New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Brooklyn Laboratory Charter School

Renewal Site Visit Dates: September 23-24, 2021
Date of Report: April 12, 2022

Charter School Office
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Albany, New York 12234
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SCHOOL DESCRIPTION

Charter School Summary[1]

- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficien.9 (m)-6.3 (a)ae
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work planning documents, staff attrition and demographic information, and Board of Trustees Goals and Annual Calendar.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated, and the report narrative will provide evidence-based information relative to each indicator.

Level	**Description**
Meets	[redacted]

Summary of Findings

- Brooklyn Lab is in

approval, and those revision requests are currently under consideration as part of this renewal application.

Benchmark 1: Student Performance

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic

Element	Indicators
learners/multi	

Note: In spring 2021 NYSED instituted a Local Assessment Plan to collect authorizer-approved local/interim assessment data from Board of Regents-authorized scenBatr

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against the school's performance goals. In addition to the school's senior instructional leaders honoring "open door policies," interviewed teachers also described comprehensive spring planning days where Brooklyn Lab solicits their feedback and suggestions on curricular updates.

2. Element: ***Instruction***:
   - **Indicator a:** The school staff has a shared understanding of high-quality instruction that supports all learners and most observed instructional practices align to this understanding. During the onsite focus group interview with the school's instructional leaders, participants summarized this year's priorities as "establishing a culture of learning, intentional planning, addressing learning loss across the board, and making every scholar 'feel safe and known.'" Other instructional strategies that have been utilized over the course of this charter term include a focus on student discourse and effective co-teaching. Interviewed teachers paraphrased the same priorities, and site visit team members affirmed many of these practices during their 14 classrooms observations over the two-day renewal visit.
   - **Indicator b:** Instructional delivery fosters engagement with all students. In a majority of classrooms, teachers maintained high levels of student engagement via a variety of methods, including using quiz games, multimedia presentations and instructional technology, and checks for understanding that included cold calling, asking volunteers to answer questions, or having students respond to each other. Several teachers successfully connected lesson content to real life scenarios, such as balancing nutritional needs with budgetary constraints, in ways that visibly engaged students. There were very few instances of off task or disruptive behavior in observed classrooms.
   - **Indicator c:** The school differentiates instruction to ensure equity and access for all students. In addition to differentiated lesson materials as described in indicator 1.c. above, Brooklyn Lab's renewal application outlines the school's extended school day, online credit recovery modules for students to complete from home, an academic summer program, and "academy intensives" to provide remediation during school breaks. Brooklyn Lab leverages its expansive staffing structure to support instructional differentiation through frequent use of the multiple adults present in classrooms to teach in small groups and provide individualized support. The school also leverages its instructional technology in novel ways to provide individualized supports. For example, in several classrooms, remote special education and/or interventionists provided differentiated materials and instruction to students virtually through their Chromebooks within the in-person, whole class setting.
   - **Indicator d:** The school provides staff with professional development (PD) opportunities that promote best practices and improves all students' success, including sub-groups. Onsite focus-group interviews with school leaders and board members confirmed that Brooklyn Lab invests in a variety of PD offerings for teachers in partnership with a range of external consultants such as the Lavinia Group, The New Teacher Project (TNTP), the College Board, and curriculum vendor representatives. Teachers begin each new school year by attending summer pre-service sessions and participate in regular staff PD workshops as well as professional learning communities throughout the rest of the year. Interviewed instructional leaders stated that ". . . habits and behaviors are the best way to measure the efficacy of PD," and described how leaders and coaches look for practice change and outcomes during instructional walkthroughs and observations. Teachers interviewed as part of the onsite focus group generally expressed opinions that PD was helpful, which contrasts with some respondents to the school's teacher surveys that found it lacking.

- **Indicator c:** The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students. Per Brooklyn Lab's renewal application, school directors, deans of instruction, dean of the Brooklyn Lab Fellows, and the scholar services coordinator meet on a weekly basis "to review student data and create plans to identify students who need intense remediation. This group revisits these plans frequently to ensure students are making progress and that all learners grow and achieve their goals." During onsite focus group interviews with special populations staff and teachers, participants shared that the instructional leaders support teachers in executing plans and ensure ongoing communication between classroom teachers, special educators, and interventionists during scheduled weekly co-planning meetings.

Element	Indicators
	a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses a school's stance toward in and out of3.3 (s)-4.3 (c)-a14 370.of3.3 (s)-4.3 (c)-a14 370.of3.1
2. Behavior Management and Safety	

Element	Indicators
	students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school has expanded upon its SEL programming, particularly in regard to Brooklyn Lab's "Success Coaching" program that ensures personalized attention for each student, and the addition of the school's founding chief culture officer.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***
   - x **Indicator a:** The school has processes and procedures in place to address chronic absenteeism for all students and subgroups such that all students are fully t81-9 (84s)1.7 tieen11s The hclnl' thn4-3.2 (s)6.38(m)1

toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity. As mentioned earlier in this report, Brooklyn Lab's newly hired founding chief culture officer leads an expanded "culture team" comprised of deans of scholars, deans of instruction, and school directors, to implement the school's restorative and proactive disciplinary policies and behavioral support systems.

- **Indicator b:** The school uses a tiered approach to behavioral interventions that support student social-emotional development. During onsite focus-group interviews with school leaders and teachers, participants described both informal and formal intervention ladders to address students' behavioral needs, often starting with classroom staff and success coaches, and escalating to include campus level deans and senior leadership as necessary. Data collected through Brooklyn Lab's multi-tiered system of supports (MTSS) is stored in a schoolwide dashboard to facilitate an informed approach to individual student support.
- **Indicator c:** The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. However, The School Safety Plan posted to the school's website improperly combines elements of the required District-Wide School Safety Plan with the confidential elements of the required Building-Level Emergency Response Plan. The school must prepare separate plans as required, and post only the District-Wide Safety Plan on its website. It is also unclear that the school has developed a building-level safety plan for each site it operates.
- **Indicator d:** The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). Brooklyn Lab's renewal application states that all school staff receive DASA training during summer pre-service PD, with a focus on promoting a "positive and inclusive school culture and providing the skills to prevent harassment and bullying." Subsequent to the ren (u)2.2 (n0 Tc 00 Tw 5.91.3 (
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academic performance information and updates on schoolwide and community events, via texts, emails, and phone calls.

- **Indicator c:** The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. Brooklyn Lab did not distribute the CSO's anonymous online survey to students and families in a manner that produced sufficient results for review, with only a 10 percent parent response rate, 0 percent teacher response rate, and 29 percent student response rate. In lieu of this, the CSO conducted supplementary onsite focus group interviews with teachers and students. The focus groups were well attended but still did not represent a significant percentage of the full community and therefore do not necessarily represent the majority voice. The CSO team also requested copies of survey results from the last year, which were provided after the conclusion of the visit.
- **Indicator d:** The school has a systematic and transparent process for responding to family or community concerns. Brooklyn Lab's renewal application describes the school's focus on building and maintaining positive relationships with students' families as a proactive step to prevent concerns and utilizing home visits to better understand the context of issues. If these informal steps don't result in satisfactory resolution, stakeholders can file a complaint according to the

students' SEL and mental health needs informed the hiring of its first chief culture officer and the

Benchmark 4: Financial Condition
The school is in sound and stable financial condition as evidenced by performance on key financial

Benchmark 5: Financial Management

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Approaches

Element	Indicators
1. Board Oversight and Governance	a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers. b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** The board utilizes an annual written performance-based evaluation process for evaluating school leadership, but based on information provided only inconsistently assesses its own effectiveness in a formalized manner. Until this year, the board completed an annual evaluation of the Brooklyn Lab's executive director; during the onsite focus group interview with trustees, participants described a shift to a quarterly review so that any issues could be addressed more promptly. The board reports it has completed two quarterly performance evaluations for the executive, in June and September 2021, thus far. Interviewed trustees spoke only generally about the executive director's goals and directives, including financial and organizational sustainability, staff retention, and academic achievement. Since the school opened in 2014, the board has only done one comprehensive board self-evaluation. Trustees do not use a written performance-based process to annually evaluate themselves.
   - **Indicator b:** The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves. CSO records illustrate that board membership has remained stable since Brooklyn Lab first opened and that its seven trustees possess a range of legal, financial, business, marketing, technology, and education-related experience. During the onsite focus-group interview with the board, participants stated that they saw a need to supplement the academs

- **Indicator e:** The board regularly updates school policies when needed and receives NYSED

Element	Indicators
	b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Approaches

Element	Indicators
1. Mission and Key Design Elements	a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter, including in public-facing materials. b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Benchmark 9: Enrollment, Recruitment, and Retention
The school is meeting or making annual progress toward meeting the enrg ( ) m (u8 (d)]TJ)Te74. 0 iT

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Falls Far Below

Element	Indicators
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment;ndtdom0 Td( )a820.3 iu9g 1 TflTw 3.3 (a.2 (n)u3.3 (n)-r20.3).4 (

- In May 2019, Genuine Foods contacted the CSO regarding Brooklyn Lab's late payment. In response, the school reported to the CSO that it followed-up with the vendor ". . . under guidance from counsel and with direction from [the NYSED] Child Nutrition [Office]." The school also reported that it paid Genuine Foods in full, settled the contract dispute, and then switched to a different vendor. The NYSED Child Nutrition Office required Brooklyn Lab to prepare a Corrective Action Plan based on deficiencies identified by that office.
- In April 2019, NYSED's Office of ESSA-Funded Programs contacted Brooklyn Lab five

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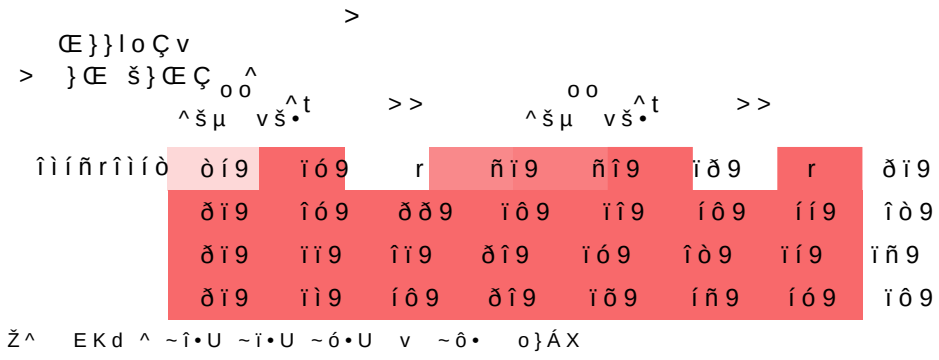

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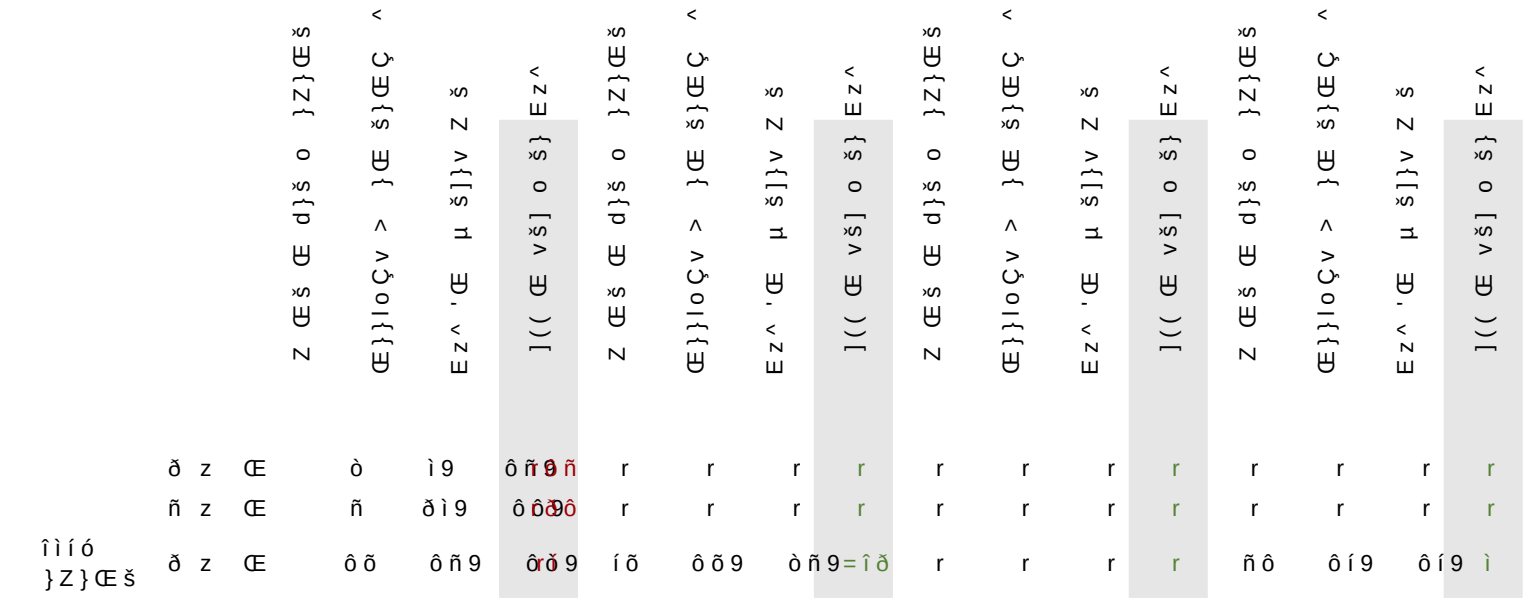

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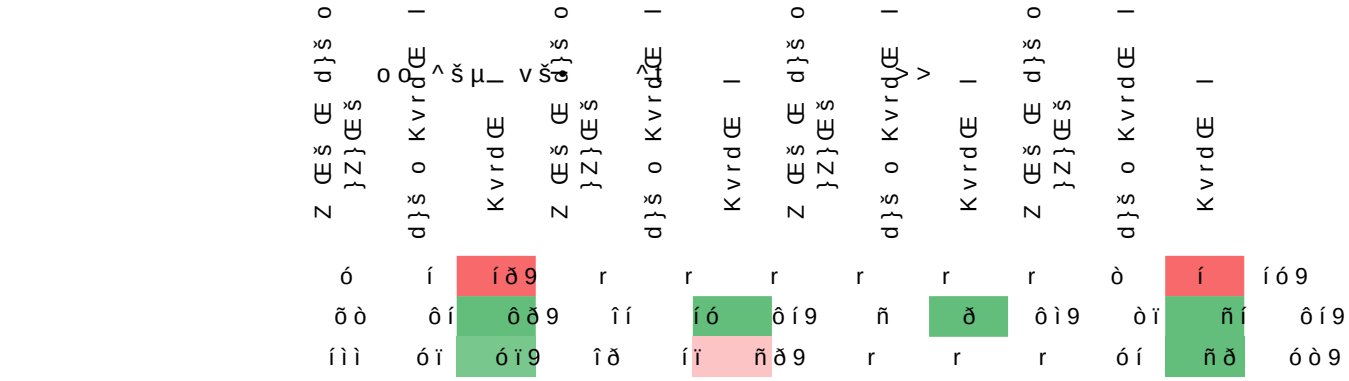

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Œ}}loÇv > }Œ š}Œ	}vŒ vŒ}oou	Z >‰}Œ vŒ}oou	W Œ }vš}Œ vŒ}oou
îìíòrîìíó	ðóõ	ððô	õð9
îìíórîìíô	óìì	òïó	õí9
îìíôrîìíõ	óòñ	òôó	õî9
îìíõrîìîì	òìó	òìò	íìì9
îìîìrîìîí	óíì	ñíð	óî9

íX X]]X ^µ PŒ}µ‰ vŒ}oou všW

^µ PŒ}µ‰ }oou všW š• Á]šZ]•vP]o]šZvPµ P > ŽŒv Œ•
v }v}u]Ç o]•Ç À vš}P

	^t			>>					
	Œ}}loÇv > }Œ š}Œ	Ez ^ íó	]((Œ vš] o š}	Œ}}loÇv > }Œ š}Œ	Ez ^ íó	]((Œ vš] o š}	Œ}}loÇv > }Œ š}Œ	Ez ^ íó	]((Œ vš] o š}
îìíòrîìíó	îõ9	îì9	=õ	î9	íì9	rô	òñ9	óô9	ríï
îìíórîìíô	ïí9	îî9	=õ	ï9	íð9	ríí	óì9	ôð9	ríð
îìíôrîìíõ	ïî9	îì9	=íî	ï9	íï9	ríì	õô9	ôí9	=íó
îìíõrîìîì	ïí9	íõ9	=íî	ð9	íï9	rõ	óî9	ôí9	rõ
îìîìrîìîí	îó9	îí9	=ò	î9	íî9	ríì	óï9	ôï9	ríì

Ž^ EKd ^ ~vî~ò•o}ÁX
ŽdZ îìîìrîìîí >> vŒ}oou vš (}Œ šZ]• Z Œš Œ • Z}}o]• µv ŒrŒ ‰Œ • vš µ š} Œ ‰}Œš]vP ŒŒ}ŒX

îìîî Ez^ Z Œš Œ ^ Z}}o /v(}Œu š]}v •Z

v Zu Œl õ r /v] š}Œ íW vŒ}

íX X]]X ^µ PŒ}µ‰ vŒ}ooou všW

^µ PŒ}µ‰ vŒ}ooou všW ^šµ vš•šÁ]šZ]•]o]š]•U vPo]•Z > vPµ P

	Œ}}loÇv > }Œ šŒ	^t Ez ^ íï	]((Œ vš] o š}]•šŒ	Œ}}loÇv > }Œ šŒ	v v Ez ^ íï	]((Œ vš] o š}]•šŒ	Œ}}loÇv > }Œ šŒ	Ez ^ íï	]((Œ vš] o š}]•šŒ
îìíòrîìíó	îõ9	îó9	=î	î9	ó9	rñ	òñ9	óî9	ró
îìíórîìíô	ïí9	îì9	=íí	ï9	ô9	rñ	óì9	óï9	rï
îìíôrîìíõ	ïî9	íò9	=íò	ï9	ó9	rð	õô9	óí9	=îó
îìíõrîìîì	ïí9	íð9	=íó	ð9	ò9	rî	óî9	óì9	=î
îìîìrîìîí	îó9	íð9	=íï	î9	ò9	rð	óï9	óí9	=î

Ž^ EKd ^ ~î• v ~ò• o}ÁX

îìîî Ez^ Z Œš Œ ^ Z}}o /v(}Œu š]}v •Z

v Zu Œl õ r /v] š}Œ íW vŒ}

íX X]X v íX X]]X Z š vš]}vW

< Ç Œ š}Œ } Œ šl}}}oÇv >	Ez ^ íó	]•šŒ] š }š o vš])(Œ	< Ç Œ š}Œ } Œ šl}}}oÇv >	Ez ^ íó	]•šŒ] š }š o vš])(Œ	< Ç Œ š}Œ } Œ šl}}}oÇv >	Ez ^ íó	]•šŒ] š }š o vš])(Œ	< Ç Œ š}Œ } Œ šl}}}oÇv >	Ez ^ íó	]•šŒ] š }š o vš])(Œ
ôï9	ôô9	rñ	ôð9	ôñ9	rí	ôï9	ôó9	rð	ôí9	ôô9	ró
óí9	òô9	=ï	óî9	òð9	=ô	õì9	òô9	=îî	óî9	òô9	=ð
óí9	óñ9	rð	óî9	óî9	ì	ôô9	óî9	=íò	óî9	óð9	rî
òñ9	óó9	ríî	òô9	óð9	rò	òñ9	óñ9	ríì	òñ9	óó9	ríî
òñ9	óõ9	río	òò9	óò9	ríì	òó9	óñ9	rô	òï9	óõ9	ríò

Ž^ EKd ^ ~î• v ~ò• o}ÁX

íX X]X v íX X]]X Z š vš]}vW

< Ç Œ š}Œ } Œ šl}}}oÇv >	Ez ^ íï	]•šŒ] š }š o vš])(Œ	< Ç Œ š}Œ } Œ šl}}}oÇv >	Ez ^ íï	]•šŒ] š }š o vš])(Œ	< Ç Œ š}Œ } Œ šl}}}oÇv >	Ez ^ íï	]•šŒ] š }š o vš])(Œ	< Ç Œ š}Œ } Œ šl}}}oÇv >	Ez ^ íï	]•šŒ] š }š o vš])(Œ
ôï9	ôð9	rí	ôð9	ôì9	=ð	ôï9	ôñ9	rî	ôí9	ôñ9	rð
óí9	òó9	=ð	óî9	óì9	=î	õì9	òî9	=îô	óî9	óì9	=î
óí9	ôî9	ríí	óî9	óñ9	rï	ôô9	óó9	=íí	óî9	ôí9	rõ
òñ9	ôñ9	rîì	òô9	óñ9	ró	òñ9	ôí9	ríò	òñ9	ôð9	río
òñ9	ôó9	rîî	òò9	óî9			ró	òñ_–Hîà9			

íX X]X v íX X]]X ,]PZ ^ Z}}o W Œ•]•š v W

PPŒE P š v ^µ PŒ}µ‰ ðrU ñrU v òrÇ Œ }Z}ŒEš W Œ•]•š v Z š

	oo^šµ											
	KŒ]P]v	W Œ•]•š	W Œ W Œ•]•š	KŒ]P]v	W Œ•]•š	W Œ W Œ•]•š	KŒ]P]v	W Œ•]•š	ð z W Œ•]•š	KŒ]P]v	W Œ•]•š	W Œ W Œ•]•š
îìíó }Z}Œšðrz	Œ ðó	ñò		ñô9	îô	íñ	ñð9	r	r	r	òð	ïó ñ

Ž^ EKd ^ ~î•U ~ï•U v ~íì• o}ÁX

~ô• š]v šZ š o }À Œ ‰Œ • vš• š •š •šµ vš• ÁZ}]šZ Œ u]vš]v ‰Œ}(]] vš • }Œ (Œ}u }v Ç
]v Œ • (Œ}u }v Ç Œ š} šZ v Æš ~ ‰Œ}(]] vš • }Œ]• o À o ï }Œ ð•X

~íì• š]v šZ š o }À Œ ‰Œ • vš• šZ ‰ Œ vš P }(•šµ vš• (Œ}u šZ }Œ]P]v o õšZ PŒ }Z}Œš ÁZ
~]v oµ • µPµ•š PŒ µ š ••X

š µ o v Œ } o o u v š

E š •• š • r P] v v

ï U ó ñ ì U ð ï í î U ó ð ì U î ò ð