & Technology	Paterson	2003	10	96	96	96	96	96	
7503	Paterson CS for Science & Technology	Paterson	2003	11	96	96	96	96	96	
7503	Paterson CS for Science & Technology	Paterson	2003	12	96	96	96	96	96	
6025	Paul Robeson CS for the Humanities	Trenton	2008	PK3						
6025	Paul Robeson CS for the Humanities	Trenton	2008	PK4						
6025	Paul Robeson CS for the Humanities	Trenton	2008	K						
6025	Paul Robeson CS for the Humanities	Trenton	2008	1						
6025	Paul Robeson CS for the Humanities	Trenton	2008	2						
6025	Paul Robeson CS for the Humanities	Trenton	2008	3	75	75	75	75	75	
6025	Paul Robeson CS for the Humanities	Trenton	2008	4	75	75	75	75	75	
6025	Paul Robeson CS for the Humanities	Trenton	2008	5	75	75	75	75	75	
6025	Paul Robeson CS for the Humanities	Trenton	2008	6	75	75	75	75	75	
6025	Paul Robeson CS for the Humanities	Trenton	2008	7	75	75	75	75	75	
6025	Paul Robeson CS for the Humanities	Trenton	2008	8	75	75	75	75	75	
6025	Paul Robeson CS for the Humanities	Trenton	2008	9						
6025	Paul Robeson CS for the Humanities	Trenton	2008	10						
6025	Paul Robeson CS for the Humanities	Trenton	2008	11						
6025	Paul Robeson CS for the Humanities	Trenton	2008	12						
6057	People's Preparatory CS	Newark	2011	PK3						
6057	People's Preparatory CS	Newark	2011	PK4						
6057	People's Preparatory CS	Newark	2011	K						
6057	People's Preparatory CS	Newark	2011	1						
6057	People's Preparatory CS	Newark	2011	2						
6057	People's Preparatory CS	Newark	2011	3						
6057	People's Preparatory CS	Newark	2011	4						

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6057	People's Preparatory CS	Newark	2011	5					
6057	People's Preparatory CS	Newark	2011	6					
6057	People's Preparatory CS	Newark	2011	7					
6057	People's Preparatory CS	Newark	2011	8					
6057	People's Preparatory CS	Newark	2011	9	95	95	95	95	95
6057	People's Preparatory CS	Newark	2011	10	95	95	95	95	95
6057	People's Preparatory CS	Newark	2011	11	95	95	95	95	95
6057	People's Preparatory CS	Newark	2011	12	95	95	95	95	95
6094	Philip's Academy CS	Newark, East Orange and Irving	2013	PK3					
6094	Philip's Academy CS	Newark, East Orange and Irving	2013	PK4	60	60	42	42	42
6094	Philip's Academy CS	Newark, East Orange and Irving	2013	K	84	84	60	60	60
6094	Philip's Academy CS	Newark, East Orange and Irving	2013	1	84	84	84	84	84
6094	Philip's Academy CS	Newark, East Orange and Irving	2013	2	84	84	84	84	84
6094	Philip's Academy CS	Newark, East Orange and Irving	2013	3	84	84	84	84	84
6094	Philip's Academy CS	Newark, East Orange and Irving	2013	4	42	84	84	84	84
6094	Philip's Academy CS	Newark, East Orange and Irving	2013	5	42	42	84	84	84
6094	Philip's Academy CS	Newark, East Orange and Irving	2013	6	42	42	42	42	42
6094	Philip's Academy CS	Newark, East Orange and Irving	2013	7	42	42	42	42	42
6094	Philip's Academy CS	Newark, East Orange and Irving	2013	8	42	42	42	42	42
6094	Philip's Academy CS	Newark, East Orange and Irving	2013	9	42	42	42	42	42
6094	Philip's Academy CS	Newark, East Orange and Irving	2013	10	42	42	42	42	42
6094	Philip's Academy CS	Newark, East Orange and Irving	2013	11	42	42	42	42	42
6094	Philip's Academy CS	Newark, East Orange and Irving	2013	12	42	42	42	42	42
6106	Philip's Academy CS of Paterson	Paterson	2016	PK3					
6106	Philip's Academy CS of Paterson	Paterson	2016	PK4					
6106	Philip's Academy CS of Paterson	Paterson	2016	K	60	75	75	75	75
6106	Philip's Academy CS of Paterson	Paterson	2016	1	75	60	75	75	75
6106	Philip's Academy CS of Paterson	Paterson	2016	2	75	75	60	60	60
6106	Philip's Academy CS of Paterson	Paterson	2016	3	75	75	75	75	75
6106	Philip's Academy CS of Paterson	Paterson	2016	4					
6106	Philip's Academy CS of Paterson	Paterson	2016	5					
6106	Philip's Academy CS of Paterson	Paterson	2016	6					
6106	Philip's Academy CS of Paterson	Paterson	2016	7					
6106	Philip's Academy CS of Paterson	Paterson	2016	8					
6106	Philip's Academy CS of Paterson	Paterson	2016	9					
6106	Philip's Academy CS of Paterson	Paterson	2016	10					
6106	Philip's Academy CS of Paterson	Paterson	2016	11					
6106	Philip's Academy CS of Paterson	Paterson	2016	12					
6020	Pride Academy CS	Orange, East Orange, Newark	2008	PK3					
6020	Pride Academy CS	Orange, East Orange, Newark	2008	PK4					
6020	Pride Academy CS	Orange, East Orange, Newark	2008	K					
6020	Pride Academy CS	Orange, East Orange, Newark	2008	1					
6020	Pride Academy CS	Orange, East Orange, Newark	2008	2					
6020	Pride Academy CS	Orange, East Orange, Newark	2008	3					
6020	Pride Academy CS	Orange, East Orange, Newark	2008	4					
6020	Pride Academy CS	Orange, East Orange, Newark	2008	5	75	75	75	72	72
6020	Pride Academy CS	Orange, East Orange, Newark	2008	6	75	75	75	72	72
6020	Pride Academy CS	Orange, East Orange, Newark	2008	7	75	75	75	72	72
6020	Pride Academy CS	Orange, East Orange, Newark	2008	8	75	75	75	72	72
6020	Pride Academy CS	Orange, East Orange, Newark	2008	9					
6020	Pride Academy CS	Orange, East Orange, Newark	2008	10					
6020	Pride Academy CS	Orange, East Orange, Newark	2008	11					
6020	Pride Academy CS	Orange, East Orange, Newark	2008	12					
7540	Princeton CS	Princeton	1997	PK3					
7540	Princeton CS	Princeton	1997	PK4					
7540	Princeton CS	Princeton	1997	K	40	40	40	40	40
7540	Princeton CS	Princeton	1997	1	42	42	42	42	42
7540	Princeton CS	Princeton	1997	2	44	44	44	44	44
7540	Princeton CS	Princeton	1997	3	48	48	48	48	48
7540	Princeton CS	Princeton	1997	4	50	50	50	50	50
7540	Princeton CS	Princeton	1997	5	50	50	50	50	50
7540	Princeton CS	Princeton	1997	6	50	50	50	50	50
7540	Princeton CS	Princeton	1997	7	50	50	50	50	50
7540	Princeton CS	Princeton	1997	8	50	50	50	50	50
7540	Princeton CS	Princeton	1997	9					
7540	Princeton CS	Princeton	1997	10					
7540	Princeton CS	Princeton	1997	11					
7540	Princeton CS	Princeton	1997	12					

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7600	Queen City Academy CS	Plainfield	2000	PK3					
7600	Queen City Academy CS	Plainfield	2000	PK4					
7600	Queen City Academy CS	Plainfield	2000	K	36	36	36	36	36
7600	Queen City Academy CS	Plainfield	2000	1	36	36	36	36	36
7600	Queen City Academy CS	Plainfield	2000	2	36	36	36	36	36
7600	Queen City Academy CS	Plainfield	2000	3	36	36	36	36	36
7600	Queen City Academy CS	Plainfield	2000	4	36	36	36	36	36
7600	Queen City Academy CS	Plainfield	2000	5	36	36	36	36	36
7600	Queen City Academy CS	Plainfield	2000	6	36	36	36	36	36
7600	Queen City Academy CS	Plainfield	2000	7	36	36	36	36	36
7600	Queen City Academy CS	Plainfield	2000	8	36	36	36	36	36
7600	Queen City Academy CS	Plainfield	2000	9	40	40	40	40	40
7600	Queen City Academy CS	Plainfield	2000	10		40	40	40	40
7600	Queen City Academy CS	Plainfield	2000	11			40	40	40
7600	Queen City Academy CS	Plainfield	2000	12				40	40
7720	Red Bank CS	Red Bank	1998	PK3					
7720	Red Bank CS	Red Bank	1998	PK4	20	20	20	20	20
7720	Red Bank CS	Red Bank	1998	K	20	20	20	20	20
7720	Red Bank CS	Red Bank	1998	1	20	20	20	20	20
7720	Red Bank CS	Red Bank	1998	2	20	20	20	20	20
7720	Red Bank CS	Red Bank	1998	3	20	20	20	20	20
7720	Red Bank CS	Red Bank	1998	4	20	20	20	20	20
7720	Red Bank CS	Red Bank	1998	5	20	20	20	20	20
7720	Red Bank CS	Red Bank	1998	6	20	20	20	20	20
7720	Red Bank CS	Red Bank	1998	7	20	20	20	20	20
7720	Red Bank CS	Red Bank	1998	8	20	20	20	20	20
7720	Red Bank CS	Red Bank	1998	9					
7720	Red Bank CS	Red Bank	1998	10					
7720	Red Bank CS	Red Bank	1998	11					
7720	Red Bank CS	Red Bank	1998	12					
6044	Renaissance Regional Leadership CS	Pemberton	2010	PK3					
6044	Renaissance Regional Leadership CS	Pemberton	2010	PK4					
6044	Renaissance Regional Leadership CS	Pemberton	2010	K					
6044	Renaissance Regional Leadership CS	Pemberton	2010	1					
6044	Renaissance Regional Leadership CS	Pemberton	2010	2					
6044	Renaissance Regional Leadership CS	Pemberton	2010	3					
6044	Renaissance Regional Leadership CS	Pemberton	2010	4					
6044	Renaissance Regional Leadership CS	Pemberton	2010	5					
6044	Renaissance Regional Leadership CS	Pemberton	2010	6					
6044	Renaissance Regional Leadership CS	Pemberton	2010	7					
6044	Renaissance Regional Leadership CS	Pemberton	2010	8					
6044	Renaissance Regional Leadership CS	Pemberton	2010	9					
6044	Renaissance Regional Leadership CS	Pemberton	2010	10					
6044	Renaissance Regional Leadership CS	Pemberton	2010	11					
6044	Renaissance Regional Leadership CS	Pemberton	2010	12					
7727	Ridge and Valley CS	Blairstown Township, Frelinghu	2004	PK3					
7727	Ridge and Valley CS	Blairstown Township, Frelinghu	2004	PK4					
7727	Ridge and Valley CS	Blairstown Township, Frelinghu	2004	K	15	15	15	15	15
7727	Ridge and Valley CS	Blairstown Township, Frelinghu	2004	1	15	15	15	15	15
7727	Ridge and Valley CS	Blairstown Township, Frelinghu	2004	2	15	15	15	15	15
7727	Ridge and Valley CS	Blairstown Township, Frelinghu	2004	3	15	15	15	15	15
7727	Ridge and Valley CS	Blairstown Township, Frelinghu	2004	4	15	15	15	15	15
7727	Ridge and Valley CS	Blairstown Township, Frelinghu	2004	5	15	15	15	15	15
7727	Ridge and Valley CS	Blairstown Township, Frelinghu	2004	6	15	15	15	15	15
7727	Ridge and Valley CS	Blairstown Township, Frelinghu	2004	7	15	15	15	15	15
7727	Ridge and Valley CS	Blairstown Township, Frelinghu	2004	8	15	15	15	15	15
7727	Ridge and Valley CS	Blairstown Township, Frelinghu	2004	9					
7727	Ridge and Valley CS	Blairstown Township, Frelinghu	2004	10					
7727	Ridge and Valley CS	Blairstown Township, Frelinghu	2004	11					
7727	Ridge and Valley CS	Blairstown Township, Frelinghu	2004	12					
6026	Riverbank CS of Excellence	Florence Township	2009	PK3					
6026	Riverbank CS of Excellence	Florence Township	2009	PK4					
6026	Riverbank CS of Excellence	Florence Township	2009	K	40	40	40	40	40
6026	Riverbank CS of Excellence	Florence Township	2009	1	40	40	40	40	40
6026	Riverbank CS of Excellence	Florence Township	2009	2	40	40	40	40	40
6026	Riverbank CS of Excellence	Florence Township	2009	3	40	40	40	40	40
6026	Riverbank CS of Excellence	Florence Township	2009	4					
6026	Riverbank CS of Excellence	Florence Township	2009	5					

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6026	Riverbank CS of Excellence	Florence Township	2009	6					
6026	Riverbank CS of Excellence	Florence Township	2009	7					
6026	Riverbank CS of Excellence	Florence Township	2009	8					
6026	Riverbank CS of Excellence	Florence Township	2009	9					
6026	Riverbank CS of Excellence	Florence Township	2009	10					
6026	Riverbank CS of Excellence	Florence Township	2009	11					
6026	Riverbank CS of Excellence	Florence Township	2009	12					
7730	Robert Treat Academy CS	Newark	1997	PK3					
7730	Robert Treat Academy CS	Newark	1997	PK4					
7730	Robert Treat Academy CS	Newark	1997	K	108	80	80	80	80
7730	Robert Treat Academy CS	Newark	1997	1	108	108	80	80	80
7730	Robert Treat Academy CS	Newark	1997	2	108	108	108	108	108
7730	Robert Treat Academy CS	Newark	1997	3	108	108	108	108	108
7730	Robert Treat Academy CS	Newark	1997	4	108	108	108	108	108
7730	Robert Treat Academy CS	Newark	1997	5	80	108	108	108	108
7730	Robert Treat Academy CS	Newark	1997	6	80	80	108	108	108
7730	Robert Treat Academy CS	Newark	1997	7	80	80	80	80	80
7730	Robert Treat Academy CS	Newark	1997	8	80	80	80	80	80
7730	Robert Treat Academy CS	Newark	1997	9					
7730	Robert Treat Academy CS	Newark	1997	10					
7730	Robert Treat Academy CS	Newark	1997	11					
7730	Robert Treat Academy CS	Newark	1997	12					
6058	Roseville Community CS	Newark	2011	PK3					
6058	Roseville Community CS	Newark	2011	PK4					
6058	Roseville Community CS	Newark	2011	K	66	66	66	66	66
6058	Roseville Community CS	Newark	2011	1	66	66	66	66	66
6058	Roseville Community CS	Newark	2011	2	66	66	66	66	66
6058	Roseville Community CS	Newark	2011	3	66	66	66	66	66
6058	Roseville Community CS	Newark	2011	4	66	66	66	66	66
6058	Roseville Community CS	Newark	2011	5					
6058	Roseville Community CS	Newark	2011	6					
6058	Roseville Community CS	Newark	2011	7					
6058	Roseville Community CS	Newark	2011	8					
6058	Roseville Community CS	Newark	2011	9					
6058	Roseville Community CS	Newark	2011	10					
6058	Roseville Community CS	Newark	2011	11					
6058	Roseville Community CS	Newark	2011	12					
7830	Soaring Heights CS	Jersey City	1997	PK3					
7830	Soaring Heights CS	Jersey City	1997	PK4	50	50	50	50	50
7830	Soaring Heights CS	Jersey City	1997	K	50	50	50	50	50
7830	Soaring Heights CS	Jersey City	1997	1	50	50	50	50	50
7830	Soaring Heights CS	Jersey City	1997	2	50	50	50	50	50
7830	Soaring Heights CS	Jersey City	1997	3	50	50	50	50	50
7830	Soaring Heights CS	Jersey City	1997	4	50	50	50	50	50
7830	Soaring Heights CS	Jersey City	1997	5	50	50	50	50	50
7830	Soaring Heights CS	Jersey City	1997	6	50	50	50	50	50
7830	Soaring Heights CS	Jersey City	1997	7	50	50	50	50	50
7830	Soaring Heights CS	Jersey City	1997	8	50	50	50	50	50
7830	Soaring Heights CS	Jersey City	1997	9					
7830	Soaring Heights CS	Jersey City	1997	10					
7830	Soaring Heights CS	Jersey City	1997	11					
7830	Soaring Heights CS	Jersey City	1997	12					
7850	Sussex County CS for Technology	Sparta Township	1997	PK3					
7850	Sussex County CS for Technology	Sparta Township	1997	PK4					
7850	Sussex County CS for Technology	Sparta Township	1997	K					
7850	Sussex County CS for Technology	Sparta Township	1997	1					
7850	Sussex County CS for Technology	Sparta Township	1997	2					
7850	Sussex County CS for Technology	Sparta Township	1997	3					
7850	Sussex County CS for Technology	Sparta Township	1997	4					
7850	Sussex County CS for Technology	Sparta Township	1997	5					
7850	Sussex County CS for Technology	Sparta Township	1997	6	75	75	75	75	75
7850	Sussex County CS for Technology	Sparta Township	1997	7	75	75	75	75	75
7850	Sussex County CS for Technology	Sparta Township	1997	8	75	75	75	75	75
7850	Sussex County CS for Technology	Sparta Township	1997	9					
7850	Sussex County CS for Technology	Sparta Township	1997	10					
7850	Sussex County CS for Technology	Sparta Township	1997	11					
7850	Sussex County CS for Technology	Sparta Township	1997	12					
7325	TEAM Academy CS	Newark	2002	PK3					

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7325	TEAM Academy CS	Newark	2002	PK4					
7325	TEAM Academy CS	Newark	2002	K	720	360	480	480	480
7325	TEAM Academy CS	Newark	2002	1	720	720	360	360	360
7325	TEAM Academy CS	Newark	2002	2	720	720	720	720	720
7325	TEAM Academy CS	Newark	2002	3	720	720	720	720	720
7325	TEAM Academy CS	Newark	2002	4	720	720	720	720	720
7325	TEAM Academy CS	Newark	2002	5	720	720	720	720	720
7325	TEAM Academy CS	Newark	2002	6	720	720	720	720	720
7325	TEAM Academy CS	Newark	2002	7	600	720	720	720	720
7325	TEAM Academy CS	Newark	2002	8	480	600	720	720	720
7325	TEAM Academy CS	Newark	2002	9	480	480	600	600	600
7325	TEAM Academy CS	Newark	2002	10	480	480	480	480	480
7325	TEAM Academy CS	Newark	2002	11	480	480	480	480	480
7325	TEAM Academy CS	Newark	2002	12	360	480	480	480	480
7890	Teaneck Community CS	Teaneck	1998	PK3					
7890	Teaneck Community CS	Teaneck	1998	PK4					
7890	Teaneck Community CS	Teaneck	1998	K	45	45	36	36	36
7890	Teaneck Community CS	Teaneck	1998	1	45	45	45	45	45
7890	Teaneck Community CS	Teaneck	1998	2	36	45	45	45	45
7890	Teaneck Community CS	Teaneck	1998	3	36	36	45	45	45
7890	Teaneck Community CS	Teaneck	1998	4	36	36	36	36	36
7890	Teaneck Community CS	Teaneck	1998	5	36	36	36	36	36
7890	Teaneck Community CS	Teaneck	1998	6	36	36	36	36	36
7890	Teaneck Community CS	Teaneck	1998	7	36	36	36	36	36
7890	Teaneck Community CS	Teaneck	1998	8	36	36	36	36	36
7890	Teaneck Community CS	Teaneck	1998	9					
7890	Teaneck Community CS	Teaneck	1998	10					
7890	Teaneck Community CS	Teaneck	1998	11					
7890	Teaneck Community CS	Teaneck	1998	12					
6090	The Paulo Freire CS	Newark	2012	PK3					
6090	The Paulo Freire CS	Newark	2012	PK4					
6090	The Paulo Freire CS	Newark	2012	K					
6090	The Paulo Freire CS	Newark	2012	1					
6090	The Paulo Freire CS	Newark	2012	2					
6090	The Paulo Freire CS	Newark	2012	3					
6090	The Paulo Freire CS	Newark	2012	4					
6090	The Paulo Freire CS	Newark	2012	5					
6090	The Paulo Freire CS	Newark	2012	6					
6090	The Paulo Freire CS	Newark	2012	7					
6090	The Paulo Freire CS	Newark	2012	8					
6090	The Paulo Freire CS	Newark	2012	9					
6090	The Paulo Freire CS	Newark	2012	10					
6090	The Paulo Freire CS	Newark	2012	11					
6090	The Paulo Freire CS	Newark	2012	12					
6081	Thomas Edison Energy Smart CS	Franklin Township, North Bruns	2012	PK3					
6081	Thomas Edison Energy Smart CS	Franklin Township, North Bruns	2012	PK4					
6081	Thomas Edison Energy Smart CS	Franklin Township, North Bruns	2012	K	50	42	42	42	42
6081	Thomas Edison Energy Smart CS	Franklin Township, North Bruns	2012	1	50	50	42	42	42
6081	Thomas Edison Energy Smart CS	Franklin Township, North Bruns	2012	2	50	50	50	50	50
6081	Thomas Edison Energy Smart CS	Franklin Township, North Bruns	2012	3	50	50	50	50	50
6081	Thomas Edison Energy Smart CS	Franklin Township, North Bruns	2012	4	50	50	50	50	50
6081	Thomas Edison Energy Smart CS	Franklin Township, North Bruns	2012	5	50	50	50	50	50
6081	Thomas Edison Energy Smart CS	Franklin Township, North Bruns	2012	6	50	50	50	50	50
6081	Thomas Edison Energy Smart CS	Franklin Township, North Bruns	2012	7	50	50	50	50	50
6081	Thomas Edison Energy Smart CS	Franklin Township, North Bruns	2012	8	50	50	50	50	50
6081	Thomas Edison Energy Smart CS	Franklin Township, North Bruns	2012	9	50	50	50	50	50
6081	Thomas Edison Energy Smart CS	Franklin Township, North Bruns	2012	10	42	50	50	50	50
6081	Thomas Edison Energy Smart CS	Franklin Township, North Bruns	2012	11	42	42	50	50	50
6081	Thomas Edison Energy Smart CS	Franklin Township, North Bruns	2012	12	42	42	42	42	42
6183	Trenton STEM to Civics	Trenton	2014	PK3					
6183	Trenton STEM to Civics	Trenton	2014	PK4					
6183	Trenton STEM to Civics	Trenton	2014	K					
6183	Trenton STEM to Civics	Trenton	2014	1					
6183	Trenton STEM to Civics	Trenton	2014	2					
6183	Trenton STEM to Civics	Trenton	2014	3					
6183	Trenton STEM to Civics	Trenton	2014	4					
6183	Trenton STEM to Civics	Trenton	2014	5					
6183	Trenton STEM to Civics	Trenton	2014	6	150	150	150	150	150

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6183	Trenton STEM to Civics	Trenton	2014	7	150	150	150	150	150
6183	Trenton STEM to Civics	Trenton	2014	8	150	150	150	150	150
6183	Trenton STEM to Civics	Trenton	2014	9	150	150	150	150	150
6183	Trenton STEM to Civics	Trenton	2014	10	150	150	150	150	150
6183	Trenton STEM to Civics	Trenton	2014	11	150	150	150	150	150
6183	Trenton STEM to Civics	Trenton	2014	12	100	150	150	150	150
8010	Union County TEAMS CS	Plainfield	2005	PK3					
8010	Union County TEAMS CS	Plainfield	2005	PK4					
8010	Union County TEAMS CS	Plainfield	2005	K	20	20	20	20	20
8010	Union County TEAMS CS	Plainfield	2005	1	20	20	20	20	20
8010	Union County TEAMS CS	Plainfield	2005	2	20	20	20	20	20
8010	Union County TEAMS CS	Plainfield	2005	3	20	20	20	20	20
8010	Union County TEAMS CS	Plainfield	2005	4	20	30	30	30	30
8010	Union County TEAMS CS	Plainfield	2005	5	20	30	30	30	30
8010	Union County TEAMS CS	Plainfield	2005	6	40	40	40	40	40
8010	Union County TEAMS CS	Plainfield	2005	7	40	40	40	40	40
8010	Union County TEAMS CS	Plainfield	2005	8	40	40	40	40	40
8010	Union County TEAMS CS	Plainfield	2005	9	40	60	60	60	60
8010	Union County TEAMS CS	Plainfield	2005	10	40	40	60	60	60
8010	Union County TEAMS CS	Plainfield	2005	11	40	40	40	60	60
8010	Union County TEAMS CS	Plainfield	2005	12	40	40	40	60	60
8050	Unity CS	Morris	1998	PK3					
8050	Unity CS	Morris	1998	PK4					
8050	Unity CS	Morris	1998	K	30	27	26	26	26
8050	Unity CS	Morris	1998	1	27	30	27	27	27
8050	Unity CS	Morris	1998	2	25	27	30	30	30
8050	Unity CS	Morris	1998	3	24	25	27	27	27
8050	Unity CS	Morris	1998	4	27	24	25	25	25
8050	Unity CS	Morris	1998	5	27	27	24	24	24
8050	Unity CS	Morris	1998	6	27	27	27	27	27
8050	Unity CS	Morris	1998	7	26	27	27	27	27
8050	Unity CS	Morris	1998	8	27	26	27	27	27
8050	Unity CS	Morris	1998	9					
8050	Unity CS	Morris	1998	10					
8050	Unity CS	Morris	1998	11					
8050	Unity CS	Morris	1998	12					
8060	University Academy CS	Jersey City	2002	PK3					
8060	University Academy CS	Jersey City	2002	PK4					
8060	University Academy CS	Jersey City	2002	K					
8060	University Academy CS	Jersey City	2002	1					
8060	University Academy CS	Jersey City	2002	2					
8060	University Academy CS	Jersey City	2002	3					
8060	University Academy CS	Jersey City	2002	4					
8060	University Academy CS	Jersey City	2002	5					
8060	University Academy CS	Jersey City	2002	6					
8060	University Academy CS	Jersey City	2002	7					
8060	University Academy CS	Jersey City	2002	8					
8060	University Academy CS	Jersey City	2002	9	110	110	120	120	120
8060	University Academy CS	Jersey City	2002	10	120	110	110	110	110
8060	University Academy CS	Jersey City	2002	11	120	120	110	110	110
8060	University Academy CS	Jersey City	2002	12	110	120	120	120	120
8065	University Heights CS of Excellence	Newark	2006	PK3	75	75	75	75	75
8065	University Heights CS of Excellence	Newark	2006	PK4	75	75	75	75	75
8065	University Heights CS of Excellence	Newark	2006	K	75	75	75	75	75
8065	University Heights CS of Excellence	Newark	2006	1	150	75	75	75	75
8065	University Heights CS of Excellence	Newark	2006	2	150	150	75	75	75
8065	University Heights CS of Excellence	Newark	2006	3	150	150	150	150	150
8065	University Heights CS of Excellence	Newark	2006	4	150	150	150	150	150
8065	University Heights CS of Excellence	Newark	2006	5	75	150	150	150	150
8065	University Heights CS of Excellence	Newark	2006	6	75	75	150	150	150
8065	University Heights CS of Excellence	Newark	2006	7	75	75	75	75	75
8065	University Heights CS of Excellence	Newark	2006	8	75	75	75	75	75
8065	University Heights CS of Excellence	Newark	2006	9					
8065	University Heights CS of Excellence	Newark	2006	10					
8065	University Heights CS of Excellence	Newark	2006	11					
8065	University Heights CS of Excellence	Newark	2006	12					
8140	Village CS	Trenton	1999	PK3					
8140	Village CS	Trenton	1999	PK4	30	30	30	30	30

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8140	Village CS	Trenton	1999	K	40	40	40	40	40
8140	Village CS	Trenton	1999	1	40	40	40	40	40
8140	Village CS	Trenton	1999	2	40	40	40	40	40
8140	Village CS	Trenton	1999	3	40	40	40	40	40
8140	Village CS	Trenton	1999	4	40	40	40	40	40
8140	Village CS	Trenton	1999	5	40	40	40	40	40
8140	Village CS	Trenton	1999	6	40	40	40	40	40
8140	Village CS	Trenton	1999	7	40	40	40	40	40
8140	Village CS	Trenton	1999	8	40	40	40	40	40
8140	Village CS	Trenton	1999	9					
8140	Village CS	Trenton	1999	10					
8140	Village CS	Trenton	1999	11					
8140	Village CS	Trenton	1999	12					
6028	Vineland Public CS	Millville, Vineland	2009	PK3					
6028	Vineland Public CS	Millville, Vineland	2009	PK4	30	30	30	30	30
6028	Vineland Public CS	Millville, Vineland	2009	K	60	60	60	60	60
6028	Vineland Public CS	Millville, Vineland	2009	1	60	60	60	60	60
6028	Vineland Public CS	Millville, Vineland	2009	2	60	60	60	60	60
6028	Vineland Public CS	Millville, Vineland	2009	3	60	60	60	60	60
6028	Vineland Public CS	Millville, Vineland	2009	4	60	60	60	60	60
6028	Vineland Public CS	Millville, Vineland	2009	5	48	60	60	60	60
6028	Vineland Public CS	Millville, Vineland	2009	6	36	48	60	60	60
6028	Vineland Public CS	Millville, Vineland	2009	7	36	36	60	60	60
6028	Vineland Public CS	Millville, Vineland	2009	8	36	36	60	60	60
6028	Vineland Public CS	Millville, Vineland	2009	9	60	60	60	60	60
6028	Vineland Public CS	Millville, Vineland	2009	10	60	60	60	60	60
6028	Vineland Public CS	Millville, Vineland	2009	11	60	60	60	60	60
6028	Vineland Public CS	Millville, Vineland	2009	12	60	60	60	60	60
6038	Visions Academy Charter High School	Newark	2010	PK3					
6038	Visions Academy Charter High School	Newark	2010	PK4					
6038	Visions Academy Charter High School	Newark	2010	K					
6038	Visions Academy Charter High School	Newark	2010	1					
6038	Visions Academy Charter High School	Newark	2010	2					
6038	Visions Academy Charter High School	Newark	2010	3					
6038	Visions Academy Charter High School	Newark	2010	4					
6038	Visions Academy Charter High School	Newark	2010	5					
6038	Visions Academy Charter High School	Newark	2010	6					
6038	Visions Academy Charter High School	Newark	2010	7					
6038	Visions Academy Charter High School	Newark	2010	8					
6038	Visions Academy Charter High School	Newark	2010	9					
6038	Visions Academy Charter High School	Newark	2010	10					
6038	Visions Academy Charter High School	Newark	2010	11					
6038	Visions Academy Charter High School	Newark	2010	12					



**New Jersey Department of Education,  
Office of Charter and Renaissance Schools  
Annual Report Template  
(Updated June 2019)**

## Introduction:

The annual report was established in the *Charter School Program Act of 1995* as a way to facilitate the commissioner's annual review of charter schools. It is aligned to the Performance Framework developed by the Office of Charter and Renaissance Schools, New Jersey Department of Education (Department), and meant to capture information that allows the Department to easily evaluate a charter school's performance based on the criteria set forth in the Performance Framework.

## Annual Report Submission Guidelines:

**Annual Report Submission:** Each year per N.J.S.A. 18A:36A-16(b) and N.J.A.C. 6A:11-2.2(a), the board of trustees of a charter school must submit the annual report no later than 4:15 p.m. on August 1 to the district board(s) of education or state district superintendent, the executive county superintendent, and the commissioner of education. Further, the board of trustees must make the annual report available to the parents or guardians of the students enrolled in the charter school.

New this year, each charter school's annual report will be made available for download on the Department's website.

**Submission Process for the 2018-2019 Report:** This year, the annual report must be submitted via Homeroom as a Word document titled "Annual Report 2019." To submit the report, upload it to the subfolder "Annual Report 2019" located inside the folder "Annual Report" on the charter school's Homeroom site. Each Appendix must be saved as a separate Word or .PDF document using the file naming convention found [at the end of the document](#) and then uploaded to the "Annual Report 2019" subfolder on the charter school's Homeroom site.

**Additional Submission Requirements:** A paper copy of the report must be submitted to the district board(s) of education or state district superintendent of the charter school's district(s) of residence no later than 4:15 p.m. on Thursday, August 1, 2019. The paper copies require a cover page, which includes the school's name and the date of the report. Paper copies are **not** required to be sent to the executive county superintendent.

**Written Comment Period:** The board(s) of education or state district superintendent of the district(s) of residence of a charter school may submit comments regarding the charter school's annual report to the commissioner no later than October 1, 2019.

**Annual Report Questions:****Basic Information about the School:**

Fill in the requested information below.

**Table 1: Basic Information**

Basic Information	
Name of school	(Indicate name of school here)
Grade level(s) to be served in 2018-2019	(Indicate grade levels to be served in 2018-2019 here)
2018-2019 enrollment (as of June 30, 2019)	(Indicate 2017-2018 enrollment as of June 30, 2019 here)
Projected enrollment for 2018-2019	(indicate projected enrollment for 2018-2019 here)
Current waiting list for 2019-2020	(indicate current waiting list for 2019-2020 here)
Website address	(indicate website address here)
Name of board president	(indicate name of board president here)
Board president email address	(indicate board president e-mail address here)
Board president phone number	(indicate board president phone number here)
Name of school leader	(Indicate name of school leader here)
School leader email address	(indicate school leader email address here)
School leader phone number	(indicate school leader phone number here)
Name of SBA	(indicate name of SBA here)
SBA email address	(indicate SBA email address here)
SBA phone number	(indicate SBA phone number here)

**School Site Information:**

Provide the requested information for each school location. Copy the table below and fill it out for each school site if the school has more than one site.

**Table 2: School Site**

School Site Information	
Site name	(indicate site name here)
Year site opened	(indicate year site opened here)
Grade level(s) served at this site in 2018-2019	(indicate grade level(s) served at this site in 2018-2019)
Grade level(s) to be served at this site in 2019-2020	(indicate grade level(s) to be served at this site in 2018-2019)

School Site Information	
Site street address	(indicate site street address here)
Site city	(indicate site city here)
Site zip	(indicate site zip here)
Site phone number	(indicate site phone number here)
Site lead or primary contact's name	(indicate site lead or primary contact's name here)
Site lead's email address	(indicate site lead's email address here)

**Organizational Performance Areas**

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 1: Education Program and Capacity.

**1.1 Mission and Key Design Elements**

- a) State the school's mission.
- b) Provide a brief description of the school's key design elements.
- c) If applicable, provide information regarding the school's unique academic goals related to the school's mission using the guidelines and format below. Note: Mission-specific goals are optional. Schools that do not have mission-specific academic goals may leave this section of the annual report blank. Further, these academic goals may have changed from the school's original charter application.

**Guidelines**

- All goals must be SMART, e.g. specific, measurable, ambitious and attainable, relevant and time-bound.
- All measurements must be valid and reliable, and must demonstrate rigor.
- Without exception, academic goals must be outcome-driven.
- Explain why the school has or has not met these goals, and what steps the school has taken to ensure progress.

**Table 3: Format**

Goal	Ex: As a college-preparatory academy, our goal is to prepare students for the rigor of college-level coursework.
Measure	Ex: Year over year growth in the pass rate on AP tests.
Target	Ex: Increase the proportion of students passing AP tests by 10% from SY 2014-2015 to 2015-2016.
Actual Outcome	Ex: in 2014-2015, 50 AP exams were taken and 30 were passed, so the pass rate was 60% (30/50). In 2015-2016, 54 AP exams were taken, and 40 were passed, giving us a pass rate of 74% (40/54), which is a 14% increase. <b>GOAL HAS BEEN MET.</b>

**1.2 Curriculum**

- a) All charter schools are required to adopt and implement curriculum aligned to the New Jersey Student Learning Standards. To affirm the charter school's commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

### 1.3 Instruction

- a) What constitutes high quality instruction at this school?
- b) Provide a brief description of the school's instructional practices.

### 1.4 Assessment

- a) Fill in the following table to show year over year trends in the proportion of students meeting or exceeding grade-level expectations ("proficiency rate") on all PARCC assessments administered by the school. Note: If 2018-2019 PARCC results have not been released to schools by July 15, 2019, then leave the 2018-2019 column blank.

**Table 4 Proficiency Rates on PARCC assessments**

Assessment	2016-2017	2017-2018	2018-2019
ELA 3	(ELA Grade 3 Proficiency Rate 2016-2017)	(ELA Grade 3 Proficiency Rate 2017-2018)	(ELA Grade 3 Proficiency Rate 2018-2019)
ELA 4	(ELA Grade 4 Proficiency Rate 2016-2017)	(ELA Grade 4 Proficiency Rate 2017-2018)	(ELA Grade 4 Proficiency Rate 2018-2019)
ELA 5	(ELA Grade 5 Proficiency Rate 2016-2017)	(ELA Grade 5 Proficiency Rate 2017-2018)	(ELA Grade 5 Proficiency Rate 2018-2019)
ELA 6	(ELA Grade 6 Proficiency Rate 2016-2017)	(ELA Grade 6 Proficiency Rate 2017-2018)	(ELA Grade 6 Proficiency Rate 2018-2019)
ELA 7	(ELA Grade 7 Proficiency Rate 2016-2017)	(ELA Grade 7 Proficiency Rate 2017-2018)	(ELA Grade 7 Proficiency Rate 2018-2019)
ELA 8	(ELA Grade 8 Proficiency Rate 2016-2017)	(ELA Grade 8 Proficiency Rate 2017-2018)	(ELA Grade 8 Proficiency Rate 2018-2019)
ELA 9	(ELA Grade 9 Proficiency Rate 2016-2017)	(ELA Grade 9 Proficiency Rate 2017-2018)	(ELA Grade 9 Proficiency Rate 2018-2019)
ELA 10	(ELA Grade 10 Proficiency Rate 2016-2017)	(ELA Grade 10 Proficiency Rate 2017-2018)	(ELA Grade 10 Proficiency Rate 2018-2019)
ELA 11	(ELA Grade 11 Proficiency Rate 2016-2017)	(ELA Grade 11 Proficiency Rate 2017-2018)	(ELA Grade 11 Proficiency Rate 2018-2019)
MAT 3	(MAT Grade 3 Proficiency Rate 2016-2017)	(MAT Grade 3 Proficiency Rate 2017-2018)	(MAT Grade 3 Proficiency Rate 2018-2019)
MAT 4	(MAT Grade 4 Proficiency Rate 2016-2017)	(MAT Grade 4 Proficiency Rate 2017-2018)	(MAT Grade 4 Proficiency Rate 2018-2019)
MAT 5	(MAT Grade 5 Proficiency Rate 2016-2017)	(MAT Grade 5 Proficiency Rate 2017-2018)	(MAT Grade 5 Proficiency Rate 2018-2019)
MAT 6	(MAT Grade 6 Proficiency Rate 2016-2017)	(MAT Grade 6 Proficiency Rate 2017-2018)	(MAT Grade 6 Proficiency Rate 2018-2019)
MAT 7	(MAT Grade 7 Proficiency Rate 2016-2017)	(MAT Grade 7 Proficiency Rate 2017-2018)	(MAT Grade 7 Proficiency Rate 2018-2019)

Assessment	2016-2017	2017-2018	2018-2019
MAT 8	(MAT Grade 8 Proficiency Rate 2016-2017)	(MAT Grade 8 Proficiency Rate 2017-2018)	(MAT Grade 8 Proficiency Rate 2018-2019)
Algebra I	(Algebra I Proficiency Rate 2016-2017)	(Algebra I Proficiency Rate 2017-2018)	(Algebra I Proficiency Rate 2018-2019)
Geometry	(Geometry Proficiency Rate 2016-2017)	(Geometry Proficiency Rate 2017-2018)	(Geometry Proficiency Rate 2018-2019)
Algebra II	(Algebra II Proficiency Rate 2016-2017)	(Algebra II Proficiency Rate 2017-2018)	(Algebra II Proficiency Rate 2018-2019)

- b) Explain the main reasons why the school has or has not seen year over year increases in the proficiency rate, and what steps the school has taken, or plans to take, to ensure such progress in both subjects by grade level and by subgroup (i.e., students eligible for free and reduced price lunch, English language learners, students with disabilities, and racial/ethnic groups).
- c) For each subject and grade level, provide a list of the diagnostic, formative, and summative assessments that were administered during the 2018-2019 year.
- d) Describe how results from the assessments listed above were used to improve instructional effectiveness and student learning.

**1.5 Organizational Capacity - School Leadership/Administration**

- a) Fill in the requested information below regarding school leadership.

**Table 5: School Leadership/ Administration Information**

Administrator Name	Title	Start Date
(Indicate Administrator Name Here)	(Indicate Administrator Title Here)	(Indicate Administrator State Date Here)
(Indicate Administrator Name Here)	(Indicate Administrator Title Here)	(Indicate Administrator State Date Here)
(Indicate Administrator Name Here)	(Indicate Administrator Title Here)	(Indicate Administrator State Date Here)
(Indicate Administrator Name Here)	(Indicate Administrator Title Here)	(Indicate Administrator State Date Here)

**School Culture & Climate**

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

**2.1 School Culture and Climate**

- a) Fill in the requested information below regarding learning environment at the school.

**Table 6: School Culture and Climate Learning Environment**

Learning Environment	
Total Attendance Rate: (use the total number of days present divided by the total number of days enrolled)	(Indicate Total Attendance Rate Here)

Learning Environment	
Elementary School Attendance Rate (grades K-5)	(Indicate K-5 Attendance Rate Here)
Middle School Attendance Rate (grades 6-8)	(Indicate 6-8 Attendance Rate Here)
High School Attendance Rate (grades 9-12)	(Indicate 9-12 Attendance Rate Here)
Student - Teacher Ratio	(Indicate Student- teacher Ratio Here)

b) Fill in the requested information below regarding the professional environment at the school.

**Table 7: School Culture and Climate Professional Development**

Professional Environment	
Teacher Retention Rate (from SY 2017-2018 to 2018-2019)	(Indicate teacher retention rate from SY 2017-2018 to 2018-2019)
Total Staff Retention Rate (from SY 2017-2018 to 2018-2019)	(Indicate staff retention rate from SY 2017-2018 to 2018-2019)
Frequency of teacher surveys and date of last survey conducted	(Indicate frequency of teacher surveys and date of last survey conducted here)
Percent of teachers who submitted survey responses	(Indicate percent of teachers who submitted survey responses here)
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	(Indicate percent of teachers who expressed satisfaction with school leadership or with the overall school environment here)

- c) What were the three main positive aspects teachers identified in the latest survey?
- d) What were the three main challenges that teachers identified in the latest survey?
- e) Fill in the requested information below regarding the school’s discipline environment in 2017-2018. If there was a noticeable increase or decrease in suspensions and expulsions in 2017-2018 compared to 2017-2018, then please describe the reasons for the change below the table.

**Table 8: Discipline Environment 2017-2018**

Grade Level	Number of students enrolled (as of Oct. 15, 2018)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
K	Number of K students enrolled (as of Oct. 15, 2018)	Number of K students receiving an out-of-school suspension	Number of K students expelled
1	Number of 1 <sup>st</sup> grade students enrolled (as of Oct. 15, 2018)	Number of 1 <sup>st</sup> grade students receiving an out-of- school suspension	Number of 1 <sup>st</sup> grade students expelled
2	Number of 2 <sup>nd</sup> grade students enrolled (as of Oct. 15, 2018)	Number of 2 <sup>nd</sup> grade students receiving an out-of- school suspension	Number of 2 <sup>nd</sup> grade students expelled
3	Number of 3 <sup>rd</sup> grade students enrolled (as of Oct. 15, 2018)	Number of 3 <sup>rd</sup> grade students receiving an out-of- school suspension	Number of 3 <sup>rd</sup> grade students expelled
4	Number of 4 <sup>th</sup> grade students enrolled (as of Oct. 15, 2018)	Number of 4 <sup>th</sup> grade students receiving an out-of- school suspension	Number of 4 <sup>th</sup> grade students expelled

Grade Level	Number of students enrolled (as of Oct. 15, 2018)	Number of students receiving an out-of-school suspension (unique count)	Number of students expelled
5	Number of 5 <sup>th</sup> grade students enrolled (as of Oct. 15, 2018)	Number of 5 <sup>th</sup> grade students receiving an out-of- school suspension	Number of 5 <sup>th</sup> grade students expelled
6	Number of 6 <sup>th</sup> grade students enrolled (as of Oct. 15, 2018)	Number of 6 <sup>th</sup> grade students receiving an out-of- school suspension	Number of 6 <sup>th</sup> grade students expelled
7	Number of 7 <sup>th</sup> grade students enrolled (as of Oct. 15, 2018)	number of 7 <sup>th</sup> grade students receiving an out-of- school suspension	Number of 7 <sup>th</sup> grade students expelled
8	Number of 8 <sup>th</sup> grade students enrolled (as of Oct. 15, 2018)	Number of 8 <sup>th</sup> grade students receiving an out-of- school suspension	Number of 8 <sup>th</sup> grade students expelled
9	Number of 9 <sup>th</sup> grade students enrolled (as of Oct. 15, 2018)	Number of 9 <sup>th</sup> grade students receiving an out-of- school suspension	Number of 9 <sup>th</sup> grade students expelled
10	Number of 10 <sup>th</sup> grade students enrolled (as of Oct. 15, 2018)	Number of 10 <sup>th</sup> grade students receiving an out-of- school suspension	Number of 10 <sup>th</sup> grade students expelled
11	Number of 11 <sup>th</sup> grade students enrolled (as of Oct. 15, 2018)	Number of 11 <sup>th</sup> grade students receiving an out-of- school suspension	Number of 11 <sup>th</sup> grade students expelled
12	Number of 12 <sup>th</sup> grade students enrolled (as of Oct. 15, 2018)	Number of 12 <sup>th</sup> grade students receiving an out-of- school suspension	Number of 12 <sup>th</sup> grade students expelled

**2.2. Family and Community Engagement**

- a) Fill in the requested information below regarding family involvement and satisfaction.

**Table 9: Family Involvement and Satisfaction**

Family Involvement and Satisfaction	
Number of parents/guardians currently serving on the school’s board, out of the total number of board members	(Enter number of parent guardians currently serving on the school’s board, out of the total number of board members)
Frequency of parent/guardian surveys	(Enter frequency of parent/ guardian surveys)
Date of last parent/guardian survey conducted	(Enter date of last/ parent guardian survey conducted)
Percent of parents/guardians completing the survey (consider one survey per household)	(Enter percent parent/ guardians completing the survey)
Percent of parents/guardians that expressed satisfaction with the overall school environment	(Enter percent parent/ guardians that expressed satisfaction with the overall school environment)

- b) What were the three main positive aspects identified by parents/guardians in the latest survey?
- c) What were the three main challenges identified by parents/guardians in the latest survey?
- d) List and briefly describe the major activities or events the school offered to parents/guardians during the 2018-2019 school year.

- e) List and briefly describe the major activities or events conducted by parents/guardians to further the school’s mission and goals.
- f) Fill in the requested information below regarding community involvement. Add or delete rows as necessary.

**Table 10: Community Involvement with Education Institutions**

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
(name education partnering organization here)	(description of partnership)	(level of involvement)
(name education partnering organization here)	(description of partnership)	(level of involvement)
(name education partnering organization here)	(description of partnership)	(level of involvement)
(name education partnering organization here)	(description of partnership)	(level of involvement)
(name education partnering organization here)	(description of partnership)	(level of involvement)

**Table 11: Community Involvement with Community Institutions**

Partnering Organization	Description of the Partnership	Level of involvement: i.e., # students and/or staff involved, # hours per month, resources involved, etc.
(name community partnering organization here)	(description of partnership)	(level of involvement)
(name community partnering organization here)	(description of partnership)	(level of involvement)
(name community partnering organization here)	(description of partnership)	(level of involvement)
(name community partnering organization here)	(description of partnership)	(level of involvement)
(name community partnering organization here)	(description of partnership)	(level of involvement)

**Board Governance**

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

**3.1 Board Capacity**

- a) Fill in the requested information below regarding board governance.

**Table 11: Board Governance**

Board Governance	
Number of board members required by the charter school's by-laws	(insert number of board members required by the charter school's by laws here)
Date of the latest board self-evaluation (include a copy of the board's self-evaluation tool as <b>Appendix B</b> )	(insert date of the latest board self-evaluation)
Date of the latest school leader evaluation (include a copy of the board's school leader evaluation tool as <b>Appendix C</b> )	(insert date of the latest school leader evaluation here)

- b) List the amendments to by-laws that the board adopted during the 2018-2019 school year.
- c) List the critical policies adopted by the board during the 2018-2019 school year.

**3.2 Board Compliance**

- a) Fill in the requested information below regarding the board. Add or delete rows as necessary.

**Table 12: Board of Trustee Information**

Name	Start Date	Term Expiration Date	Role on Board	Email Address	Date of Criminal Background Check	Date of NJSBA Training
(name of Trustee)	(trustee start date)	(term expiration date)	(role on board)	(trustee e-mail)	(date of background check)	(date of NJSBA training)
(name of Trustee)	(trustee start date)	(term expiration date)	(role on board)	(trustee e-mail)	(date of background check)	(date of NJSBA training)
(name of Trustee)	(trustee start date)	(term expiration date)	(role on board)	(trustee e-mail)	(date of background check)	(date of NJSBA training)
(name of Trustee)	(trustee start date)	(term expiration date)	(role on board)	(trustee e-mail)	(date of background check)	(date of NJSBA training)
(name of Trustee)	(trustee start date)	(term expiration date)	(role on board)	(trustee e-mail)	(date of background check)	(date of NJSBA training)
(name of Trustee)	(trustee start date)	(term expiration date)	(role on board)	(trustee e-mail)	(date of background check)	(date of NJSBA training)
(name of Trustee)	(trustee start date)	(term expiration date)	(role on board)	(trustee e-mail)	(date of background check)	(date of NJSBA training)

- b) Pursuant to N.J.A.C. 6A:11-4.12 (c) Board of Trustees and Open Public Meetings Act, which states “the board of trustees shall post a copy of all meeting notices and meeting minutes to the school’s website;” please provide the link to the school’s board meeting minutes below.

Access and Equity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 4: Access and Equity.

**4.1 Access and Equity**

- a) Fill in the requested information below regarding the timeline of the school’s application process for prospective students for school year 2018-2019.

**Table 13: School Year 2017-18 Application Process Timeline**

Application Process Timeline	
Date the application for school year 2018-2019 was made available to interested parties	(enter the date the application for the school year 2018-2019 was made available to interested parties here)
Date the application for school year 2018-2019 was due back to the school from parents/guardians	(enter the date the application for the school year 2018-2019 was due back to the school from parents/ guardians here)
Date and location of the lottery for seats in school year 2018-2019	(enter the date the application for the school year 2018-2019 was made available to interested parties)

- b) Provide the URL to the school’s application for prospective students for school year 2018-2019. If the application is not available online, then, as **Appendix D**, provide a copy of the application in as many languages as available.
- c) List all of the venues where, prior to the lottery, interested parties could access the school’s application for prospective students for school year 2018-2019.
- d) List all of the languages in which the application is made available. If the school participates in Newark or Camden’s enrollment process, please state that below.
- e) List all of the ways in which the school advertised that applications for prospective students for school year 2018-2019 were available prior to the enrollment lottery.
- f) Fill in the requested information below regarding student enrollment and attrition rates by grade level in 2018-2019.

**Table 14: Student Enrollment and Attrition**

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2017-2018	Number of students retained in 2017-2018 for the 2018-2019 school year
K	Number of K students Withdrawals	Number of K students enrolled after the first day of the school year 2017-2018	Number of K students retained in 2017-2018 for the 2018-2019 school year
1	Number of 1 <sup>st</sup> grade student withdrawals	Number of 1 <sup>st</sup> grade students enrolled after the first day of school year 2017-2018	Number of 1 <sup>st</sup> grade students retained in 2017-2018 for the 2018-2019 school year
2	Number of 2 <sup>nd</sup> grade student withdrawals	Number of 2 <sup>nd</sup> grade students enrolled after the first day of school year 2017-2018	Number of 2 <sup>nd</sup> grade students retained in 2017-2018 for the 2018-2019 school year

Grade Level	Number of student withdrawals (for any reason) during the school year	Number of students enrolled after the first day of school year 2017-2018	Number of students retained in 2017-2018 for the 2018-2019 school year
3	Number of 3 <sup>rd</sup> grade student withdrawals	Number of 3 <sup>rd</sup> grade students enrolled after the first day of school year 2017-2018	Number of 3 <sup>rd</sup> grade students retained in 2017-2018 for the 2018-2019 school year
4	Number of 4 <sup>th</sup> grade student withdrawals	Number of 4 <sup>th</sup> grade students enrolled after the first day of school year 2017-2018	Number of 4 <sup>th</sup> grade students retained in 2017-2018 for the 2018-2019 school year
5	Number of 5 <sup>th</sup> grade student withdrawals	Number of 5 <sup>th</sup> grade students enrolled after the first day of school year 2017-2018	Number of 5 <sup>th</sup> grade students retained in 2017-2018 for the 2018-2019 school year
6	Number of 6 <sup>th</sup> grade student withdrawals	Number of 6 <sup>th</sup> grade students enrolled after the first day of school year 2016-2017	Number of 6 <sup>th</sup> grade students retained in 2017-2018 for the 2018-2019 school year
7	Number of 7 <sup>th</sup> grade student withdrawals	Number of 7 <sup>th</sup> grade students enrolled after the first day of school year 2017-2018	Number of 7 <sup>th</sup> grade students retained in 2017-2018 for the 2018-2019 school year
8	Number of 8 <sup>th</sup> grade student withdrawals	Number of 8 <sup>th</sup> grade students enrolled after the first day of school year 2017-2018	Number of 8 <sup>th</sup> grade students retained in 2017-2018 for the 2018-2019 school year
9	Number of 9 <sup>th</sup> grade student withdrawals	Number of 9 <sup>th</sup> grade students enrolled after the first day of school year 2017-2018	Number of 9 <sup>th</sup> grade students retained in 2017-2018 for the 2018-2019 school year
10	Number of 10 <sup>th</sup> grade student withdrawals	Number of 10 <sup>th</sup> grade students enrolled after the first day of school year 2017-2018	Number of 10 <sup>th</sup> grade students retained in 2017-2018 for the 2018-2019 school year
11	Number of 11 <sup>th</sup> grade student withdrawals	Number of 11 <sup>th</sup> grade students enrolled after the first day of school year 2017-2018	Number of 11 <sup>th</sup> grade students retained in 2017-2018 for the 2018-2019 school year
12	Number of 12 <sup>th</sup> grade student withdrawals	Number of 12 <sup>th</sup> grade students enrolled after the first day of school year 2017-2018	Number of 12 <sup>th</sup> grade students retained in 2017-2018 for the 2018-2019 school year

- g) All charter schools are required to develop and implement suspension and expulsion policies that are aligned with state law and regulation. To affirm the charter school’s commitment to this requirement, complete and submit [Appendix A](#), available at the end of this document.

**5.1 Compliance**

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 5: Compliance.

- a) Provide a description of the [educator evaluation system](#) the school has implemented.
- b) Provide a description of the school leader evaluation system that the school has implemented.
- c) As **Appendix E**, provide a board resolution approving the teacher and school leader evaluation systems.

**Note:** You may use [Educator Evaluation System Guidelines for New Jersey Charter Schools](#) for guidance answering a), b) and c) above.

## File Naming Convention

**Table 15: Appendix File Naming Convention**

Appendix	File Naming Convention
<a href="#">Appendix A</a>	Appendix A Statements of Assurance
Appendix B	Appendix B Board Self Evaluation Tool
Appendix C	Appendix C School Leader Evaluation Tool
Appendix D	Appendix D Admissions Application (Language)
Appendix E	Appendix E Board resolution approving the teacher and school leader/principal evaluation systems
Appendix F	Appendix F 2018 – 2019 School Calendar
Appendix G	Appendix G Organizational Chart
Appendix H	Appendix H Promotion/Retention Policy
Appendix I	Appendix I Graduation Policy

Each appendix must be submitted as a separate Word or .PDF file to the Homeroom folder “Annual Report 2019.” Save each appendix by the file naming convention provided in the second column of the above table.

### Appendix A

#### Assurance that the school is meeting statutory and regulatory requirements

By checking each of the boxes and signing on the second page, the school confirms compliance with each of the statements listed. Once signed, save the document as a .PDF file named “Appendix A Statements of Assurance” and upload it to Homeroom. See page 2 of the annual report template for submission details.

- Instructional Providers.* The School shall employ or otherwise utilize in instructional positions only those individuals who are certified in accordance with the requirements applicable to other public schools, or who are otherwise qualified to teach under section N.J.A.C. 6A:9 *et seq.*, and applicable federal law. For the purposes of this section, "instructional positions" means classroom teachers and professional support staff.
- Background Checks; Fingerprinting.* The School shall maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by applicable law, including sections N.J.S.A. 18A:6-7.1, *et esq.*

- Educational Program.* The School shall implement and provide educational programs that that are compliant with the New Jersey Student Learning Standards.
- Student Disciplinary Code.* The School shall maintain written rules and procedures for student discipline, including guidelines for suspension and expulsion, and shall disseminate those procedures to students and parents. Such guidelines and procedures must be consistent with applicable law including, but not limited to, requirements for due process, provision of alternative instruction and federal laws and regulations governing the discipline and placement of students with disabilities.
- Provision of Services.* The School shall provide services and accommodations to students with disabilities in accordance with any relevant polices adopted, as well as with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the "IDEA"), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the "ADA") and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("Section 504") and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program ("IEP") recommended by a student's IEP team. The School shall comply with all applicable provisions of section N.J.S.A. 18A:46-1 *et seq.*, and section N.J.A.C. 6A:11-4.8 of the Regulations concerning the provision of services to students with disabilities.
- Facility; Location.* The School shall take such actions as are necessary to ensure that the Facility Agreement, licenses and certificates are valid and in force at all times that the Charter is in effect. Pursuant to N.J.A.C. 6A:11-2.2, actions shall include at a minimum: a new lease, mortgage or title to its facility (if the charter school has changed facilities); a valid certificate of occupancy for "E" (education) use issued by the local municipal enforcing official at N.J.A.C. 5:32-2 (if the charter school has changed facilities); an annual sanitary inspection report with satisfactory rating; and an annual fire inspection certificate with "Ae" (education) code life hazard use at N.J.A.C. 5:70-4.

**Signature of School Official (School Lead):**

Date:

Print Full Name:

Title:

**Signature of Signatory Official (President, Board of Trustees):**

Date:

Print Full Name:

Title:



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## Executive Summary

### Charter School Overview

Today, there are 88 public charter schools operating in New Jersey serving more than 50,000 students. While charter schools are located in 40 cities across 17 of New Jersey's 21 counties, most charter schools are concentrated in our urban districts such as Newark, Camden, Trenton, Paterson, Jersey City, and Plainfield. Fifty-one percent of charter school students are Black, 34% are Hispanic, 72% are economically disadvantaged, 10% are students with disabilities, and 4% are English language learners. There are more than 35,000 students on charter school wait lists.

An evaluation of charter performance demonstrates that charter schools in New Jersey are, on the whole, providing a high-quality public education to tens of thousands of students. Charter schools are closing the achievement gap with the rest of the State. [Black, Hispanic, and economically disadvantaged charter school students continue to outperform their peers on statewide assessments and have better graduation rates in high school.](#) In 2018, economically disadvantaged charter school students outperformed their statewide peers by more than 10% points in English language arts (ELA) and 9% points in mathematics. In Newark, [the second highest performing charter sector in the nation](#), charter school students have made extraordinary progress and outperformed the state average on PARCC in ELA and math for the first time in 2018. This is a truly remarkable accomplishment since New Jersey has one of the best public school systems in the nation. To learn more about the success of charter schools in New Jersey, you may review Appendix A of this report which includes multiple analyses evaluating charter school performance.

### The Charter Review Process and Charter School Community Engagement

On October 11, 2018, the New Jersey Department of Education (Department) announced [a comprehensive review of public charter schools](#) in New Jersey. The goal of the review is to engage with students, parents, teachers, administrators, education advocacy organizations, and other stakeholders to inform the State's mission of assuring the best educational opportunities for all students. On the same day as the Department's announcement of the charter review, a statewide coalition of parents, students, and advocates launched the [#ILoveMyCharter campaign](#) to demand equity and fairness for charter school students. Through this campaign, more than 1,050 public charter school parents, teachers, and supporters turned out to charter review events in Newark, Paterson, Trenton, Jersey City, Camden, Atlantic City, and Plainfield to share their stories and demand fair funding. On social media, more than 1 million New Jersey residents were reached with stories about how charter schools are changing lives. Videos from the [#ILoveMyCharter campaign](#) were viewed 136,733 times. Users interacted with the content to generate 68,601 post engagements-- meaning reactions, comments, shares, link clicks, post clicks, and photo clicks.

### New Jersey Charter School Association's Policy Recommendations

Through the ongoing charter review process, it is imperative that the Department evaluate how charter schools are performing and work towards creating conditions to increase educational opportunities for students across the state. In order to do what is best for students and communities, the Department should focus its charter school reform efforts on fair funding, access to facilities, more operational autonomy, more authorizing options, and increased transparency. A list of comprehensive policy recommendations can be found on pages 11 to 12 in this report. Key recommendations include the following:

- **Fair Funding for Charter Schools and District Schools**
  - Currently, [charter schools only receive about 73 cents on the dollar in local and state aid compared to traditional public schools](#). Revise the School Funding Reform Act (SFRA) so that public charter school students receive [the same funding as traditional public school students](#).
  - Provide transition aid for districts with large/growing charter sectors to ensure that the district can better plan for the change in funding.
  - Revise SFRA to include facilities funding for charter schools.
- **Increase Charter School Access to Under-Utilized School Buildings**
  - Allow for a right of first refusal for charter schools to acquire or lease at no cost an under-utilized public school facility or property.
- **Increase Charter School Autonomy**
  - Autonomy is one of the core principles of public charter schooling - schools are given operational flexibility in exchange for accountability for student outcomes. At least 25 states, including Pennsylvania, New York, Washington D.C., and Massachusetts, exempt charter schools from most education statutes and regulations. New Jersey should also provide charter schools with flexibility from public school laws and regulations except those pertaining to the state accountability program, civil rights, student health, life, and safety, criminal background checks, special education, conflicts of interest, public records, and generally-accepted accounting principles. At the very least, allow charter schools flexibilities afforded to Renaissance Schools through the Urban Hope Act. This would include flexibility from state residency requirements for teaching staff, public school contracts law, and 10 year renewals (rather than five).
  - Reward high performing charter schools. Amend the current law to allow charter schools to undergo the first renewal after five years, rather than four, and allow for all future renewals to be up to 10 years based on performance.
  - Allow charter school board members to receive the mandatory board training through other Department-approved entities.
- **More Authorizing Options**
  - New Jersey's charter school law should be amended to allow for an independent chartering board as an additional authorizer.

## Recommendations for Next Steps

Through the ongoing charter review process, it is imperative that the Department review how to strengthen the charter sector's ability to continue to deliver strong performance outcomes, increase district-charter collaboration, and create financial and operational conditions that increase educational opportunities for students across the state - particularly for minority and economically disadvantaged children in our urban communities. Below is a list of recommendations for next steps for the Department as it continues to gather information on charter schools in New Jersey:

1. The Department should complete a comprehensive evaluation of charter school performance and release a data-driven report to supplement findings from its initial outreach report.
2. The Department should review why charter schools are not currently receiving equitable funding and work towards equal funding for public charter school students and traditional public school students. States that are approaching charter school funding equity are Minnesota, New Mexico, and Colorado.

3. The Department should review other states’ policies to increase equitable access to capital funding and facilities. States that provide charter schools access to state facility funding programs include Alaska, Colorado, Delaware, New Hampshire, Oklahoma, Rhode Island, and Wyoming.
4. The Department should work directly with the National Association of Charter School Authorizers (NACSA) and authorizers that are nationally recognized to [better align with national best practices](#). Model authorizers include the DC Public Charter School Board, the Thomas B Fordham Foundation (Ohio), Massachusetts Board of Elementary and Secondary Education, and Metro Nashville Public Schools.
5. The Department should work with the National Alliance for Public Charter Schools (NAPCS) to review and better understand its model charter law. A letter from NAPCS is attached to this report as Appendix B.
6. The Department should work with organizations such as the Center for Reinventing Public Education (CRPE) and WestEd to learn more about how to create conditions to increase district-charter collaboration in New Jersey.
7. The Department should organize a task force that includes organizations in New Jersey (e.g. NJCSA, JerseyCAN, NJEA, etc.) and outside of New Jersey (e.g., NACSA, NAPCS) to work through policy issues based on feedback and initial assessments.

## An Overview of Charter Schools in New Jersey

### Charter School Students

In 1997, the first cohort of 13 charter schools opened in New Jersey. More than 20 years later, there are 88 public charter schools operating in the State serving more than 50,000 students. While charter schools are located in 40 cities across 17 of 21 counties in New Jersey, most charter schools are concentrated in our urban districts such as Newark, Camden, Trenton, Paterson, Plainfield, and Jersey City. In fact, 81% of charter schools are located in economically challenged communities where at least 60% of students receive free or reduced price lunch. In Newark, New Jersey’s largest school district, approximately 35% of all public school students attend charter schools. Charter school students in New Jersey are primarily low-income students of color. Fifty-one percent of charter school students are Black, 34% are Hispanic, 72% are economically disadvantaged, 10% are students with disabilities, and 4% are English language learners. There are more than 35,000 students on charter school wait lists.

### Charter School Wait Lists

There is strong demand for students to attend public charter schools in New Jersey. According to data collected by the Department, there are more than 35,000 students on charter school wait lists throughout the State. In the top five charter cities listed below, there are more than 23,800 students on wait lists. Families are clearly seeking additional public school options for their children, particularly in our urban communities.

<b>DISTRICT</b>	<b>STUDENTS ON CHARTER WAITLISTS</b>
Newark .....	10,200
Jersey City .....	4,650
Paterson .....	4,645
Camden .....	2,370
Trenton .....	1,940

## Charter School Performance

By most measures, the public education system in New Jersey is one of the highest performing in the nation. According to the National Assessment of Educational Progress (NAEP), also known as “The Nation’s Report Card”, [New Jersey had some of the top results in the country in both math and reading](#). However, a deeper examination demonstrates that wide achievement gaps remain within the State. New Jersey has large and persistent achievement gaps that have spanned decades. While most students in our affluent suburbs are meeting and exceeding grade level standards, students in our urban centers continue to struggle.

An evaluation of charter performance demonstrates that charter schools in New Jersey are, on the whole, providing a high-quality public education to tens of thousands of students. Charter schools are closing the achievement gap with the rest of the State. [Black, Hispanic, and economically disadvantaged charter students continue to outperform their peers on statewide assessments and have better graduation rates in high school](#). In 2018, economically disadvantaged charter school students outperformed their statewide peers by more than 10% points in ELA and 9% points in math. In Newark, charter school students have made extraordinary progress and outperformed the state average on PARCC in both ELA and math for the first time in 2018.

Stanford University’s Center for Research on Education Outcomes (CREDO) is the nation’s foremost independent analyst of charter school effectiveness. In 2012, CREDO [released a rigorous, independent analysis of the achievement results](#) of charter schools in New Jersey. The results showed that New Jersey charter school students on average gained an additional two months of learning per year in reading and an additional three months of learning per year in math compared to their district school counterparts. In particular, the authors of the report highlighted the strong performance of urban charter students and noted that the “results confirm that New Jersey charter school leaders and teachers show a commitment to addressing the needs of Black and Hispanic students in poverty.” [In 2015, CREDO conducted an Urban Charter School Study on 41 Regions and found that Newark had the second highest performing charter school sector in the nation](#). There is substantial evidence that charter schools in New Jersey are working. In [Appendix A](#), this report includes multiple analyses evaluating charter school performance in New Jersey.

## The Charter Review Process

### The Process

On October 11, 2018, the New Jersey Department of Education (Department) announced [a comprehensive review of public charter schools](#) in New Jersey. According to the Department, the goal of the review is to engage with students, parents, teachers, administrators, education advocacy organizations, and other stakeholders to inform the State’s mission of assuring the best educational opportunities for all students. “Charter schools are a valuable part of the existing educational landscape of New Jersey, and it is critical that we engage with the public to hear possible concerns and collect important data,” said Education Commissioner Dr. Lamont Repollet in the Department’s press release announcing the charter review. During the Department’s listening tour, Commissioner Repollet and Department staff visited public charter schools, conducted community focus groups, organized stakeholder collaboratives, completed webinars, and provided an online survey to submit written feedback. In the coming months, the Department will publish a report based on this outreach and detail what they learned while on the tour. The Department’s report will focus on the following four questions that were asked at all stakeholder meetings:

- What do you like about New Jersey’s approach to charter schools? Why?
- What would you like to improve regarding New Jersey’s approach to charter schools? Why?
- Are there adjustments the State can make to its approach to charter schools in order to better serve students and communities?
- In what ways can district schools and charter schools work together to improve educational, operational, and social outcomes?

### Hearing from Charter School Families

On the same day as the Department’s announcement of the charter review, a statewide coalition of parents, students, and advocates launched the [#ILoveMyCharter campaign](#) to demand equity and fairness for charter school students. Through this campaign, more than 1,050 public charter school parents, teachers, and supporters turned out to charter review events in Newark, Paterson, Trenton, Jersey City, Camden, Atlantic City, and Plainfield to share their stories and demand fair funding. On social media, more than 1 million New Jersey residents were reached with stories about how charter schools are changing lives. Videos from the [#ILoveMyCharter campaign](#) were viewed 136,733 times. Users interacted with the content to generate 68,601 post engagements--meaning reactions, comments, shares, link clicks, post clicks, and photo clicks.

During the charter review process, many parents noted that they chose to send their children to a public charter school because of the quality of education their children are receiving compared to other public school options in their communities. There is a reason why tens of thousands of students sit on charter wait lists to attend a high performing charter school. Through the ongoing charter review process, it is imperative that the Department review how to strengthen the charter sector’s ability to continue to deliver strong performance outcomes, increase charter school and district school collaboration, and create financial and operational conditions that increase educational opportunities for students across the state - particularly for minority and economically disadvantaged children in our urban communities.

### Question 1: What do you like about New Jersey’s approach to charter schools? Why?

#### Focus on Giving Families High-Quality Public School Choices

In New Jersey, there has been significant growth in the charter sector over the last ten years. The reason for this growth is the implementation of high-quality charter school authorizing that has been focused on the quality of education charter schools are providing to students. New Jersey’s state law allows for a single authorizer of charter schools – the Commissioner of Education. The Commissioner has sole discretion and broad authority when making decisions on charter schools in the State and the Department vastly improved its practices over the last five years. According to a 2014 report from the National Association of Charter School Authorizers (NACSA), the Department improved the quality of application decisions, established and enforced clear performance expectations, clarified monitoring roles, responsibilities, and processes, and defined school autonomy despite a weak charter law. These improvements led the Department to thoughtfully increase the number of high-quality charter schools in the State over the last decade. Greg Richmond, the president and CEO of NACSA recently [noted](#), “For years, we’ve known that good authorizing leads to great charter schools, not just for a few children but for children in entire cities.”

New Jersey's charter schools are providing 50,000 New Jersey students, predominantly minority and low-income families, with life-changing choices and educational opportunities. The Department empowered families by increasing seats in charter schools based on how well they were performing academically and the number of students on charter wait lists (currently 35,000). The Department utilizes the Performance Framework (the charter accountability system) to determine how well charter schools are performing academically. Tier 1 charter schools (high-performing) were generally permitted to expand to serve more students. Tier 3 charters (lower-performing) were not granted permission to grow and were often closed. It is imperative that the future growth of the charter sector be determined by what is best for children, particularly in our urban districts, not adult or special interests. With the current wait list at 35,000, it is abundantly clear that families are desperately seeking additional options for their kids.

### **Commitment to Ensure Charter Schools Serve All Students, including Students with Disabilities**

The Department has demonstrated a strong commitment that charter schools serve and meet the needs of all students, especially our most vulnerable students requiring special education services, students who are English Language Learners, students who are economically disadvantaged, and other underserved or at-risk populations. There is an entire section in the Performance Framework on access and equity – something not typically found in charter accountability systems across the country. Charter schools must demonstrate that their recruitment, application, admissions, lottery and enrollment policies and practices are fair and equitable, as required by law. Additionally, charter schools must demonstrate that they comply with state and federal laws relating to special education students and students who are English Language Learners. The Organizational Performance Framework outlines the clear standards and expectations for charters schools in New Jersey. The Department has done its part to ensure that charter schools are truly open to all students through its rigorous oversight practices.

Recently, the Department allowed charter schools in New Jersey to institute weighted lotteries for at-risk students to increase access to underserved students. Approximately 20 charter schools in New Jersey have been approved to conduct weighted lotteries for low income students, students with special needs, and English language learners throughout the state. In fact, Newark's universal enrollment system automatically preferences low-income and special needs students and will soon be adding a preference for English language learners next school year.

### **The Most Highly Accountable Public Schools in the State**

As the authorizer, the Department has oversight responsibilities to ensure that charter schools are meeting expectations academically, operationally, and financially. Annually, the Department evaluates charter performance across more than 100 different metrics utilizing these three guiding questions:

- Is the educational program an academic success?
- Is the school equitable and organizational sound?
- Is the school financially viable?

Charter schools that are failing students are closed, the ultimately form of accountability. Since 2010, 24 charter schools have been closed. [If traditional districts were measured against the standards within the Performance Framework, dozens of struggling districts would likely be forced to close due to these higher expectations.](#) QSAC reviews, the accountability system used for school districts, are conducted every three years, and are largely focused on inputs/compliance with

limited consequences. Many districts would be forced to close and not have the privilege of serving children if they were held to the same standards as charter schools.

DISTRICT VS. CHARTER ACCOUNTABILITY	
<b>DISTRICT (QSAC)</b>	<b>CHARTER (PERFORMANCE FRAMEWORK)</b>
<input checked="" type="checkbox"/> Oversight Every 3 Years	<input checked="" type="checkbox"/> Oversight Annually
<input checked="" type="checkbox"/> Focused on inputs/compliance	<input checked="" type="checkbox"/> Focused on student outcomes
<input checked="" type="checkbox"/> Consequence of failure: submission of improvement plans (failing districts are never closed)	<input checked="" type="checkbox"/> Consequence of failure: school closure
<small>Note: QSAC and the Performance Framework are formal oversight tools required by NJ statute and regulation.</small>	

### Emphasis on Local Input for New and Existing Charter Schools

The Department has a robust application review process for all new charter school applications. The family and community engagement section includes numerous questions about outreach activities to ensure that there will be adequate family demand for a charter school in the proposed district. Applicants are also evaluated on partnerships with community organizations, businesses, and educational institutions prior to opening a charter school. At the end of the day, if there is a lack of community demand for a charter school, the school would simply not exist due to lack of funding, since money follows the child to the charter school.

The same idea applies for existing schools that are up for renewal or request an expansion to serve more students. The Department must wait at least 60 days before making a decision on a charter school based on local district input. Nothing precludes a school district from providing ongoing feedback to the Department about the impact the charter school will have on the community. The Department takes local input into account in all high-stakes charter decisions.

### Question 2: What would you like to improve regarding New Jersey’s approach to charter schools? Why?

#### Unfair Funding for Charter Schools

[On average, public charter school students receive only 73 cents on the dollar compared to traditional public school students.](#) In some districts, a charter school may receive less than 50% of the aid the district receives for a student. Charter school students are public school students and should be treated equally.

#### Lack of Access to Capital Funding and Facilities for Charter Schools

Charter schools do not have equitable access to capital funding and facilities in New Jersey, and finding viable facilities is a challenge for most charter schools. Charter schools receive \$0 for facilities funding, while traditional districts receive millions of dollars per year in debt service aid and access to free buildings. On average, charter schools in New Jersey spend about \$1,500 per student from designated per-pupil funding/operating revenue each year on facilities costs, which takes away money that could be spent in the classroom. Providing equitable access to capital funding and facilities would remedy one of the greatest challenges to increasing the number of

great public charter schools in the state – a suitable building to provide students with a high quality public education.

### **Lack of Flexibility for Charter Schools**

Autonomy is one of the core principles of public charter schooling - schools are given operational flexibility in exchange for accountability for student outcomes. According to its website, the Department's mission is to "authorize charter schools consistent with national best practice in charter school authorizing, offering school operators autonomy and opportunities for innovation in exchange for accountability for student outcomes." While the Department has been holding schools accountable to high expectations (24 closures since 2010), charter schools in New Jersey have very little autonomy compared to other states. At least 25 states, including Pennsylvania, New York, Washington D.C., and Massachusetts, exempt charter schools from most education statutes and regulations, except those pertaining to the state accountability program, civil rights, student health, life and safety, criminal background checks, special education, conflicts of interest, public records, and generally-accepted accounting principles. When there is a heavy focus on inputs and compliance, innovation is stifled in charter schools. This lack of operational autonomy is one of the reasons why the National Alliance for Public Charter Schools ranks New Jersey's charter law as 33rd out of 45 charter laws in the country. These added burdens on charter schools make it more challenging for charter schools to focus on what matters – a high-quality educational program that meets the needs of diverse learners.

### **Lack of Authorizing Options for Charter Schools**

The number and types of authorizers, which can include state education agencies, local school districts, nonprofits, and universities, vary greatly from state to state. In New Jersey, there is only one authorizer – the Commissioner of Education. There should be at least one more type of authorizer in New Jersey that is aligned to national best practices in charter school authorizing. In the March 2018 application round to open new charter schools, the Commissioner of Education [rejected all thirteen charter school applicants without any applicant being granted an interview](#). The last two charter school applications were for schools to open in Trenton and Jersey City, two cities that could use additional public school choices. In the October 2018 application round (for applicants with a proven track record), zero applications were submitted to the Department. The decisions on the March applications clearly had a chilling effect on schools with proven track records to apply for more charters, limiting options for families in the State.

### **Lack of Public Information About Charter Schools**

The Department does not provide enough useful information to the general public about public charter schools. The Department should publish more information about charter schools with regards to the application process, oversight activities, and charter school performance to provide researchers, policymakers, and the general public with more transparent data and facts.

## **Question 3: Are there adjustments the State can make to its approach to charter schools in order to better serve students and communities?**

In order to do what is best for students and communities, the Department should focus its charter school reform efforts on fair funding, access to facilities, more operational autonomy, more authorizing options, and increased transparency. The Department should align itself with national

best practices and learn from other states to improve New Jersey's charter school policy environment.

### Fair Funding for Charter Schools and Districts

- Currently, [charter schools only receive about 73 cents on the dollar in local and state aid compared to traditional public schools](#). Revise the School Funding Reform Act (SFRA) so that public charter school students receive [the same funding as traditional public school students](#).
- Provide transition aid for districts with large/growing charter sectors to ensure that the district can better plan for the change in funding.
- Revise SFRA to include facilities funding for charter schools.

### Increase Access to Facilities for Charter Schools

- Allow for a right of first refusal for charter schools to acquire or lease at no cost an under-utilized public school facility or property. Among the many states that allow a charter school to utilize vacant or underused facilities are Delaware, New York, Maine, Washington D.C., Ohio, Michigan, California, Colorado, and Oklahoma.
- Remove the existing provision in the Charter Law which prohibits charter schools from using public dollars (per pupil dollars) to construct a facility.
- Allow charter schools to access state facility funding programs that are available to all other public schools. States that provide such access include Alaska, Colorado, Delaware, New Hampshire, Oklahoma, Rhode Island, and Wyoming.

### Increase Charter School Autonomy

- Autonomy is one of the core principles of public charter schooling -- schools are given operational flexibility in exchange for accountability for student outcomes. At least 25 states, including Pennsylvania, New York, Washington D.C., and Massachusetts, exempt charter schools from most education statutes and regulations. New Jersey should also provide charter schools with flexibility from public school laws and regulations except those pertaining to the state accountability program, civil rights, student health, life and safety, criminal background checks, special education, conflict of interest and public record and generally-accepted accounting principles. At the very least, allow charter schools flexibilities afforded to Renaissance Schools through the Urban Hope Act. This would include flexibility from state residency requirements for teaching staff, public school contracts law, and 10 year renewals (rather than five).
  - *(If only limited autonomy can be granted)* Teacher development is a major area of innovation for charter schools which often have their own rigorous processes and criteria for hiring and advancing staff. As charters are the most accountable public schools in New Jersey, high-performing charter schools (Tier 1 or Tier 2) should have additional certification flexibility to hire staff to fulfill the unique needs of their schools and increase teacher diversity. Certification flexibility should also be afforded to high performing districts that share these same goals.
- Reward high performing charter schools. Amend the current law to allow charter schools to undergo the first renewal after five years, rather than four, and allow for all future renewals to be up to 10 years based on performance.
- Allow charter school board members to receive the mandatory board training through other Department-approved entities.

- Permit charter school students to participate in all interscholastic leagues and extracurricular activities available in their districts of residence to the same extent as traditional public school students if not offered in the charter school.

### More Authorizing Options

- There are at least 12 states with independent chartering boards. The strength of an independent statewide board is that its only focus is to charter and oversee schools. Because of this narrow focus, the independent chartering board can develop the best, most-equitable way to do that job. New Jersey's charter school law should be amended to allow for an independent chartering board. Independent charter boards in Georgia, Washington D.C., Indiana, Alabama, Maine, Washington, and Mississippi are known to align with national best practices.
- A fair authorizer fee structure should be placed in statute to help defray the costs associated with high-quality authorizing standards, duties, and responsibilities.

### Increase Availability of Public Information on Charter Schools

- The Department should provide the following reports on their website to increase charter school transparency for the public:
  - All charter school applications that have been approved/rejected including denial summaries
  - Renewal applications that have been submitted
  - Performance framework reports for charter schools
  - Annual reports for charter schools
  - Department's annual report on charter performance
  - Revocation letters for charter schools
  - Mobility rates for all public schools
  - Suspension/expulsion rates for all public schools.

## Question 4: In what ways can district schools and charter schools work together to improve educational, operational, and social outcomes?

### District-Charter Collaboration in New Jersey

In New Jersey, there have been some successful examples of district-charter collaboration. In both Newark and Camden, there are currently universal enrollment systems in place where families apply to both district schools and charter schools through a centralized application system. In Newark, Uncommon Schools (North Star Academy) and Newark Public Schools began a literacy collaboration in the summer of 2017 that focused on rising 2<sup>nd</sup> graders who were below grade level in reading. Together, they developed a program to train Newark Public Schools' reading teachers in the most up-to-date techniques available for use during a summer program for struggling students. Incredibly, the result after just four weeks was dramatic improvement in student achievement, from 24% student proficiency at the beginning of the program, to 41% proficiency at the end. In July 2018, KIPP New Jersey (Team Academy) partnered with Newark Public Schools to send staffers from three Newark high schools – American History, Central, and University – [to attend a three-day training called the "College Counseling Institute" to help their counselors assist students to make better decisions on where to apply to college.](#) As demonstrated in Newark, cooperation

between district schools and charter schools is not only possible, but it can lead to tangible results for students.

### Recommendations to Improve District-Charter Collaboration in New Jersey

[The Center on Reinventing Public Education \(CRPE\) conducted research on 23 cities](#) that are deeply invested in district-charter collaboration. Benefits include decreased political tensions, sharing of best practices, and more high performing schools for students in the community. In New Jersey, there are numerous ways that district schools and charter schools can work together to improve educational, operational, and social outcomes:

- District schools and charter schools should share instructional best practices through workshops, trainings, and other professional development opportunities. County offices of education should act as an intermediary to foster these opportunities for collaboration.
- The Department should provide grants to foster district-charter collaboration and host an annual meeting to discuss and disseminate these best practices throughout the state.
- Districts with underutilized buildings should provide facility space to high performing charter schools in co-located campuses.
- The Department should consider inclusion of charter school performance in district accountability ratings.
- Similar to Nevada, New Jersey should create funding set-asides for school districts and charter schools to partner to turn around the lowest-performing district schools.

### Recommendations for Next Steps

The Department's comprehensive review of charter schools in New Jersey is an opportunity to objectively evaluate the impact of charter schools in New Jersey over the last 20 years. Charter schools have been cemented in New Jersey as a key part of the public education landscape, particularly in our urban communities. It is critical that this review of charter schools does not devolve into a polarizing debate steeped in myths and distrust; rather, policymakers must take a deep look into the data (academic, financial, and operational) to determine what is working and not working in charter schools and how to change policies to strengthen the charter sector's ability to continue to deliver strong performance outcomes, enhance district-charter collaboration, and create financial and operational conditions that increase educational opportunities for students across the state. Moreover, the Department should leverage lessons learned and best practices from our colleagues from across the country to ensure a strong and thriving charter sector that meets the needs of its students and communities. Below is a list of recommendations for next steps for the Department as it continues to gather information on charter schools in New Jersey:

- 1) The Department should complete a comprehensive evaluation of charter school performance and release a data-driven report to supplement findings from its initial outreach report.
- 2) The Department should review why charter schools are not currently receiving equitable funding and work towards equal funding for public charter school students and traditional public school students. States that are approaching charter school funding equity are Minnesota, New Mexico, and Colorado.
- 3) The Department should review other states' policies to increase equitable access to capital funding and facilities. States that provide charter schools access to state facility funding programs include Alaska, Colorado, Delaware, New Hampshire, Oklahoma, Rhode Island, and Wyoming.
- 4) The Department should work directly with NACSA and authorizers that are nationally recognized to [better align with national best practices](#). Model authorizers include the DC Public

## Appendix F-18 (Charter School Landscape Report)

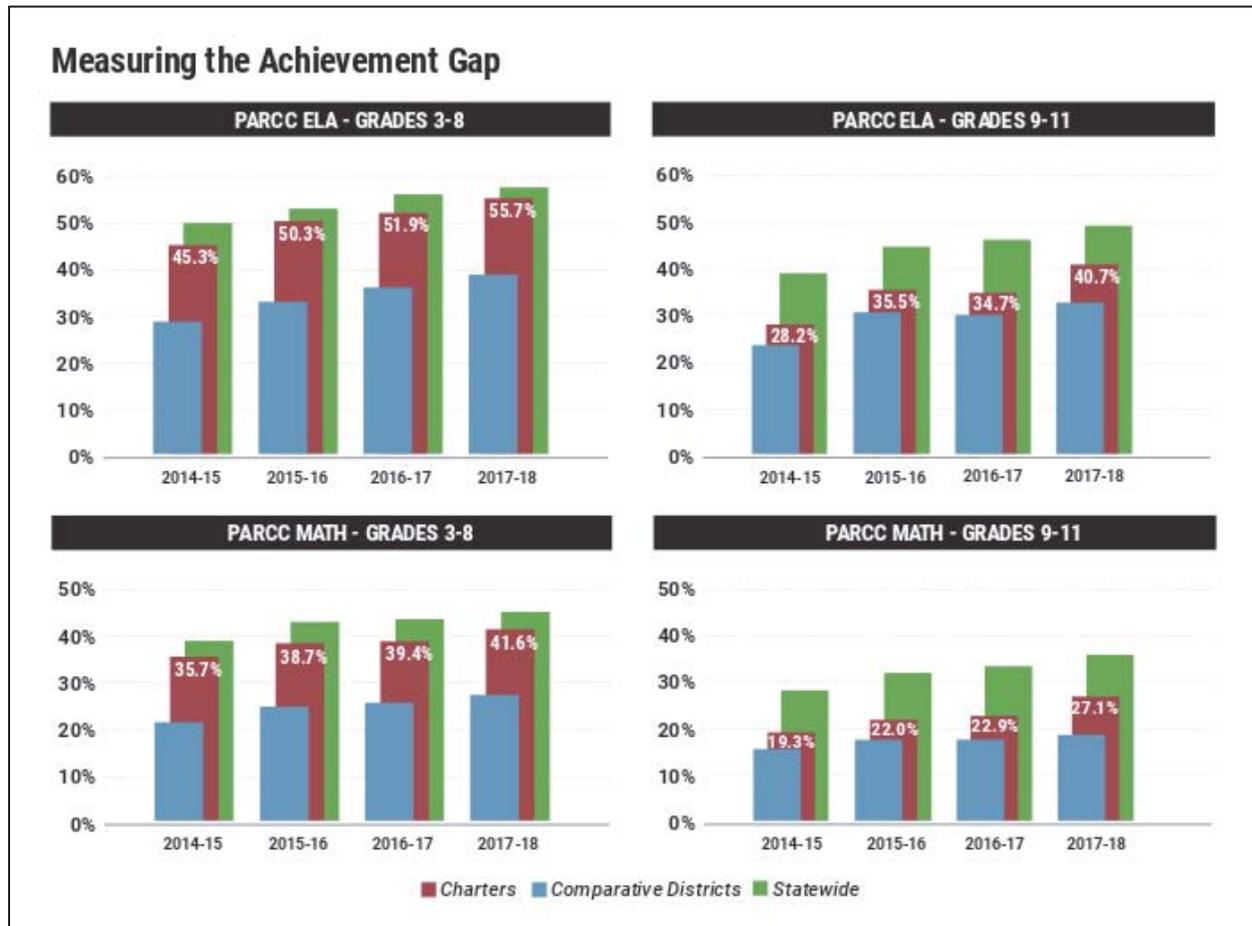
Charter School Board, the Thomas B Fordham Foundation (Ohio), Massachusetts Board of Elementary and Secondary Education, and Metro Nashville Public Schools.

- 5) The Department should work with the National Alliance for Public Charter Schools (NAPCS) to review and better understand its model charter law.
- 6) The Department should work with organizations such as the Center for Reinventing Public Education (CRPE) and WestEd to learn more about how to create conditions to increase district-charter collaboration in New Jersey.
- 7) The Department should organize a task force that includes organizations in New Jersey (e.g. NJCSA, JerseyCAN, NJEA, etc.) and outside of New Jersey (e.g., NACSA, NAPCS) to work through policy issues based on feedback and initial assessments.

## Appendix A: Analysis of Charter School Performance

### Public Charter Schools Are Closing the Achievement Gap Versus the State Average

As noted previously, there are persistent achievement gaps in New Jersey when comparing urban students to the rest of the state. Since the first administration of PARCC in 2015, New Jersey's charter schools have made steady progress towards closing the achievement gap. According to the latest available 2017-18 PARCC results, public charter schools have nearly eliminated the achievement gap compared to the state average despite serving a much higher educationally disadvantaged population (72% low income in charters vs. 38% for the state).

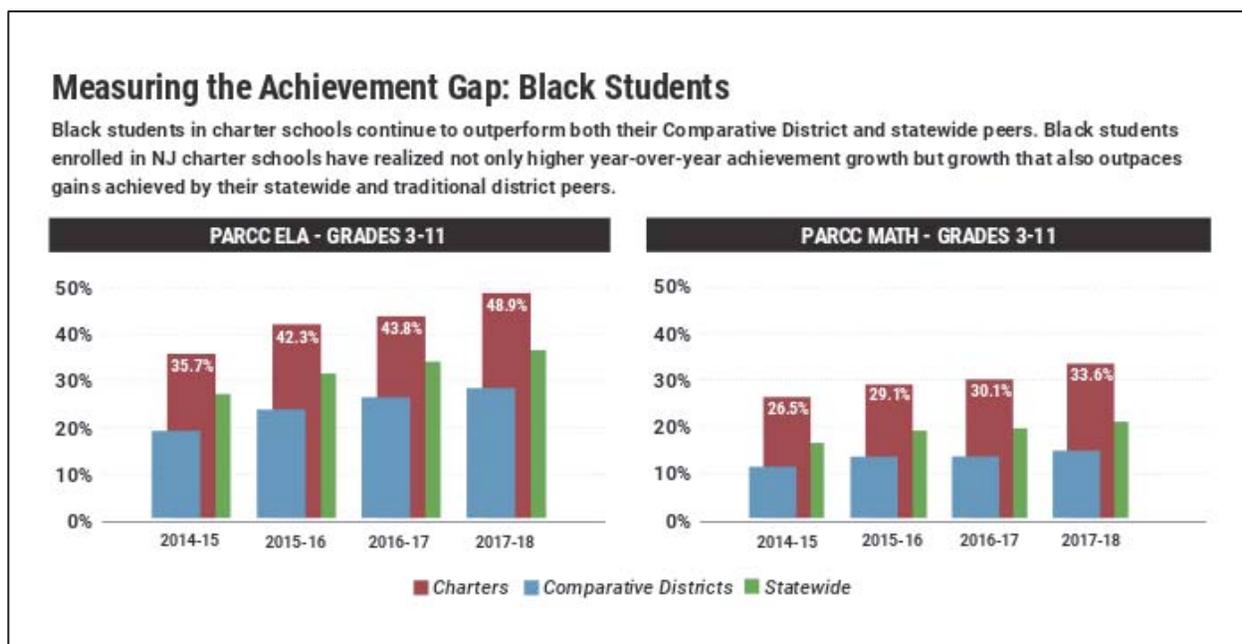


While public schools across the state showed improvements on statewide assessments, charter schools *outperformed* and *outgained* home district averages across all grades and subjects in English Language Arts (ELA) and mathematic. In ELA, charter school students in grades 3-8 are nearly even with the state average, falling just 2.1% points short. While charter students in grades 3-8 continue to lag behind the state average in math, they made year-over-year progress and *outgained* the State; growing 2.2% points compared to 1.6% points last year. In high school, charter school students made the largest gains, growing 6% points in ELA and 4.2% points in math compared to 3.1% points in ELA and 2.1% points in math for the State.

## Black, Hispanic, & Economically Disadvantaged Charter School Students Outperform Their Statewide Peers

51% of charter school students are African-American, 34% are Hispanic, and 72% are economically disadvantaged. In 2018, African-American charter students outperformed their statewide peers by more than 12% points in ELA and math; Hispanic charter students outperformed their statewide peers by 6% points in ELA and 5% points in math; Economically disadvantaged charter students outperformed their statewide peers by more than 10% points in ELA and 9% points in math.

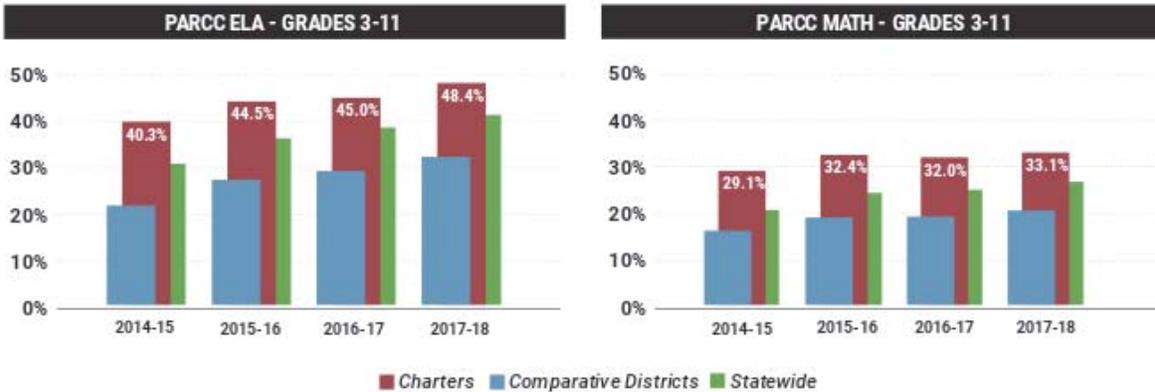
These results demonstrate that charter schools are improving student learning and outcomes for these traditionally underserved populations. While Black, Hispanic, and economically disadvantaged students across the state improved on statewide assessments, Black, Hispanic, and economically disadvantaged students in charter schools generally *made greater gains* than the rest of the state on PARCC in the last year.



In ELA, Black charter school students grew by 5.1% points compared to a 2.3% point gain for Black students across the state while in math, Black charter school students grew by 3.5% points compared to a 1.7% point gain for Black students across the state.

### Measuring the Achievement Gap: Hispanic Students

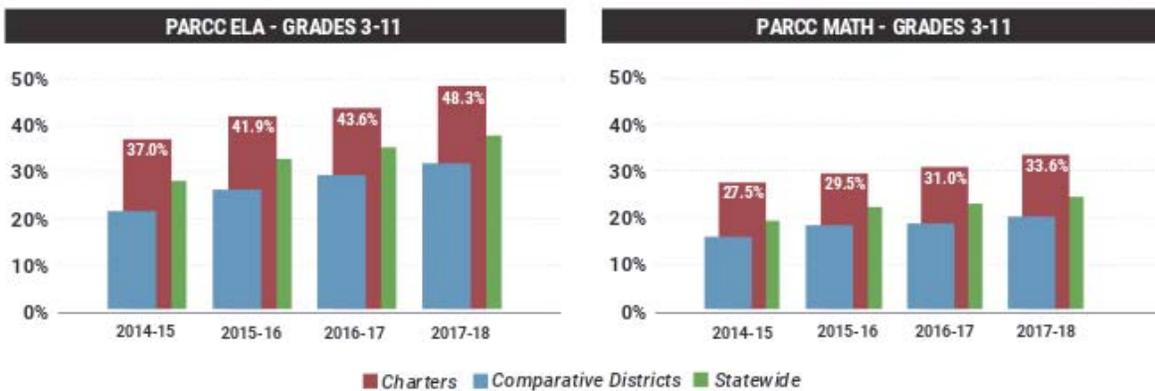
Hispanic students in charter schools continue to outperform both their Comparative District and statewide peers. Hispanic students enrolled in NJ charter schools have realized not only higher year-over-year achievement growth but growth that also outpaces gains achieved by their statewide and traditional district peers.



Hispanic students in charter schools increased proficiency by 2.1% points in ELA compared to 2.7% points for Hispanic students statewide. In math, Hispanic charter school students grew by .6% points compared to 1.7% points for Hispanic students statewide.

### Measuring the Achievement Gap: Economically Disadvantaged Students

Economically Disadvantaged students in charter schools continue to outperform both their Comparative District and statewide peers. Economically Disadvantaged students enrolled in NJ charter schools have realized not only higher year-over-year a achievement growth but growth that also outpaces gains achieved by their statewide and traditional district peers.

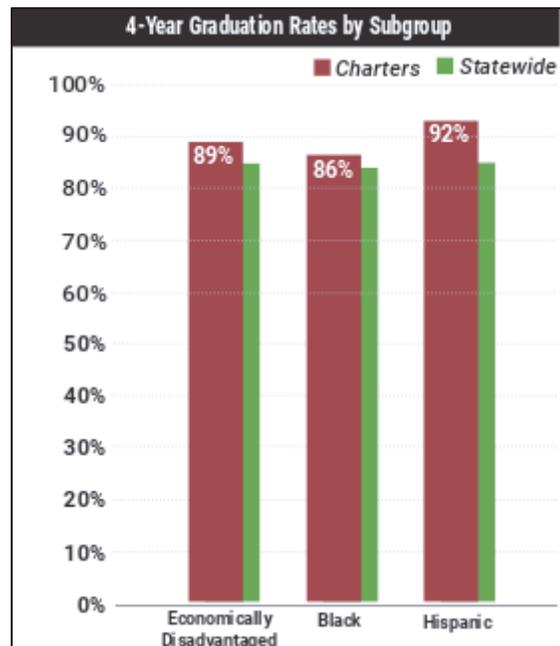


In ELA, economically disadvantaged students in charter schools increased proficiency by 4.7% points compared 2.4% points for economically disadvantaged students statewide. In math, economically disadvantaged charter school students grew by 2.6% points compared to 1.4% points for economically disadvantaged students statewide.

### Charter High Schools Are Graduating Nearly 90% of All Students; Graduation Rates for Hispanic, Black and Economically Disadvantaged Students Are Higher Than Their State Peers

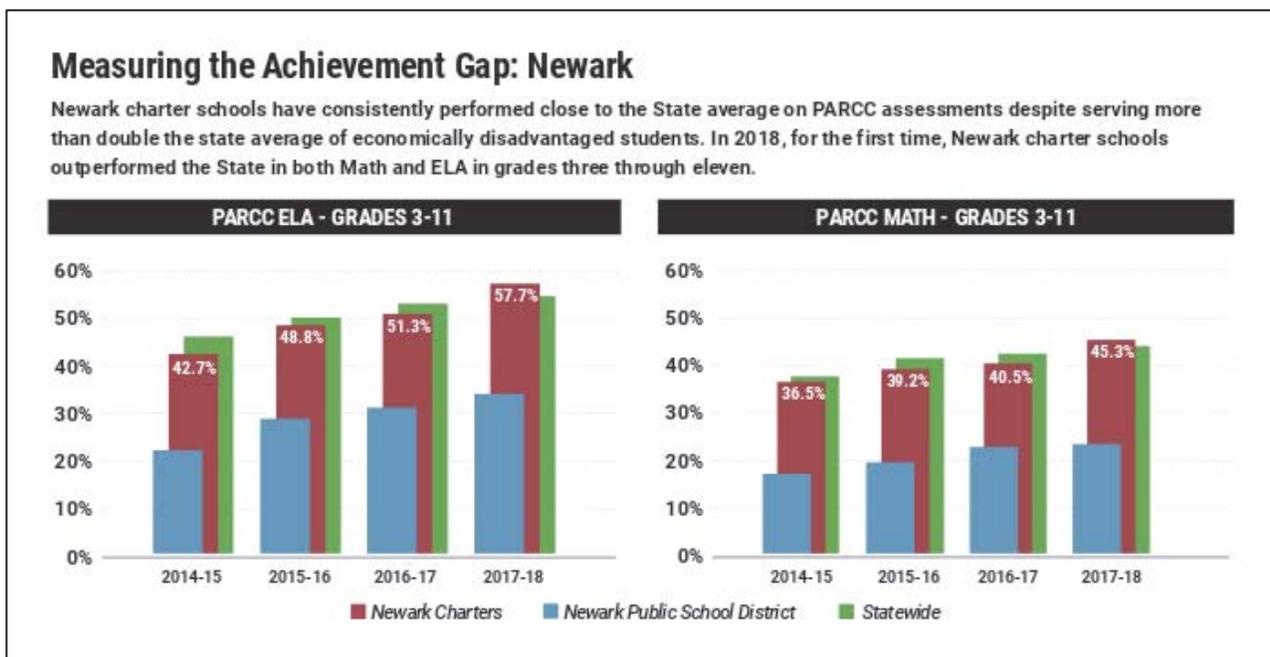
The latest available 4-Year Cohort Graduation Rate data released by NJ DOE shows that Black, Hispanic and economically disadvantaged students in charter schools are graduating at a higher rate than their statewide peers.

Economically disadvantaged students in charter schools had a graduation rate 5% points higher than the state, while Black and Hispanic graduation rates were 3% and 8% points higher, respectively.



### Newark Charters Make Extraordinary Progress and Eliminate the Achievement Gap

In 2018, for the first time, Newark charter students eliminated the achievement gap and outperformed the state average in both English language arts (ELA) and mathematics on PARCC. Nearly 20,000 students attend public charter schools in Newark. 79% of Newark charter students are Black, 16% are Hispanic, and 83% are economically disadvantaged.



The 2018 PARCC results continue to prove that Newark charters are delivering breakthrough results for students in the city. Parents are choosing charter schools because of the opportunities and results they are creating for students. 2017-18 PARCC assessment results were released to the public in October. Despite this being during the Commissioner’s review of charter schools in

New Jersey, the Newark charter school results have not been part of the discussion and have not been acknowledged by Department. The Newark charter story is extraordinary and should be highlighted to learn more about how it could be a model for what other urban schools across the state can achieve for their families. Eliminating the achievement gap is a persistent obstacle for schools throughout the nation and Newark charters are showing what is possible in public education. In 2015, Stanford University released [an independent study](#) showing that Newark had the second highest performing charter sector in the nation.

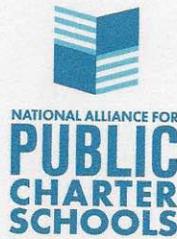
### **Stanford University's Independent Studies in 2012 and 2015 Prove New Jersey Charter Schools are Working**

There is substantial evidence that charter schools in New Jersey are working. Stanford University's Center for Research on Education Outcomes is the nation's foremost independent analyst of charter school effectiveness. [In 2012, CREDO released a rigorous, independent analysis of the achievement results of charter schools in New Jersey.](#) The results showed that New Jersey charter school students on average gained an additional two months of learning per year in reading and an additional three months of learning per year in math compared to their district school counterparts.

A significant finding came from the results of the urban charter schools in the state. Students enrolled in urban charter schools in New Jersey learn significantly more in both math and reading compared to their traditional public school peers. Black and Hispanic students in poverty who are enrolled in charter schools show significantly better performance in reading and math compared to Black and Hispanic students in poverty in traditional public schools. In fact, charter students in Newark gain an additional seven and a half months in reading per year and nine months per year in math compared to their traditional public school counterparts. Students enrolled in suburban charter schools also learn significantly more in both math and reading compared to their peers in traditional public schools.

[In 2015, CREDO conducted an Urban Charter School Study on 41 Regions and found that Newark had the second highest performing charter school sector in the nation.](#)

## Appendix B: NAPCS Letter to Dr. Lamont Repollet



### APPENDIX B

Dr. Lamont Repollet, Commissioner  
New Jersey Department of Education  
100 River View Plaza  
P.O. Box 500  
Trenton, NJ 08625

November 30, 2018

Dear Dr. Repollet;

Thank you for the chance to provide input into the New Jersey Department of Education's review of the state's public charter school policies. This review provides an opportunity for the state to create a policy framework that better supports the growth of high-quality public charter schools in New Jersey.

*According to Measuring Up to the Model: A Ranking of State Charter School Laws, Ninth Edition*, released by the National Alliance for Public Charter Schools in January 2018, New Jersey's charter school law ranked #33 (out of 45). Overall, New Jersey's law does not contain caps on charter public school growth and provides a fair amount of accountability, but it includes only a single authorizing path and provides insufficient autonomy and inequitable funding to charter schools.

Recommendations for improvement include creating another statewide authorizer and providing authorizer funding, increasing operational autonomy, strengthening authorizer accountability, ensuring equitable operational and categorical funding, and ensuring equitable access to capital funding and facilities. We provide more details on these recommendations below.

#### **Create Another Statewide Authorizer and Provide Authorizer Funding**

The number and types of authorizers, which can include districts, state entities, and universities, vary greatly from state to state. Any of these entities can be a good authorizer if they exhibit the commitment and capacity to carry out this work.

In New Jersey, the law only allows the state commissioner of education to authorize charter schools. We recommend that the state create another pathway to authorizing charter schools via an independent state charter schools board or a public university.

We further recommend that a fair authorizer fee structure be placed in statute to help defray the costs associated with high-quality authorizing.

### **Increase Operational Autonomy**

School-level flexibility is one of the core principles of public charter schooling. To provide public charter schools with needed autonomy, states and districts waive many of the state and local laws, rules, and regulations that burden traditional public schools. Generally, there are two approaches that state charter school laws take to waivers. Some state charter school laws, such as New Jersey's, allow public charter schools to apply to their school boards or state boards of education for waivers of state and local laws, rules, and regulations. This approach is typically onerous for the schools and makes it difficult for public charter schools to obtain the type of flexibility that is needed to develop unique and innovative programs.

A far better approach is the state charter school laws that provide flexibility from most state and local laws, rules, and regulations, except those covering health, safety, civil rights, student accountability, employee criminal background checks, open meetings, freedom of information, and generally accepted accounting principles. This approach allows for greater flexibility within public charter schools and invites a greater number of charter applications with more innovative programs. States that provide this increased flexibility to charter schools include Delaware, Maine, New York, Pennsylvania, and Washington, D.C.

We recommend that New Jersey change its law to provide flexibility from most state and local laws, rules, and regulations, except those covering health, safety, civil rights, student accountability, employee criminal background checks, open meetings, freedom of information, and generally accepted accounting principles.

### **Strengthen Authorizer Accountability Requirements**

Accountability for student results is another core principle of public charter schools. While the current charter school law in New Jersey provides a fair amount of accountability for charter schools, it would still benefit from certain changes to strengthen authorizer accountability.

We recommend changing the current law in multiple ways to strengthen accountability:

- Require that all charter approval or denial decisions be made in a public meeting with authorizers stating reasons for denials in writing.
- Require that charter contracts define the roles, powers, and responsibilities for the school and its authorizer and provide an initial term of five operating years.
- Provide that an authorizer may not request duplicative data submission from their charter schools and may not use its performance framework to create cumbersome reporting requirements.
- Require authorizers to make all charter renewal, non-renewal, and revocation decisions in a public meeting.
- Require authorizers to submit an annual report.

### **Provide Equitable Operational and Categorical Funding**

Charter schools in New Jersey are significantly underfunded. We recommend changing the current law to provide more equitable operational and categorical funding to public charter school students. States that are approaching equitable operational and categorical funding for public charter school students include Colorado, Minnesota, and New Mexico.



### **Provide Equitable Access to Capital Funding and Facilities**

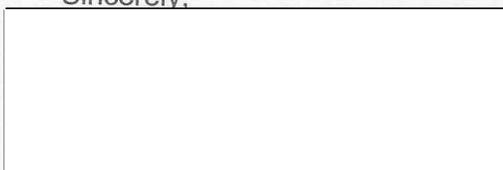
One of the biggest challenges facing charter schools is finding and financing facilities. New Jersey's law currently includes a relatively small number of provisions to help charter schools overcome this challenge.

We recommend changing the current law in multiple ways to better help charter schools meet this challenge:

- Create a per-pupil facility allowance to help charter schools offset the costs of renting or purchasing facilities. Among the states that have enacted per-pupil facility allowance programs are California, Massachusetts, New York, and Washington, D.C.
- Remove the existing provision in statute that prohibits charter schools from using public dollars to construct a facility.
- Allow for a right of first refusal for charter schools to purchase or lease at or below fair market value a closed or unused public school facility or property. Among the many states that allow a charter school to utilize vacant or underused facilities are Delaware, Indiana, Maine, New York, and Washington, D.C.
- Allow charter schools to access state facility funding programs that are available to all other public schools. States that provide such access include California, Colorado, and Delaware.

Thank you again for the chance to provide input into this important process. We stand ready to work with the New Jersey Department of Education and other stakeholders to make changes to public charter school policies in the state that will actually lead to more high-quality public charter school options for students in New Jersey.

Sincerely,



Senior Vice President, State Advocacy and Support  
National Alliance for Public Charter Schools





# The New Jersey Charter School Landscape: Why YOUR Advocacy Matters

# Session Objectives



## After This Session, Participants Will Be Able To:

- Understand NJ's Charter School Environment
- Identify Key Charter School Messages and Differentiate Between Myths vs. Facts
- Recognize Why Parents Are Key Messengers on Education Advocacy Issues

# NJCSA: Who We Are



**Vision:** That every child in the State of New Jersey has the opportunity to attend a high-quality public school that best meets his or her needs.

**Mission:** To advance quality public education for New Jersey’s children through excellent public charter schools.

# NJCSA's Values



**Opportunity:** There are tens of thousands of children in New Jersey attending low-quality schools. Schools that are working should be allowed to grow to meet family demand and change the trajectory and life outcomes of students across New Jersey.

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**Quality:** All schools should held to high standards to ensure that students and families come first.

**Equity:** Public schools deserve equitable per pupil funding, including facilities funding. Public schools must demonstrate the commitment to serve all students, including students with disabilities, English learners, students who qualify for free or reduced-price lunch, and other at-risk students.

# NJCSA's Values



**Autonomy and Innovation:** Schools and school leaders should have the autonomy to find unique solutions in areas such as curriculum, governance, leadership structures, and operations. We must also advocate for more autonomy for schools to pursue innovative ideas to best meet the unique needs of students.

**Collaboration:** We believe that every child should have the benefit of attending a great public school- whether district or charter. We must break down barriers to increase opportunities for more district-charter collaboration in New Jersey.

# NJ Charter Overview



- 88 public charter schools serving 54,000 students in 40 cities in 18 of our 21 counties.
- Majority of Charter Schools in Urban Districts
- Sole Authorizer is the State Commissioner of Education
- Charters Run on Four to Five Year Contracts
- Increased Freedom in Exchange for Greater Accountability

# NJCSA's Goals



- **FUNDING**
  - Increase Per Pupil Facilities Funding For Charters
  - Decrease the Funding Gap for Most Underfunded/Highest Market Share Districts
- **FACILITIES**
  - Per Pupil Facilities Funding
  - Access to State Facilities Dollars
  - Increased Access to Public Buildings
- **AUTONOMY**
  - 10-Year Renewals for High-Performing Charters
  - Flexibility on Certification, Board Training, Lottery Preference for Staff Members' Children, Residency Requirements, Multiple Authorizers, etc. (TBD with Members' Council input)
- **QUALITY GROWTH**
  - Open New Schools
  - Replicate High-Performing Existing School Models

# iLearn Schools Per Pupil Funding



NEW JERSEY  
CHARTER SCHOOLS  
ASSOCIATION

Charter	District	Charter Per Pupil Funding % Of District
Bergen Arts and Science	Garfield	71% (\$12,790 vs. \$18,064)
Hudson Arts and Science	Kearny	81% (\$12,707 vs. \$15,671)
Passaic Arts and Science	Passaic	73% (\$13,342 vs. \$18,369)
Paterson Arts and Science	Paterson	83% (\$13,634 vs. \$16,369)

**Charters should receive 90% of per pupil funding!**



# Myths vs. Facts

# Myths vs. Facts



**Myth #1: Charter schools are private schools that can pick their own students but are funded with public dollars.**

**Fact: Charter schools are *public schools*. They are free, open-enrollment schools that must serve all students.**

**What are some ways parents can debunk this myth?**

# Myths vs. Facts



## **Myth #2: Charter schools steal money from local school districts.**

**Fact:** Charter schools are public schools and are part of the local public education system just like traditional public, vocational, and magnet schools. Charter school students, on average, receive about 73% of the per-pupil funding that a traditional public school receives.

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**What are some ways parents can debunk this myth?**



# Key Messages

# Communications Do's



- **Public:** Charter schools are public schools. They are tuition-free, open to all students, and publicly funded based on enrollment.
- **Options:** Charter schools provide families with options and the freedom to make the best decision for their families.
- **Accountable**
  - NJ charter schools are the most accountable public schools in the state.
  - Charter schools are accountable to state and federal regulations. If they do not fulfill their promise to provide a quality education, they can be closed.
- **Innovative**
  - Public charter schools in New Jersey can tailor their teaching to help kids who would otherwise get lost in the system of a one-size-fits-all approach to public education.
  - Whether it's a longer school year or school day, a dual language focus, an emphasis on career and technical education or STEM, public charter schools offer an often life-changing experience for families. They serve the diverse needs of students and families in New Jersey.

# Communications Do's



- **Results**
  - Charter schools are closing the achievement gap with the rest of the state. Black, Hispanic, and economically disadvantaged charter school students continue to outperform their peers on statewide assessments and have better graduation rates in high school.
  - In Newark, the second highest performing charter sector in the nation, charter school students have made extraordinary progress and outperformed the state average in English language arts and math for the first time in 2018.

**As a parent, how would you connect your child's story to this theme?**

# Communications Do's



- **Equity:** Every student deserves a school that helps them reach their full potential, but not every school in New Jersey serves students equally. In many cities, charter schools level the playing field for our students.
- **Potential:** The best education systems support all kids in reaching their potential, and public charter schools are part of New Jersey's robust education landscape that consistently ranks among the top-performing school systems in the country.
- **Funding**
  - Charter schools do not charge tuition and rely on public funding.
  - School funding follows students to their public charter school—as it should.
  - [Charter schools on average receive \\$0.73 on the dollar per pupil compared to that of traditional schools.](#)
  - There are several streams of funding charter schools do not receive, including funding for their school facilities.
  - Charter schools and traditional district schools are both public schools and both have suffered from the inability to properly fund education.
  - We should work together to make sure ALL schools get the funding they need, including funding for charter school facilities.
  - Over the past 20 years, traditional district schools have received over \$12 billion in taxpayer money to build and renovate new schools. Charter schools have received zero.

# Communications Don'ts



## ■ Don'ts: Messages to avoid

- Do not openly attack or criticize district schools or employees. They are often times our neighbors, families and friends. Local legislators represent district students and families as well as school personnel. This message will not resonate with them.
- Instead of talking about school choice, talk about families having options and making decisions for their children.
- Don't respond to the social media trolls!
- Don't make direct negative comparisons to other public schools



**Position:** CSP Program Manager  
**Location:** Trenton, or near-Trenton preferred

**Overview of Responsibilities:**

The New Jersey CSP Program Manager will be responsible for day-to-day administration of NJPCSA’s Charter Schools Program State Entities grant. Responsibilities will include grant management, leadership, and coordination of all grant activities including partner organizations and potential vendors. The Program Manager will support and provide fiscal and programmatic oversight for each CSP subgrantee and focus on the goals and objectives for each school opened, replicated, or expanded under the program.

**Essential Duties:**

- Provide grant oversight and reporting according to federal, state, and project-specific requirements.
- Coordinate and schedule technical assistance based on subgrantee requests or identified needs.
- Disseminate information through a variety of modalities to maximize better practices and operational efficiencies.
- Meet regularly with partners and vendors, ensuring smooth integration of all technical assistance and services.
- Maintain and routinely update dedicated CSP website.
- Identify risks and early warning signs of potential noncompliance on the part of subgrantees.
- Determine need for enhanced monitoring or additional reporting and coordinate mitigation efforts.
- Write and produce reports as needed and update federal, state, and project-specific management systems.

**Required Background and Capabilities:**

- Extensive experience in grants management including ongoing and enhanced monitoring of fiscal and programmatic risk, risk assessments, identification and mitigation of potential or actual noncompliance, and provision of technical assistance.
- Ability to interface effectively with a range of stakeholders including internal partners, subgrantees, and federal program officers.
- Capacity to coordinate range of staff and partner organizations working collaboratively toward a common end.
- A deep passion for the charter school movement, including a deep understanding of what makes New Jersey’s charter school movement unique.
- A deep passion for and expertise regarding governance and organizational essentials including operations, IT, HR and legal matters related to the ongoing operation of a successful non-profit organization.
- Incredible work ethic, willing to go above and beyond on behalf of New Jersey’s charter schools and the parents and families they serve.
- Relationships with key stakeholders in the New Jersey charter schools landscape or the ability to establish quickly high levels of trust and working relationship with these stakeholders.
- Familiarity with advocacy and political matters and a strong interest in developing the organization’s strength in these areas.
- Reside within New Jersey with strong preference for living within close proximity of the state’s capital.

**Preferred Capabilities**

- At least 5 years professional work experience
- Bachelors degree is required, Master’s degree preferred.
- Federal grants management experience preferred.

**About the New Jersey Charter Schools Association (NJCSA)**

The New Jersey Charter Schools Association (NJCSA) is the non-profit membership association that represents the state’s

## Appendix F-20 (CSP Program Manager Job Description)

charter school community and, by extension, charter school students and their parents. We are committed to advancing quality public education for New Jersey's children through the cultivation of high-quality public charter schools. We believe that every child in the State of New Jersey should have the opportunity to attend a high-quality public school that best meets his or her needs.

### **Benefits and Salary**

The salary for this position is competitive and depends on prior experience. In addition, NJCSA offers a competitive benefits package including medical and dental coverage, as well as retirement benefits.



**Position:** Family Engagement Specialist  
**Location:** Trenton, or near-Trenton preferred

**Overview of Responsibilities:**

The Family Engagement Specialist will play a key role in identifying, training, and developing parents from across the state of NJ to be leaders in their communities. The ideal candidate will be a skilled community organizer, with an understanding of education reform and a knack for developing people as leaders in their communities.

The Family Engagement Specialist must possess strong interpersonal skills, hands-on experience developing leadership in others, and be well-organized and flexible. A sense of humor, knowledge of the charter school policy and advocacy landscape, and a passion for educational justice make the candidate a good fit for the team and position. Strong project management and written/verbal communication skills are required.

**Essential Duties:**

- Identify, train and develop parents and other community members as leaders in the principles and practices of community organizing in order to build powerful parent-driven teams.
- Support implementation of NJPCSA’s Charter Schools Program State Entities Grant by coordinating parent outreach efforts, creating content for Parent Academies and technical assistance modules, and building parent steering committees at grant-funded campuses.
- Build multiple parent teams that drive local issue work and develop charter school parents into a powerful voice in their schools, neighborhoods, cities, and statewide.
- Develop and lead trainings in collaboration with staff to grow parents in their advocacy, organizing, and leadership skills
- Train and guide leaders and teams in relationship building, research, and policy development to building political power in Trenton.
- Prepare leaders to hold demand meetings, press events, public actions between parents and public officials, including state legislators and local school board members
- Mobilize parents to lead or attend large public forums, rallies, and demand actions demonstrating the power of charter school parents and families
- Develop and implement campaign strategies and tactics, with parent voices driving decisions
- Manage and maintain a timely and comprehensive database of current and potential parents who can be called on for political action and advocacy
- Manage relationships with leaders from multiple sectors, such as principals, teachers, charter school leaders, elected officials and community leaders to support the NJPCSA’s agenda.
- Develop a proficiency in education reform issues, learning best practices in school development, education policy, and the elements of excellent public schools
- Participate in internal, regional and national staff development sessions with organization partners.
- Complete daily administrative and reporting activities, including timely submission of timesheets, significant daily data entry of field activities, manager reports, and credit card forms.

**Required Capabilities:**

- Strong written and oral communication skills
- Willingness to work flexible hours including occasional weeknights and weekends; ability to travel and work remotely; driver’s license and access to a vehicle
- Experience motivating others to action

## Appendix F-21 (Parent Engagement Specialist Job Description)

- Experience and willingness to track data daily and use data strategically
- Ability to build relationships quickly with diverse stakeholders
- Experience managing multiple, simultaneous work efforts and a strong ability to plan strategically and marshal resources toward the implementation of that plan
- Ability to take initiative and high levels of ownership for outcomes, and exercise sound judgment in day-to-day decision-making
- 100% Follow-Through: No dropped balls policy. Stay on top of specific tasks and consistently meet deadlines.
- Spirit of Yes: Embrace the obstacles that will pop up and be creative on how you come up with solutions. Embrace the changing landscape and adapt quickly.
- Action-oriented: You must love getting people together to take action. You must be willing to step outside of your comfort zone and know how to motivate others to get out of theirs.
- Understand and appreciate the use of outcomes-based data and information to help drive performance
- Strong commitment to social and educational justice
- Strong technology skills with expertise in MS Office

### **Preferred Capabilities:**

- 3-5 years of professional work experience
- Bachelor's degree preferred
- Prior experience in community, labor, or political organizing
- Campaigning, lobbying, advocacy, public policy, training or relevant experience
- Comfort with multiple modes of effective communication, including social and on-line media tools
- Spanish speaking preferred for several organizing positions

### **About the New Jersey Public Charter Schools Association (NJPCSA)**

The New Jersey Public Charter Schools Association (NJPCSA) is the non-profit membership association that represents the state's charter school community and, by extension, charter school students and their parents. We are committed to advancing quality public education for New Jersey's children through the cultivation of high-quality public charter schools. We believe that every child in the State of New Jersey should have the opportunity to attend a high-quality public school that best meets his or her needs.

### **Benefits and Salary**

The salary for this position is competitive and depends on prior experience. In addition, NJPCSA offers a competitive benefits package including medical and dental coverage, as well as retirement benefits.

## Support for New Jersey Charter Schools Program State Entities Grant

### *Project Cultivate 38*

#### **Objective:**

CTAC will work with the New Jersey Public Charter Schools Association (NJPCSA) to provide technical assistance and project administration support for its Charter Schools Program State Entities grant. CTAC staff have extensive experience supporting the implementation of CSP projects — including two active State Entities grants — and are well-positioned to help NJPCSA fulfill *Project Cultivate 38's* objectives.

#### **Experience:**

The Community Training and Assistance Center (CTAC), a minority-controlled non-profit organization, has a 41-year track record of helping districts and schools link on-site practice, research, and public policy to achieve sustainable improvements in student learning outcomes. CTAC adds expertise and capacity to schools with persistent challenges by collaborating with district and school leaders to identify the conditions that help or hinder performance, find their root causes, and create and implement improvement strategies. CTAC provides on-site and virtual assistance to support systemic reforms and improvements in school districts serving diverse and at-risk populations in high-poverty communities. CTAC provides professional development to district administrators, school leaders, teachers, parents, boards of education, and community leaders.

CTAC, through its Charter Center, has collaborated with a number of charter schools to bolster their capacity and equip them to use their autonomies for the benefit of students and educators. With four decades of experience improving instructional outcomes and organizational performance, we work with the leaders of charter networks and standalone charter schools to enhance their ability to fulfill their educational missions. CTAC understands both the opportunities and the challenges inherent in the charter construct, and we customize our support offerings to suit the unique needs of charter operators.

CTAC is currently evaluating two active Charter Schools Program State Entities grants and is a leader in the areas of educator technical assistance, evaluation, charter systems, and educational research. CTAC has extensive experience in the design, planning, implementation, and evaluation of complex programs for State Education Agencies (SEAs), charter networks, and school districts of various sizes. CTAC's capabilities encompass all facets of program evaluation and management. Specifically, CTAC specializes in analyzing student achievement and human resources data; performing qualitative and quantitative data analyses; designing and administering teacher, principal and community surveys; conducting interviews and focus groups; and preparing and presenting comprehensive evaluation reports.

#### **Background:**

New Jersey's charter sector provides high-quality public school alternatives to parents whose children have historically not received the educational opportunities they deserve. However, the

state currently cannot provide charter school seats in sufficient quantities to meet widespread demand. Moreover, the students most in need of instructionally rigorous and culturally affirming opportunities — Black and Latinx students, students with disabilities, students who live in Abbott districts and in Qualified Opportunity Zones — are most likely to land on a waitlist rather than be offered a seat. With CTAC’s support, *Project Cultivate 38* will help redress these inequities and ensure the creation of nearly 14,000 additional high-quality public charter school seats across the Garden State.

**Project Focus:**

The purpose of this partnership is for CTAC to provide technical assistance and project administration support to NJPCSA throughout the five-year project period. CTAC will provide support in four domains: (1) technical assistance for subgrantees; (2) technical assistance for the New Jersey Department of Education’s Office of Charter and Renaissance Schools; (3) grant administration and fiscal monitoring; and (4) project evaluation. Activities aligned with each of those domains are outlined below.

Domain 1: Technical assistance for subgrantees

Technical assistance for subgrantees will include capacity-building activities focused on both *grant management* and *school operation*. Technical assistance for eligible applicants will start with trainings provided in-person and via webinar during the application window. CTAC also provide operational technical assistance to active subgrant recipients targeted to their needs as stated in their subgrant applications and as observed during routine and enhanced monitoring.

Activities will include the following:

- Conduct an initial needs assessment for each subgrantee by reviewing subgrant applications and conducting routine monitoring
- Host dissemination walkthroughs at exemplary CSP schools
- Host strategic planning sessions for subgrant recipients
- Facilitate the formation of parent steering committee at each new and replication school
- Hold community capacity-building sessions with parent steering committees
- Provide fiscal training for subgrantees and prospective subgrantees
  - Host in-person training for prospective subgrantees during application window
  - Host webinar for prospective subgrantees during application window
  - Provide compliance-focused technical assistance to subgrant recipients based on findings from monitoring activities
- Provide instructional, operational, and administrative support for subgrantees
  - Meeting the needs of all students, particularly those in designated ESSA subgroups and those in danger of disengaging from school, with trainings covering instructional supports, dropout prevention and intervention, effective use of data, family engagement, and inclusive and affirming program design
  - Student recruitment and retention, including strategies to promote inclusion that focus on canvassing, community outreach, communication, policy development, instructional program design, and social-emotional/behavioral supports
  - Governance, including cultivation of board talent pipelines, meeting structure, instructional and fiscal oversight, use of data, compliance, and policy development
  - Participation in federal programs and receipt of federal funds

- Replication and expansion, including how to maintain quality while growing and how to adapt a proven model into a new community setting
- Instructional leadership and school operation
- Maximizing the flexibility provided under law, including:
  - Instructional systems design, including the selection of high-quality materials and interim assessments;
  - Development of enrollment, instructional, and student support systems and protocols that broaden access for at-risk students;
  - Creation and implementation of high-quality evaluation systems that triangulate multiple measures of educator performance;
  - Staffing structure and the cultivation of nontraditional educator pipelines; and
  - Alignment of financial resources to school priorities.

#### Domain 2: Technical assistance for NJDOE

CTAC's technical assistance will focus primarily on ensuring that the authorizer conducts its oversight duties with transparency and consistency and it aligns its human capital, organizational structures, resources, and policies to promote equity and excellence. Robust two-way communication will ensure that technical assistance is both tailored to the authorizer's specific areas of need and provided through the most impactful delivery channels. Through a needs assessment process that includes a preliminary review of authorizer materials and conversations with key stakeholders, the Project Team will identify priority topics and preferred methods of delivery.

Activities will include the following:

- Conduct orientation for NJDOE about CSP program
- Solicit authorizer participation in dissemination activities
- Provide technical assistance to NJDOE OCRS on key topics concerning oversight, equity, and balancing autonomy with accountability. Topics to include the following:
  - Assessing annual school performance data
  - Financial review and assistance with annual audits
  - Holding charter schools accountable to their performance agreements
  - Reviewing processes related to renewal, non-renewal, or revocation of the school's charter
  - Establishing clear plans and procedures to assist students enrolled in a charter school that closes to attend other high-quality charter schools
  - Policy development, including the creation of conditions in which schools are encouraged and incentivized to educate at-risk students
  - Effective oversight, including of facilities projects
  - Assisting schools with their financial reporting requirements, including audits and CSP submissions
  - Family and community engagement
  - Data collection and dissemination
  - Organizational capacity

Domain 3: Grant administration and fiscal monitoring

CTAC will provide fiscal monitoring support to ensure that subgrantees are complying with all statutory, regulatory, and contractual requirements and are using CSP funds to meet the educational needs of all their students.

Oversight activities will include the following:

- Prepare, review, and execute ED reimbursement requests
- Produce draft of subgrant application and scoring rubric
- Identify secure grants management platform and establish reporting and communication infrastructure
- Develop subgrant policies and procedures consistent with EDGAR and all other applicable federal regulations
- Collect, review, and approve CSP subgrant budgets
- Verify that applicants are not recipients of other CSP grants
- Create site visit review rubric
- Review subgrant reimbursement requests for reasonableness and allowability
- Review subgrantee spending reports
- Compile running reports of all CSP spending to ensure timeliness of drawdowns
- Conduct fiscal desk reviews
- Collect, review, and approve annual performance reports for each subgrantee
- Collect, review, and approve financial reports for each subgrantee
- Verify enrollment data for purpose of calculating subgrant award amounts
- Verify completion of Federal Single Audit (A-133) for all subgrantees who expend federal funds in excess of the \$750,000 threshold
- Attend meetings of subgrantee boards of trustees
- Review, approve, and document all CSP budget amendments

Domain 4: Evaluation

CTAC will conduct annual formative evaluations based on the project Logic Model that monitor the efficacy and fidelity of project implementation. Formative evaluations will explore whether the program is reaching its intended beneficiaries and is being operationalized as intended, how effectively inputs are leading to outputs, and whether short-term outcome targets are being reached. Data collection activities will begin in the spring and will include the following:

- Interviews and focus groups with key constituencies, including project team members, representatives from grant-funded schools and NJDOE, and parents and community members;
- Surveys of key constituencies at grant-funded schools; and
- Artifact review and administrative data to determine adherence to project plan and alignment of processes with project objectives.

Data will be analyzed during the summer months, and findings will be presented to the Project Team during their standing meeting each October. Formative evaluations will be used to drive technical assistance throughout the grant. CTAC will also conduct a summative assessment of program implementation and impact during Year 5.



## **SUPPORT FOR NEW JERSEY CHARTER SCHOOLS THROUGH THE CHARTER SCHOOLS PROGRAM GRANT**

### **OBJECTIVE**

We will work with the New Jersey Public Charter Schools Association (NJPCSA) to conduct an initial landscape analysis, develop and conduct an annual survey of charter schools related to educating students with disabilities, and document and disseminate emerging promising practices determined to foster access and consistently improve outcomes for students with disabilities enrolled in charter schools across New Jersey.

### **BACKGROUND**

New Jersey is a state with a large charter sector serving roughly 50,000 students in approximately 90 schools. That sector continues to expand, primarily through the growth of established schools and networks. New Jersey's charter schools are geographically spread out across the southern, central and northern regions of the state, with concentrations of schools in Newark, Camden and Paterson/Passaic. Each of these schools functions as its own Local Education Agency (LEA), meaning that each is responsible for serving students with disabilities, as well as the costs and compliance obligations that go with that responsibility.

The National Center for Special Education in Charter Schools (the Center) has extensive experience serving the needs of charter schools in New Jersey. For the past 6 years it has provided a wide range of services to support its charter schools and networks, primarily those in Newark and, more recently, in Camden. Several years ago, we launched a program there called the New Jersey Special Education Collaborative (NJSEC). NJSEC focused on individualized school support and sector-wide trainings. That work continued through 2019 when logistical factors made it unworkable for the Center to maintain an independent operation in the state. Since that time we have continued to serve Camden charter, Renaissance and district schools through a contract with the Camden Education Fund.

### **PROJECT FOCUS**

New Jersey charter schools continue to need substantial support in serving students with disabilities and meeting LEA obligations under the law. The proposed project focuses on providing a combination of resources to the state's charter school sector, to the areas with the greatest concentration of schools, and to school and network-level special educators. It outlines a 5-year plan for gathering crucial data needed to fully understand the circumstances and challenges that New Jersey charter schools face and a range of supports designed to enable the state's charter sector to equitably and successfully educate all students. Given the Center's depth of expertise and on the ground experience in New Jersey, we believe we are uniquely able to help.

### **PROPOSED SCOPE OF WORK**

#### **Year 1**

- Objectives: Collect Data, Identify Problems of Practice, and Build Relationships
- Activities:
  - Conduct Landscape Analysis researching and describe all core elements within the state impacting how students with disabilities are served in charter schools, including legal,

policy, programmatic and operational factors; interview key stakeholders (n=12), gather and assess relevant data on enrollment and student performance

- Develop and conduct custom statewide survey of charter schools about special education and related issues
- Engage the NJPCSA and statewide stakeholders in a focused strategic planning process related to improving outcomes for students with disabilities in charter schools
- Develop a state-specific best practice tool (e.g., Exemplary IEPs, Charter School Special Education Enrollment Best Practices, Parent Engagement, or Model Transition Plans)
- Provide individualized teleconference troubleshooting support to schools and networks (Assumes 75 hours a year)
- Deliverables:
  - Landscape Analysis: Summary of Findings
  - Strategic Planning Memo for NJPCSA
  - 1st Biennial Report on State of Special Education in New Jersey Charter Schools
  - Best practice tool

## Year 2

- Objectives: Update Data, Build Authorizer Capacity, Provide Customized Support to Address Problems of Practice, Develop Tools, and Memorialize Bright Spots
- Activities:
  - Conduct workshop at the annual state charter conference (i.e., two staff members to attend)
  - Identify two charter schools or authorizers demonstrating exemplary outcomes with students with disabilities and develop case studies highlighting promising practices
  - Offer a portfolio of remote and in-person professional development opportunities based on identified problem of practice (n=6)
  - Develop a state-specific best practice tool (e.g., Exemplary IEPs, Authorizer Best Practices, Charter School Special Education Enrollment Best Practices, Parent Engagement, or Model Transition Plans)
  - Provide individualized teleconference troubleshooting support to schools and networks (Assumes 75 hours a year)
- Deliverables:
  - Conference workshop
  - One case studies highlighting promising practices
  - Best practices tool

## Year 3

- Objectives: Update Data, Reinforce and Institutionalize Best Practices, Develop Tools, and Memorialize Bright Spots
- Activities:
  - Conduct 2nd biennial Statewide Survey
  - Update 2nd biennial quantitative data analysis
  - Conduct workshop at the annual state charter conference (i.e., two staff members to attend)
  - Identify two charter schools or authorizers demonstrating exemplary outcomes with students with disabilities and develop case studies highlighting promising practices
  - Offer a portfolio of remote and in-person professional development opportunities based on identified problem of practice (n=6)

- Provide individualized teleconference troubleshooting support to schools and networks (Assumes 75 hours a year)
- Deliverables
  - Conference workshop
  - 2nd Biennial Annual Report on State of Special Education in New Jersey Charter Schools
  - Best practices tool

**Year 4**

- Objectives: Update Data, Reinforce and Institutionalize Best Practices, Develop Tools, and Memorialize Bright Spots
- Activities:
  - Conduct workshop at the annual state charter conference (i.e., two staff members to attend)
  - Identify two charter schools or authorizers demonstrating exemplary outcomes with students with disabilities and develop case studies highlighting promising practices
  - Offer a portfolio of remote and in-person professional development opportunities based on identified problem of practice (n=12)
  - Develop a state-specific best practice tool (e.g., Exemplary IEPs, Charter School Special Education Enrollment Best Practices, Parent Engagement, or Model Transition Plans)
  - Provide individualize teleconference troubleshooting support to schools and networks (Assumes 75 hours a year)
- Deliverables:
  - Conference workshop
  - Two case studies highlighting promising practices
  - Best practices tool

**Year 5**

- Objectives: Update Data, Reinforce and Institutionalize Best Practices, Develop Tools, and Memorialize Bright Spots
- Activities:
  - Conduct 3rd and final biennial Statewide Survey
  - Update 3rd and final biennial quantitative data analysis
  - Conduct workshop at the annual state charter conference (i.e., two staff members to attend)
  - Identify two charter schools or authorizers demonstrating exemplary outcomes with students with disabilities and develop case studies highlighting promising practices
  - Offer a portfolio of remote and in-person professional development opportunities based on identified problem of practice (n=12)
  - Develop a state-specific best practice tool (e.g., Exemplary IEPs, Charter School Special Education Enrollment Best Practices, Parent Engagement, or Model Transition Plans)
  - Provide individualized teleconference troubleshooting support to schools and networks (Assumes 75 hours a year)
- Deliverables:
  - 3rd Biennial Report on State of Special Education in New Jersey Charter Schools
  - Conference workshop
  - Two case studies highlighting promising practices
  - Best practices tool

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> Harold Lee 	<b>TITLE</b> President and CEO
<b>APPLICANT ORGANIZATION</b> New Jersey Public Charter Schools Association	<b>DATE SUBMITTED</b> 05/15/2020

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## Budget Narrative File(s)

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New Jersey CSP (Project Cultivate 38) — Budget Narrative

New Jersey Public Charter Schools Association (NJPCSA) requests Charter Schools Program Grants to State Entities (CSP) funding totaling [\_\_\_\_\_] 5 for the grant period of October 1, 2020, through September 30, 2025, to implement *Project Cultivate 38*. This funding represents subgrant awards in the amount of [\_\_\_\_\_]

The following budget narrative provides details and justification for all budget category expenditures requested on Ed Form 524, supporting *Project Cultivate 38* as described in the Project Narrative.

Through a competitive process, all subgrantees would be eligible to earn up to \$1,500,000. Receipt of the full maximum award will be conditioned on an applicant’s satisfaction of absolute and proportional enrollment targets that demonstrate an authentic commitment to educating at-risk students.

Table 1. Subgrant Award Criterion

Criterion	Target	Amount	Timing
1	Base Award	\$ [_____]	Upon approval of application
2	School either (a) is located in a QOZ or (b) draws at least 40% of its student population from neighboring QOZ	\$ [_____]	First verified enrollment count in Subgrant Year 1
3	At least 60% of School’s students are economically disadvantaged <i>and</i> at least 70% of a school’s students are Black or Hispanic	\$ [_____]	First verified enrollment count in Subgrant Year 1
4	School educates at least 250 economically disadvantaged students in CSP-funded grades	\$ [_____]	First verified enrollment count in Subgrant Year 2

Based on the existing pipeline of high-quality, in-state charter schools that have already received authorization to expand, *Project Cultivate 38* is targeting awarding subgrants to 38 schools. Additional operators that have expressed initial interest in adapting their proven models to meet the needs of New Jersey’s communities will be motivated by the availability of CSP start-up funding.

New Jersey CSP (Project Cultivate 38) — Budget Narrative

Table 2. Total Number of Awards

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
# of Awards	10	6	6	8	8	38

Each type of award, New Charter Schools, Replication of High Quality Charter Schools and Expansion of High Quality Charter Schools, has the ability to earn a full award of \$1,500,000. Based on available pipeline data, we anticipate the subawards would follow the distribution below, however the actual blend could vary based on the quality of applicants.

Table 3. Anticipated Breakdown of Awards

Award Type	Year 1	Year 2	Year 3	Year 4	Year 5	Total
New	1	1	1	2	2	7
Replication	3	2	2	2	2	11
Expansion	6	3	3	4	4	20
Totals	10	6	6	8	8	38

Subgrantees have the opportunity to earn up to \$1,250,000 during the first year of their grant, and an additional \$250,000 in the second year.

Table 4. Subgrants by Award Group by Year

	Year 1 2020-2021	Year 2 2021-2022	Year 2022-2023	Year 4 2023-2024	Year 5 2024-2025	Year 6 2025-2026	Total
Group 1							
Group 2							
Group 3							
Group 4							
Group 5							
Total							

Project Cultivate Cumulative five year budget by expense category Budget Totals

1. Personnel	Admin	TA	Total
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*Harold Lee - Project Director*, .60 FTE YR1, .50 FTE YRS 2 - 5, (25% Administration 75% TA), provides executive leadership, oversight of project design, implementation, and refinement, coordinates all project staff, and guides continuous improvements based on formative assessment. He is also responsible for guiding Project Cultivate 38 relationships, including with NJDOE, current and future subgrantees, parents, and community. His level of expertise and in-depth knowledge bodes well for spearheading technical assistance and professional development with support from the partner organizations, CTAC and NCSECS. He is responsible for fiscal oversight of the initiative and accountable for the success of Project Cultivate 38. YR1 base salary of \$\_\_\_\_\_ increases by 2% annually.

*Program Manager*, 1 FTE YRS 1 - 5 (50% Administration 50% TA), supports the project director and provides day-to-day administration of the CSP program, fiscal and programmatic oversight for each CSP subgrantee, and coordination of all grant related-activities, and partner organizations. The Program Manager supports and provides fiscal and programmatic technical assistance for each CSP subgrantee and focuses on the goals and objectives for each school to ensure compliance and improved student outcomes. YR1 base salary of \$\_\_\_\_\_ increases 2% each year.

*Brian Diamante - Administrative Lead*, .50 FTE YR1, .40 FTE YRS 2 - 5, (50% Administration 50% TA), provides programmatic monitoring support including developing subgrant applications and rubrics, conducting compliance and implementation reviews, develop and host professional development sessions for current and future grantees, and boards of trustees. He also creates the custom SchoolLens interface that includes CSP-specific performance monitoring tools and visualizations to provide formative data that informs technical assistance and professional development needs. YR1 base salary of \$\_\_\_\_\_ increases 2% annually.

*Family Engagement Specialist*, 1 FTE YRS 1 - 5, (100% TA) plays a key role in identifying, training, and developing parents from across the state of NJ to be leaders in their communities. Family and community members’ voices and input about their children’s educational needs are crucial for creating high-functioning charter school learning environments. The Specialist develops and implements parent and community engagement strategies, including developing and facilitating the Parent Academy, developing and maintaining resources for parents, facilitating the parent steering committee, holding community capacity-building sessions with parent steering committees, and reviewing formative feedback from parents and community members to inform additional TA needs.

Total Personnel

2. Fringe Benefits A

*Fringe benefits*, factored at 28% of salaries include: Social Security, Medicare, health insurance, dental insurance, worker’s compensation, and unemployment insurance. The Administration/Technical Assistance allocation aligns directly with personnel salaries.

Total Fringe Benefits

3. Travel A

*CSP Project Director Annual Meetings*: Travel costs for project director and project manager to attend the 2 Day Project Directors meeting in DC include: train fare \$175/rt, hotel \$215/night, per-diem at \$70 per day, taxis \$\_\_ each way and parking \$25/day for each person in YR1. A 2% annual increase is factored in for YRS 2 - 5.

*Authorizer, Grantee and Family Support*: Travel throughout the state supplements videoconference trainings and technical assistance for NJDOE, current and future grantees, and families. Anticipated travel includes on-site TA for grantees, in-person TA with NJDOE, Parent Academies at school sites, and community meetings. The YR1 budget is factored at approximately 70 trips, averaging 100 miles RT at .545/mi. Occasional hotels at \$100/night for 10 nights, and 20 days per diem at \$60/day are included. A 2% annual increase is factored for YRS 2 – 5.

Total Travel

4. Construction			\$0
5. Supplies	Admin	TA	Total

*SchoolLens* is an interactive data dashboard that allows school administrators to monitor their standing against key accountability measures in real time. A customized SchoolLens interface shows which subgrantees are effectively implementing policies, practices, and systems designed to support at-risk students including students with disabilities and English learners. SchoolLens will provide *Project Cultivate 38* with valuable formative data to inform technical assistance needs to improve student outcomes and for attaining SmartGoals. Costs include development and customization of the application interface, licensing, server and hosting costs throughout the grant. SchoolLens serves administrative and technical assistance needs with budget costs allocated evenly across both categories. (50% Admin/50% TA)

*Grants management platform* for implementation and monitoring will be identified and secured after award. The budgeted funds for initial setup, licensing and maintenance are allocated to administration costs.

*General Office Supplies:* Program and office supplies for planning and implementation are those that are allocable to the project and will be charged as incurred. These cost, factored at \$290/month include: telecommunications, printing, postage and delivery, project supplies, technology and video conferencing. YR1 includes additional technology, a laptop and software for the Program Manager resulting in an increase of \$2,395. The base cost annual cost of \$3,480 increases 3% annually in YRS 2 – 5. 100% of these costs are allocated to administration.

*Professional Development and Training Materials:* To provide resources to all constituents it is essential to supplement technology based resources with hard copy materials. Parent and community engagement is a key component to *Project Cultivate 38* and it’s critical to utilize multi-media methods. During YR1, communications and training materials will be developed and produced for community outreach and the Parent Academy. These products will also be translated as necessary. Hard copy materials will also be available for the Annual Conference and other professional development resources. YR1 estimated costs are \$28,500, after the initial development and production, YRS 2 – 5 budgeted costs of \$12,500 annually are for updates as required and annual events.

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Total Supplies

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6. Contractual

Ad

*Community Training and Assistance Center (CTAC)* works with the New Jersey Public Charter Schools Association (NJPCSA) to provide technical assistance and project administration support throughout the five-year project period for its Charter Schools Program State Entities grant. CTAC staff have extensive experience supporting the implementation of CSP projects — including two active State Entities grants — and is well-positioned to help NJPCSA fulfill *Project Cultivate 38’s* objectives.

CTAC provides support in four domains: (1) technical assistance for subgrantees; (2) technical assistance for the New Jersey Department of Education’s Office of Charter and Renaissance Schools; (3) grant administration and fiscal monitoring; and (4) project evaluation. Activities aligned with each of those domains are outlined below.

\$

Domain 1: Technical assistance for subgrantees: Technical assistance for subgrantees will include capacity-building activities focused on both *grant management* and *school operation*. Technical assistance for eligible applicants will start with trainings provided in-person and via webinar during the application window. CTAC also provide operational technical assistance to active subgrant recipients targeted to their needs as stated in their subgrant applications and as observed during routine and enhanced monitoring.

Domain 2: Technical assistance for NJDOE: CTAC’s technical assistance will focus primarily on ensuring that the authorizer conducts its oversight duties with transparency and consistency and it aligns its human capital, organizational structures, resources, and policies to promote equity and excellence. Robust two-way communication will ensure that technical assistance is both tailored to the authorizer’s specific areas of need and provided through the most impactful delivery channels. Through a needs assessment process that includes a preliminary review of authorizer materials and conversations with key stakeholders, the Project Team will identify priority topics and preferred methods of delivery.

Domain 3: Grant administration and fiscal monitoring: CTAC provides fiscal monitoring support to ensure that subgrantees are complying with all statutory, regulatory, and contractual requirements and are using CSP funds to meet the educational needs of all their students.

Domain 4: Evaluation: CTAC will conduct annual formative evaluations based on the project Logic Model that monitor the efficacy and fidelity of project implementation. Formative evaluations will explore whether the program is reaching its intended beneficiaries and is being operationalized as intended, how effectively inputs are leading to outputs, and whether short-term outcome targets are being reached. Data will be analyzed during the summer months, and findings will be presented to the Project Team during their standing meeting each October. Formative evaluations will be used to drive technical assistance throughout the grant. CTAC will also conduct a summative assessment of program implementation and impact during Year 5.

CTAC’s support of *Project Cultivate 38* is allocated across administration and technical assistance, averaging 28% and 72% respectively throughout the grant. Evaluation costs totaling \$574,500 for the full grant are allocated 75% to administration and 25% to technical assistance, recognizing the formative evaluations direct impact on TA to meet the ultimate goal of improving education for students.

*National Center for Special Education in Charter Schools (NCSECS)* - 100% TA, NCSECS is a national nonprofit committed to ensuring that students with disabilities can access and thrive in charter schools. NCSECS specifically supports NJPCSA by providing a range of technical assistance offerings to operators on topics including family outreach, inclusive and affirming program design, and effective use of data. Additionally, technical assistance is provided to NJDOE in its capacity as authorizer on best practices in how to create incentive and accountability structures that ensure charters provide excellent educations to at-risk students. They will conduct an initial landscape analysis, develop and conduct an annual survey of charter schools related to educating students with disabilities, and document and disseminate emerging promising practices determined to foster access and consistently improve outcomes for students with disabilities enrolled in charter schools across New Jersey.

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*Website* - The *Project Cultivate 38* website will be used for several key components of this project. Communications, dissemination and trainings for all constituents include resources for current and future subgrantees, content for parents and families, best practice guides and training materials including guidance manuals, exemplar tools and policies, and webinars. The budgeted costs include website development and customization, licensing, hosting, maintaining and updating. The purpose of the website is for technical assistance, however a portion of the costs are administrative. Therefore, the budget for YRS 1 – 5 is allocated 25% admin/75% TA.

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*Peer Review Team Stipends*: Peer review team members will be paid a \$750 stipend per subgrantee application review. We anticipate receiving 15 applications in YR1, 10 YR2, 10 YR3, 12 YR4 and 12 YR5. Each application will be independently reviewed by 3 team members. The Peer Review Team stipends are fully allocated to administrative costs.

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Total Contractual

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7. Equipment

8. Other - Subgrants

*Charter School Subgrants:* As detailed in the Project Narrative, the foundation of *Project Cultivate 38* will be the identification of high-quality charter schools seeking funding to open, expand, or replicate. Subgrantees will receive a \$750,000 base award and may qualify for 3 escalators, each in the amount of \$250,000. (Demonstrated in Table 1 above.) While all subgrantees will be eligible to earn \$1,500,000, receipt of the full maximum award will be conditioned on an applicant’s satisfaction of absolute and proportional enrollment targets that demonstrate an authentic commitment to educating at-risk students. We project awarding subgrants to 10 schools in YR1, 6 YR2, 6 YR3, 8 YR4, 8 YR5 for a total of 38 schools. While retaining the flexibility to award the best applicants we anticipate the distribution between New Charter Schools, Replication of High Quality Charter Schools and Expansion of High Quality Charter Schools will be as follows:

New Charter Schools: YR1 (1), YR2(1), YR3(1), YR4(2), YR5(2) for a total of 7 schools

Replication Schools: YR1 (3), YR2(2), YR3(2), YR4(2), YR5(2) for a total of 11 schools

Expansion Schools: YR1 (6), YR2(3), YR3(3), YR4(4), YR5(4) for a total of 20 schools

Total Other - Subgrants

9. Total Direct Costs

10. Indirect Costs

11. Training

12. Total









**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**  
 See Instructions.

OMB Number: 1894-0017  
 Expiration Date: 06/30/2020

**Applicant Information**

**Legal Name:**

New Jersey Public Charter Schools Association A NJ Nonprofit

**1. Project Objective:**

Increase the number of high-quality charter schools in New Jersey, with a particular focus on Abbott districts

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. Open, expand, or replicate at least 38 high-quality schools statewide	PROJECT	38	/		

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. At least 28 of the 38 grant-funded schools will be located in Abbott districts	PROJECT		28 /	38	73.68

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. At least 85% of subgrantees maintain an "economically disadvantaged" student enrollment of at least 70%	PROJECT		33 /	38	86.84

1.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. At least 90% of subgrantees maintain a student enrollment that is at least 85% Black/Hispanic	PROJECT		35 /	38	92.11

1.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. Host at least two community meetings annually to solicit input and to provide information about the CSP program	PROJECT	2	/		

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1.f. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Years 1-5. At least two CSP=funded schools participate annually in Parent Academies	PROJECT	2	/	

1.g. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 1. Create Parent section on NJPCSA website	PROJECT		/	

1.h. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Years 2-5. Update website with new parent-facing content	PROJECT		/	

1.i. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 1. Create dedicated CSP section on NJPCSA website with subgrant application and informational materials	PROJECT		/	

1.j. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Years 2-5. Update website at least quarterly with information about grant deadlines and upcoming technical assistance and dissemination opportunities	PROJECT		/	

1.k. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Years 1-5. NJPCSA hosts dedicated CSP session at Annual Conference	PROJECT	1	/	

1.l. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Years 1-5. NJPCSA promotes CSP opportunities during at least 100% of quarterly in-person membership meetings	PROJECT	20	/	

**U.S. Department of Education  
Grant Application Form for Project Objectives and Performance Measures Information**

1.m. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. NJPCSA promotes CSP opportunities on at least 75% of monthly advocacy calls	PROJECT		45 /	60	75.00

1.n. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. NJPCSA promotes CSP opportunities in at least 75% of weekly newsletters	PROJECT		195 /	260	75.00

1.o. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. Receive 59 subgrant applications	PROJECT	59	/		

1.p. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. 100% of CSP subgrantees develop plans to identify and provide appropriate supports to at-risk students	PROJECT		38 /	38	100.00

1.q. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. 100% of replication/expansion applicants that receive CSP subgrants have demonstrated track records of success in increasing the academic achievement of students in ESSA subgroups	PROJECT		30 /	30	100.00

1.r. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. Project "fully" or "largely" meets all indicators on ED CSP Monitoring Report	PROJECT		/		

1.s. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. Peer Review Committee consists of five national experts in charter school operation and authorizing	PROJECT	5	/		

**U.S. Department of Education  
Grant Application Form for Project Objectives and Performance Measures Information**

1.t. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Years 1-5. 100% of peer reviewers express familiarity with quality standards and application review criteria	PROJECT		5 / 5	100.00

1.u. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Year 1-5. 100% of subgrantees participate in federal programs for which they are eligible	PROJECT		38 / 38	100.00

1.v. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Years 1-5. 100% of subgrantees receive commensurate share of federal funds for which they are eligible	PROJECT		38 / 38	100.00

1.w. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Years 1-5. 90% of surveyed participants in CSP program express agreement with survey items related to ease and efficiency of subgrant process	PROJECT		1,710 / 1,900	90.00

**2. Project Objective:**

Increase the overall quality of New Jersey's charter sector

2.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Years 1-5. At least 75% of subgrantees score among the top third of all schools in their districts annually on the New Jersey School Performance Report	PROJECT		29 / 38	76.32

2.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Years 1-5. By the end of the grant period, at least 65% of all charter school seats in Abbott districts will be provided by schools that rank in the top third of schools in their districts annually on the New Jersey School Performance Report	PROJECT		33,800 / 52,000	65.00

**U.S. Department of Education  
Grant Application Form for Project Objectives and Performance Measures Information**

2.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 2-5. Starting in each subgrantee's second year of operation, at least 95% of subgrantees annually outperform district averages on NJSLA ELA and Math assessments	PROJECT		36 /	38	94.74

2.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. Conduct at least three annual training sessions for operators on academic, organizational, and financial topics	PROJECT	3		/	

2.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. 85% of subgrantees indicate on formative evaluation surveys that they find technical assistance sessions relevant and useful	PROJECT		33 /	38	86.84

2.f. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. Provide at least three training sessions annually for NJDOE's Office of Charter and Renaissance Schools	PROJECT	3		/	

2.g. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. 85% of NJDOE staff indicate on formative evaluation surveys that they find technical assistance sessions to be relevant and useful	PROJECT		6 /	7	85.71

2.h. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. Publish best practices guide on NJPCSA website annually	PROJECT			/	

2.i. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Years 1-5. Facilitate session at NJPCSA Annual Conference dedicated to spotlighting best practices adopted by CSP subgrantees	PROJECT			/	

**U.S. Department of Education  
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2.j. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Years 1-5. Host sessions at NJPCSA Annual Conference dedicated to spotlighting exemplary instances of cross-sector collaboration	PROJECT		/		

2.k. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Years 1-5. Increase participation in dissemination activities by three non-charter LEAs annually	PROJECT	3	/		

2.l. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Years 1-4. Complete formative evaluation of CSP program and implement informed mid-course corrections	PROJECT		/		

2.m. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Year 5. Complete summative evaluation of CSP program	PROJECT		/		

# INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

## PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

## GENERAL INSTRUCTIONS

### Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting [www.Grants.gov](http://www.Grants.gov).

### Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
  1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
  2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:
  1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
  2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).