



New York State Education Department

Renewal Site Visit Report 2018-2019

Mott Hall Charter School

**Visit Dates: October 22 - 23, 2018
Date of Report: April 8, 2019**

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Mott Hall Charter School
Board Chair	Natalie Thompson
District of location	NYC CSD 9
Opening Date	Fall 2012
Charter Terms	<ul style="list-style-type: none"> • Initial charter term: July 1, 2012 – June 30, 2017 • First renewal term: July 1, 2017 – June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	Grades 6-8/ 280 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6-8/ 280 students
Comprehensive Management Service Provider	None
Facilities	1260 Franklin Avenue, Bronx – Public Space
Mission Statement	<i>The mission of the Mott Hall Charter School is to prepare our scholars in mind, body, and character to succeed in top high schools, colleges, and careers by becoming inquisitive, open-minded, and compassionate citizens of the world.</i>
Key Design Elements	<ul style="list-style-type: none"> • 21st Century Teaching and Learning Model • Proficiency • Special Population Support • College and Career Readiness Program • Social and Emotional Health Programming
Requested Revisions	None

The School’s educational program is guided by the International Baccalaureate Middle Years Programme (IB MYP). The School is currently a Candidate School and is working towards full IB World School accreditation.

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following renewal outcomes are possible:

- **Full-Term Renewal:** A school’s charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school’s charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the

¹ The information in this section was provided by the NYS Education Department Charter School Office.

quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

(a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school’s being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**

(b) have compiled an overall record of meeting Benchmark 1; but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **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 deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2016 to 2017	Year 2 2017 to 2018	Year 3 2018 to 2019
Grade Configuration	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Approved Enrollment	315	280	280

Proposed Renewal Term Grade Levels and Approved Enrollment*

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Approved Enrollment	274	274	274	274	274

***This proposed chart was submitted by Mott Hall Charter School in its renewal application. It is subject to change pending the final recommendation and approval by the Board of Regents.**

METHODOLOGY

A two-day renewal site visit was conducted at Mott Hall Charter School (MHCS) on October 22, 2018 and October 23, 2018. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, school culture team, parents, and students. In cooperation with school leadership, the CSO administered an anonymous online survey to teachers.

The team conducted seventeen classroom observations in Grades 6 to 8. The observations were approximately 20 minutes in length and conducted jointly with the principal, assistant principal of guidance, assistant principal of humanities, and assistant principal of math and science.

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Renewal Application**
- **Academic data**
- **Renewal Site Visit Workbook**
- **Current organizational chart**
- **A master school schedule**
- **Map of school with room numbers and teacher names**
- **Board materials (roster, minutes, and strategic plan, if applicable)**
- **Board self-evaluation processes and documents**
- **Student/family handbook**
- **Staff handbook and personnel policies**
- **A list of major assessments**
- **Teacher and administrator evaluation processes**
- **Interventions offered at the school**
- **NYSED survey of teachers and NYC DOE surveys**
- **Professional development plans and schedules**
- **Efforts towards achieving enrollment and retention targets**
- **School submitted Annual Reports**

BENCHMARK ANALYSIS

The 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 [Performance Framework](#) benchmarks and Indicators according to the rating scale below, although not all indicators will necessarily be assessed on every site visit. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from October 22, 2018 to October 23, 2018 at Mott Hall Charter School, see the following Performance Framework benchmark scores and discussion.

**New York State Education Department
Charter School Performance Framework Rating**

Performance Benchmark		Level
	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	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 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 practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	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.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
	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.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Summary of Findings

- Mott Hall Charter School (MHCS) is in year seven of operation and serves students in Grades 6 to 8. During its current charter term, the school is rated in the following manner: meeting 9 benchmarks and approaching 1 benchmark. Additional details regarding those ratings are provided below.
- **Areas of Strengths:** The school has improved its academic outcomes for both English Language Arts (ELA) and math, outperforming the district of location. The school increased its overall ELA proficiency by 28 percentage points, from the 2014-2015 school year to the 2017-2018 school year. They increased their math scores by 20 percentage points from the 2016-2017 school year to 2017-2018 school year. The school has developed a comprehensive social-emotional program, led by an assistant principal of guidance.
- **Areas in Need of Improvement:** School leadership has continued to explore facility options because of the space constraints in its current location. Although the school has made some progress in its enrollment, the school needs to continue its efforts to increase its student recruitment for its English language learners (ELLs)/Multi-lingual learners (MLLs) and students with disabilities special populations.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Meets

- Mott Hall Charter School (MHCS) currently serves Grades 6 through 8.
- MHCS identifies their school as being an International Baccalaureate Middle Years Program (IB MYP) model.
- MHCS reports having a strong focus on literacy and has double blocks of ELA instruction for all grade levels.
- There are one to two certified teachers in each classroom.
- MHCS utilizes Integrated Co-Teaching (ICT) to support students with disabilities enrolled in the school.
- The learning needs of ELLs/MLLs are met through an ESL push-in/pull-out model. The school uses components of the Sheltered Instruction Observation Protocol (SIOP) approach in each classroom.

Summative Evidence for Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

According to the 2017-2018 school year ESEA accountability designations, MHCS is *In Good Standing*.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

In ELA and math, Mott Hall Charter School students did outperform students in schools with similar grade spans and demographics.

Indicator 2: Middle School Outcomes

2.a.i. Trending Toward Proficiency – Aggregate Standards-Based Trend Toward Proficiency:

In 2015-2016, 44% of students attending MHCS were trending towards proficiency in ELA. In 2016-2017, the rate was 32%, and in 2017-2018, the rate was 57%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

In 2015-2016, 32% of students attending MHCS were trending towards proficiency in math. In 2016-2017, the rate was 15%, and in 2017-2018, the rate was 48%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

2.a.ii. Trending Toward Proficiency - Subgroup Standards-Based Trend Toward Proficiency:

In 2015-2016, 21% of students with disabilities attending MHCS were trending towards proficiency in ELA. In 2016-2017, the rate was 22%, and in 2017-2018, the rate was 51%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework. In 2015-2016, 13% of students with disabilities attending MHCS were trending towards proficiency in math. In 2016-2017, the rate was 9%, and in 2017-2018, the rate was 38%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

In 2015-2016, 33% of English language learners/Multi-lingual learners attending MHCS were trending towards proficiency in ELA. In 2016-2017, the rate was 17%, and in 2017-2018, the rate was 44%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework. In 2015-2016, 31% of English language learners/Multi-lingual learners attending MHCS were trending towards proficiency in math. In 2016-2017, the rate was 12%, and in 2017-2018, the rate was 39%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

In 2015-2016, 43% of economically disadvantaged students attending MHCS were trending towards proficiency in ELA. In 2016-2017, the rate was 31% and in 2017-2018, the rate was 57%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework. In 2015-2016, 31% of economically disadvantaged students attending MHCS were trending towards proficiency in math. In 2016-2017, the rate was 15%, and 48% in 2017-2018. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

2.b.i. Proficiency - Aggregate School Level Proficiency for All Students: See Table 1 below.

Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students: Charter School, District, and NYS

	ELA					Math				
	Mott Hall CS	NYC CSD 9	Variance to District	NYS	Variance to NYS	Mott Hall CS	NYC CSD 9	Variance to District	NYS	Variance to NYS
2014-2015	9%	13%	-4	32%	-23	17%	15%	+2	33%	-16
2015-2016	16%	19%	-3	37%	-21	17%	14%	+3	34%	-17
2016-2017	18%	22%	-4	40%	-22	9%	15%	-6	34%	-25
2017-2018	37%	30%	+7	46%	-8	29%	21%	+8	40%	-11

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment

2.b.ii. Proficiency – Subgroup School Level Proficiency: See Table 2 below.

Table 2: Middle School Assessment Proficiency Outcomes by Subgroup

Subject	School Year	Students with Disabilities (Variance to the district of location)	ELL/MLL (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2014-2015	5% (+3)	4% (+1)	9% (-4)
	2015-2016	2% (-2)	5% (+0)	15% (-5)
	2016-2017	6% (-1)	7% (+2)	18% (-4)
	2017-2018	19% (+8)	19% (+5)	37% (+8)
Mathematics	2014-2015	6% (+2)	14% (+8)	16% (+1)
	2015-2016	0% (-3)	13% (+9)	15% (+0)
	2016-2017	2% (-2)	8% (+3)	9% (-6)
	2017-2018	18% (+12)	13% (+2)	28% (+7)

NOTES:

- (1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.
- (2) For the students with disabilities, and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For those subgroups testing data was withheld.

2.b.iii. Proficiency – Grade Level Proficiency: See Tables 3-4 below.

Table 3: Grade Level Proficiency for All Students: ELA

	SY 2015-2016			SY 2016-2017			SY 2017-2018		
	Mott Hall CS	NYC CSD 9 / NYS	Variance to NYC CSD 9 / NYS	Mott Hall CS	NYC CSD 9 / NYS	Variance to NYC CSD 9 / NYS	Mott Hall CS	NYC CSD 9 / NYS	Variance to NYC CSD 9 / NYS
Grade 6	13%	16% / 34%	-3 / -21	10%	14% / 32%	-4 / -22	46%	32% / 49%	+14 / -3
Grade 7	17%	17% / 36%	0 / -19	15%	22% / 42%	-7 / -27	24%	24% / 40%	0 / -16
Grade 8	21%	25% / 41%	-4 / -20	33%	29% / 46%	+4 / -13	43%	33% / 48%	+10 / -5

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

Table 4: Grade Level Proficiency for All Students: Mathematics

	SY 2015-2016			SY 2016-2017			SY 2017-2018		
	Mott Hall CS	NYC CSD 9 / NYS	Variance to NYC CSD 9 / NYS	Mott Hall CS	NYC CSD 9 / NYS	Variance to NYC CSD 9 / NYS	Mott Hall CS	NYC CSD 9 / NYS	Variance to NYC CSD 9 / NYS
Grade 6	9%	16% / 40%	-7 / -31	10%	15% / 40%	-5 / -30	24%	22% / 44%	+2 / -20
Grade 7	20%	14% / 36%	+6 / -16	10%	16% / 38%	-6 / -28	30%	20% / 41%	+10 / -11
Grade 8	26%	13% / 24%	+13 / +2	8%	14% / 22%	-6 / -14	31%	21% / 30%	+10 / +1

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

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 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 practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element

Indicators

1. Curriculum	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to the NYSLs. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
2. Instruction	<ul style="list-style-type: none"> a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and	<ul style="list-style-type: none"> a. The school uses a balanced system of formative, diagnostic and summative

<p><i>Program Evaluation</i></p>	<p>assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program; and modifies the program accordingly.</p>
<p>4. <i>Supports for Diverse Learners</i></p>	<p>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</p> <p>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p>

Summative Evidence for Benchmark 2:

1. Element: ***Curriculum:***

- ***Indicator a:*** MHCS reports that its teacher-created curriculum is aligned to the New York State Learning Standards (NYSL) and the IB MYP. The school uses EngageNY and Teachers College Reading and Writing Workshop as supporting materials in ELA classrooms, and GO Math as supporting materials for math instruction.
- ***Indicator b:*** Teachers were implementing their written lesson plans, which included statements of inquiry, standards-alignment, learning targets, and objectives, in every classroom observed on the site visit. Further, in all observed classrooms, the time in classroom could be mapped to the respective point in the lesson plan. The school leadership team discussed the process for lesson plan feedback and approval, which happens on a weekly basis and involves the assistant principals of math, science and humanities to ensure that the lesson plans include exposure to higher order thinking and complex concepts.
- ***Indicator c:*** MHCS reported that ongoing horizontal alignment occurs through grade-level team meetings. The school also increased its literacy focus and furthered its horizontal alignment by revising its pacing guides to ensure the same ELA standards were being addressed in all subjects at the same time. The instructional leadership team reported that vertical alignment occurred by subject teams over the summer. Other forms of vertical alignment include the school’s use of the IB MYP framework and Understanding by Design.
- ***Indicator d:*** Differentiation observed during classroom visits included small group instruction informed by reading levels and using respectively leveled texts, visual tools, graphic organizers, and assignments given in both English and Spanish. In the lesson plan template, differentiation is encouraged to be considered for general education, special education, and ELLs/MLLs. The school leadership team spoke about how the IB MYP curriculum provides for further learning for advanced students.

2. Element: ***Instruction:***

- ***Indicator a:*** On the 2018-2019 NYSED CSO (Charter School Office) Teacher Survey, ninety-three percent of teachers replied that there is a uniform expectation for teachers’ implementation of academic rigor. In 16 out of 17 classrooms visited with the school’s instructional leaders, the leader reported that the teacher’s practice appeared to be aligned to the school’s expectations of high-quality instruction.
- ***Indicator b:*** In all classrooms, most students appeared to be engaged in the lesson.

3. Element: **Assessment and Program Evaluation:**

- **Indicator a:** The instructional leadership team emphasized its use of data to drive instruction and its robust assessment cycle. The schools reported assessments include formative, diagnostic, and summative assessments, including exit tickets, unit exams, performance-based assessments, and mock state tests. Exit tickets were observed in classrooms, where the observation occurred at the end of the class. Lesson plans for all observed classes included the intended exit ticket.
- **Indicator b:** The school reported that it reviews quantitative and qualitative data every six weeks in grade-level teams with assistant principal support. The data informs student grouping and differentiation strategies to improve student outcomes. The school leadership team discussed that it started using ORID (Objective Level, Reflective Level, Interpretive Level, Decisional Level) protocols to support teachers through data analysis conversations, in addition to allowing for meeting time specifically for discussing data and deciding actionable next steps. However, they identified follow through on the next steps as a general growth area for teachers.
- **Indicator c:** On the 2018-2019 NYSED CSO Teacher Survey, ninety-six percent of teachers reported that the administration uses data from assessments to make school-wide decisions. The school instructional leadership team mentioned that the implementation of Saturday Academy and Leveled Literacy Intervention was in response to the school's state test data.

4. Element: **Supports for Diverse Learners:**

- **Indicator a:** MHCS supports SWDs through an ICT model, employing 2 special education teachers per grade level, one for ELA and one for math. The school also employs a special education coordinator, who ensures Individual Education Plans (IEPs) are being met. The special education coordinator reported that for students who have mandated speech services, a speech provider comes to the school two days a week. For ELLs/MLLs, MHCS uses SIOP and employs two English as a second language (ESL) specialists to either push-in to classrooms for support or pull students out for small group instruction. The school reports that the IB MYP, along with the school's social-emotional programming based on the Sanctuary Model and its full-time director of social and emotional health and school culture team, supports its economically disadvantaged (ED) students who may be facing chronic stress and trauma.
- **Indicator b:** The school leadership team spoke about the Student Support Team (SST) and their use of Response to Intervention (RtI) that monitors the progress of individual students and provides a tiered process for interventions. The students' progress is based on performance against benchmarks. Aside from SST weekly meetings with teachers, general education and special education teachers and/or interventionists have time to coordinate with each other. The special education coordinator spoke about general education and special education teachers have planning time as a grade level, with an expectation that they are planning together and discussing needs of individual students.

Benchmark 3: Culture, Climate and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<p>a. The school has a clear approach to behavioral management, including a written discipline policy.</p> <p>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</p> <p>d. Classroom environments are conducive to learning and generally free from disruption.</p>
2. <i>Family Engagement and Communication</i>	<p>a. Teachers communicate with parents to discuss students' strengths and needs.</p> <p>b. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>c. The school has a systematic process for responding to parent or community concerns.</p> <p>d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</p>
3. <i>Social-Emotional Supports</i>	<p>a. School leaders collect and use data to track the socio-emotional needs of students.</p> <p>b. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.</p>

Summative Evidence for Benchmark 3:

1. Element: ***Behavior Management and Safety:***
 - ***Indicator a:*** MHCS reports a holistic approach to behavior management, which includes a written discipline policy, a character education program, and a positive behavior incentive system. The assistant principal of guidance discussed how the social emotional and discipline departments merged under guidance to establish the holistic approach and improve the behavior management systems. During the site visit, behavior plan charts were seen in all observed classrooms. All stakeholder focus groups referenced the RISE (Responsibility, Integrity, Scholarship, Excellence) points system, where students can earn points for displaying positive behaviors and use the points towards school rewards, which can be both tangible items (i.e. water bottles, sweatshirts) and intangible items (i.e. granted a hall pass, lunch with a staff member), and are recognized for achievement and progress at RISE assemblies.
 - ***Indicator b:*** During the site visit, the school environment appeared safe. The parents in the focus group spoke about how they felt their children were safe at MHCS, and that MHCS

- seemed like a safer option than other middle schools their children could have attended. The staff in the school culture focus group spoke about improved communications and scheduling of the deans to coordinate across the school facility ensuring safety. On the 2017-2018 New York City Department of Education (NYC DOE) School Survey, 97% of parents said that School Safety Agents promote a safe and respectful environment at their school. The assistant principal of guidance also discussed the internally-created “Trauma-Sensitive School Checklist,” which is used to ensure that the classrooms are safe and free of trauma.
- **Indicator c:** MHCS has included in its written discipline policy, the school’s rules relating to the Dignity for All Students Act (DASA), and the consequences for violating them. The school also reported its use of elements of the Sanctuary Model to inform its trauma-sensitive approach to student support.
 - **Indicator d:** During the site visit, all observed classrooms appeared safe and well-managed, providing an environment conducive to learning. In all observed 6th and 7th grade classrooms, the STAR (“sit like a STAR”) system was observed in use by the students and reaffirmed by the teachers, as well as present on posters. Observed transitions between classes were smooth and consistently practiced by all teachers, and the 3-step process was documented in all observed classrooms on posters.
2. Element: **Family Engagement and Communication:**
- **Indicator a:** The school utilizes multiple forms of communication with parents and families, including parent/student handbook, monthly newsletters, ongoing informal contact between teachers and families, School Messenger for important information, an online platform called Pupil Path to share students’ grades and assignments, and parent “check-ins” that are conducted three times a year to discuss their student’s progress. The school also reports that it sends home daily communication logs, which shares a snapshot of student progress, and quarterly report cards to parents and guardians.
 - **Indicator b:** MHCS assesses family and student feedback and satisfaction through the NYC DOE School Survey. The school also has an in-house survey they administer for parent input. On the 2017-2018 NYC DOE School Survey, MHCS had 99% student and 59% parent response rates. The school leadership team spoke about the school’s Parent Advisory Committee that meets with and provides feedback to the principal.
 - **Indicator c:** MHCS has a written complaint policy included in the parent/student handbook that describes the steps to escalate any concern or complaint. The parents at the parent focus group emphasized the fact that it is easy for them to get ahold of any relevant staff member and that they feel comfortable expressing any concerns.
 - **Indicator d:** In addition to the student-level data, MHCS shares school-level academic data through newsletters. The school leadership team discussed the monthly Parent-to-Parent dinners it holds, which centers on a social-emotional topic chosen by the parents, but also includes presentations by teachers on curriculum and assessment results.
3. Element: **Social-Emotional Supports:**
- **Indicator a:** MHCS reports that it utilizes several assessments and surveys to collect data on the social-emotional needs of students, including a pre-/post-evaluation to determine character growth over the course of the year, the Behavioral and Emotional Screening System (BASC-3) assessment, the EPOCH Measure of Adolescent Well-Being assessment, and the Values in Action Inventory (VIA-IS). The BASC-3 assessment results are used to determine any interventions. The school employs two full-time guidance counselors, who track student social-emotional data, and creates the curriculum for and train teachers on the character education program.

- **Indicator b:** The school reports that it measures the impact of its counseling services through an internally-created counseling survey that is administered at the beginning and end of the school year. It also uses aggregated student data on the above listed assessments to determine effectiveness of programming.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Important Notes:

- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school's performance on each of the metrics, outline the specific targets for each metric, and also provide additional subsidiary detail on each calculation.
- Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements.

1. Near-Term Indicators:	
1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Variance
1d.	Composite Score
2. Sustainability Indicators:	
2a.	Total Margin
2b.	Debt to Asset Ratio
2c.	Debt Service Coverage Ratio

Summative Evidence for Benchmark 4:

Financial Condition

MHCS appears to be in very good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

Overall Financial Outlook

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. MHCS's 2016-17 composite score is 3.0.

**Mott Hall Charter School's Composite Scores
2014-2015 to 2016-2017**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.2
2015-2016	2.5
2016-2017	3.0

Source: NYSED Office of Audit Services

Near-Term Indicators

Near-term indicators of financial health are used to understand the current financial performance and viability of the school. The Charter School Office uses three measures:

The *current ratio* is a financial ratio that measures whether or not a charter school has enough resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the school is of paying its obligations, with a ratio under 1.0 indicating concern. For 2016-2017, MHCS had a current ratio of 4.0.

Unrestricted cash measures, in days, whether the charter school can meet operating expenses without receiving new income. Charter schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2016-2017, MHCS operated with 138 days of unrestricted cash.

Enrollment maximization measures whether or not a charter school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. MHCS's enrollment maximization for 2016-2017 was at 93 percent.

Long-Term Indicators

A charter school's *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2016-2017, MHCS's debt to asset ratio was 0.2.

Total margin measures the deficit or surplus a charter school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2016-2017, MHCS's total margin was 15 percent.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

The Charter School Office reviewed MHCS's 2016-17 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

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: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ol style="list-style-type: none">a. The board recruits and selects board members with skills and expertise that meet the needs of the school.b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy.c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals.d. The board regularly updates school policies.e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers.f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

1. Element: **Board Oversight and Governance:**
 - **Indicator a:** The board currently is comprised of seven members with relevant and diverse experience. Two new approved board members bring academic data, accountability, and fiscal management experience. During the board focus group, it reported that it is still looking to recruit members with real estate and fundraising experience, and someone within the local community of the school’s location. The board utilizes a matrix of skill sets for consideration when recruiting new board members.
 - **Indicator b:** The board discussed during the focus group that it has been focusing on stabilizing the school and ensuring systems have been put in place to support academic success. Its priorities for this charter term have been aligned with the performance framework. The board uses a dashboard to determine progress on its goals and to make any adjustments to its improvement planning. The board reported that it holds an annual retreat to review its priorities and ongoing strategic planning.
 - **Indicator c:** The board reported that it maintains active oversight of the school through overseeing the executive director/principal and the monthly reporting, which includes academic, operational, and financial data.
 - **Indicator d:** The school reported that the board updates school policies, including but not limited to the personnel handbook, school discipline, student handbook, and fiscal policies, on an annual basis, supported by legal counsel.
 - **Indicator e:** The board discussed during the focus group that it utilizes a self-assessment every year to identify any gaps and to hold board members accountable. It reviews the self-assessment data during the annual retreat to discuss any changes that need to be made and

identify strengths. The board reported that it also evaluates the executive director/principal annually utilizing an internally-developed formal assessment tool. During the focus group, the board members described the assessment as including the state test results, a self-evaluation, and the performance framework.

- **Indicator f:** The board appears to be aware of its legal obligations; and has legal counsel for general services and any school discipline related concerns. The board reported that it also adheres to the school's code of ethics and fulfill the state's annual conflict of interest requirements.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
2. <i>Professional Climate</i>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
3. <i>Contractual Relationships</i> <input type="checkbox"/> N/A	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

Summative Evidence for Benchmark 7:

1. Element: **School Leadership:**
 - **Indicator a:** The instructional leadership team, school culture team, and board focus groups all spoke about the commitment to a holistic approach and high expectations of students, with the shared goal of increased student academic achievement. They all also discussed the use of data to monitor progress towards the goals, as well as individual student progress, and to make any real-time adjustments for improvement.

- **Indicator b:** The school submitted an organization chart illustrating reporting structure, and staff role descriptions outlining the responsibilities for all school leadership. During the site visit, the interviewed staff and board members confirmed their roles and responsibilities, aligning with the submitted documentation. One specific improvement cited was the executive director/principal's focus on academic outcomes and building capacity among the instructional leadership team, with the board supporting and providing needed resources.
 - **Indicator c:** The school utilizes its organizational reporting structure, in addition to communication systems such as Dean's List and routine meetings, shared information through academic and operational data dashboards, and adherence to operational policies established in the parent/student handbook and the employee handbook to ensure effective communication and decision-making across the school.
 - **Indicator d:** The school has focused its efforts on retention of key personnel, with a self-reported 93% retention of administrative staff and 85% retention of teachers for the 2018-2019 school year. In the 2018-2019 NYSED CSO Teacher Survey, 89% of teachers replied that they agreed or strongly agreed that MHCS was a long-term, sustainable workplace. School leadership attributed the improved retention to multiple factors, including a competitive compensation package, external professional development opportunities, and the executive director/principal's leadership that has garnered a sense of community and trust. Given the improved retention, the school leadership reported that they are able to be more focused on targeted recruitment, utilizing word of mouth, representatives at job fairs, and partnership with education programs at colleges for new staff hires.
2. Element: **Professional Climate:**
- **Indicator a:** In addition to the instructional and school culture leadership team members, the school employs a full-time director of operations to meet its operational needs. The school also contracts with BoostED and Littlebird for financial and human resources support services, respectively.
 - **Indicator b:** The school reported multiple structures for collaboration among teachers following the Professional Learning Community (PLC) model, including weekly grade team meetings, daily common prep periods for co-teaching planning, and weekly grade team leader conversations. In the 2018-2019 NYSED CSO Teacher Survey, 96% of teachers replied that they agreed or strongly agreed that teachers frequently collaborated on instruction and curriculum. During the site visit, the special education coordinator discussed grade-level planning time for special education teachers and general education teachers.
 - **Indicator c:** According to the 2018-2019 NYSED CSO Teacher Survey, the school has a teaching staff with a range of teaching experience with 36% having more than 10 years, 14% having 7-10 years, 14% having 4-6 years, and 36% having 1-3 years. MHCS provided a professional development calendar for the 2018-2019 school year that included a two-week Summer Institute, PLCs, interim assessment data reviews, and topic-specific sessions. Some of these topics included higher order thinking questions, school culture reset, and strength-based interventions. MHCS reported that they aligned professional development to school-wide goals, grade-level initiatives, and individual teacher needs and growth. Professional development also includes ongoing alignment with IB MYP methods and the AVID program. On the 2017-2018 NYC DOE School Survey, 81% of teachers said that their professional development experiences had been sustained and coherent. MHCS reported that they gather ongoing feedback on the usefulness and effectiveness of professional development sessions from teachers, in addition to informal and formal observations of teachers' implementations of skills, to make adjustments, and provide improved professional development.

- **Indicator d:** MHCS reports that they use the Danielson Framework as the formal teacher evaluation tool, and the framework along with the Marzano Focused Teacher Evaluation Model informs a customized rubric used for teacher coaching. Every teacher receives weekly formal observations, a review every two to three months, and a formal year-end evaluation. Ninety-six percent of surveyed teachers through the 2018-2019 NYSED CSO Teacher Survey understood the systems in place to monitor and evaluate teacher instruction. The school also reports that teachers meet with the executive director/principal at the beginning of every year to set individual goals. The instructional leadership team conducts the coaching of the teachers; and provides them with ongoing feedback based on both informal and formal observations. In addition, the deans reported that they provide in the moment coaching to teachers to norm student expectations and classroom management practices.
 - **Indicator e:** MHCS reports that they gather teacher feedback and determine teacher satisfaction through the NYC DOE School Survey, the NYSED CSO Teacher Survey, internal teacher surveys, information conversations between school leadership and teaching staff, and teacher attendance and retention data. Ninety-two percent of surveyed teachers through the 2017-2018 NYC DOE School Survey, say that the principal encourages feedback through regular meetings with teacher leaders. School leadership pointed to an increased teacher retention of 15% from the 2017-2018 school year to the 2018-2019 school year as an indicator of improved teacher satisfaction.
3. Element: **Contractual Relationships:** Not applicable

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: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ol style="list-style-type: none">School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

- Element: ***Mission and Key Design Elements:***
 - Indicator a:*** All stakeholder focus groups, including the board, instructional leadership team, school culture team, students, and parents, spoke about the school's holistic approach and high expectations for the students. Ninety-three percent of teachers reported on the school survey that they agreed or strongly agreed that the school's mission is clear and shared by all stakeholders.
 - Indicator b:*** The school has implemented its 21st century teaching and learning model through the IB MYP and UBD. The school anticipates IB accreditation in 2019. The school implements special population support through ICT classrooms, two ESL specialists that push-in to classrooms, and a student support team. The school demonstrates its commitment to proficiency through longer blocks of ELA and math, and a focus on literacy that is embedded in all core subjects. The school models its college and career readiness program on the AVID program, using the binder and note-taking systems. The school aims to place its graduating students in selective high schools.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Table 5: Student Demographics – Mott Hall Charter School Compared to District of Location

	2016-2017			2017-2018		
	Mott Hall Charter School	NYC CSD 9	Variance	Mott Hall Charter School	NYC CSD 9	Variance
Students with Disabilities	19%	26%	-7	20%	26%	-6
ELL/MLL	15%	27%	-12	21%	30%	-9
Economically Disadvantaged	94%	89%	+5	98%	94%	+4

NOTES:

(1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

According to NYSED data, in the 2017-2018 school year, 80% of students were retained in Mott Hall Charter School compared with 94% in the district of location.

Summative Evidence for Benchmark 9:

- MHCS's economically disadvantaged student population remained greater than the district of location; and increased 4% from the 2016-2017 to the 2017-2018 school year.
- Although MHCS's students with disabilities and ELL/MLL populations are below the district of location, the school increased both populations from the 2016-2017 to the 2017-2018 school year, by 1% and 6%, respectively.
- During the site visit, the board reported that the school started a ELL/MLL program for parents to facilitate further recruitment of ELLs/MLLs. School leadership reported that other efforts to increase the school's ELL/MLL population includes parent engagement and support staff distributing flyers to community members and community-based organizations, attending middle school fairs, and presenting at local elementary schools.

Benchmark 10: Legal Compliance

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

- Element: **Legal Compliance:**
 - *Indicator a:* The school has a record of compliance with applicable state and federal laws and the provisions of its charter.
 - *Indicator b:* The school did not require any corrective action during its current two-year charter term.
 - *Indicator c:* The school sought and gained approval on April 26, 2018 for significant revisions, which included a decreased maximum enrollment, updated key design elements, and a change to the organization structure.