



New York State Education Department

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

Charter School of Inquiry

Renewal Site Visit Dates: October 13-14, 2021

Date of Report: March 3, 2022

[Charter School Office](#)

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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

| | |
|---|---|
| Name of Charter School | Charter School of Inquiry |
| Board Chair | Valerie Nolan |
| District of location | Buffalo Public Schools |
| Opening Date | Fall 2015 |
| Charter Terms | <ul style="list-style-type: none"> • Initial Charter Term: August 24, 2015 - June 30, 2020 • First Renewal Charter Term: July 1, 2020 - June 30, 2022 |
| Current Term Authorized Grades/ Approved Enrollment | K - Grade 6 / 344 students |
| Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment | K - Grade 6 / 344 students |
| Facilities | 404 Edison Avenue, Buffalo NY - Private Space |
| Mission Statement | <i>The Charter School of Inquiry promotes a safe and supportive community for children and families by infusing the heritage and culture of people of African descent, embracing the concept of Ubuntu and promoting academic growth through challenging student-led investigations.</i> |
| Key Design Elements | <ul style="list-style-type: none"> • Rigorous, Inquiry-based Curriculum; • Inspired school leadership; • Highly effective teachers; • Asset-based model of parent involvement; • Literacy coaching; • Responsive classroom; • Meet enrollment/retention targets for special needs children; • African-American history infused; • Using data to differentiate instruction; • Extended school day and school year; • Health and wellness; and • Professional development/common planning time. |
| Requested Revisions (Revisions are not approved unless approved by the Board of Regents) | <ul style="list-style-type: none"> • To amend the Key Design Elements From: "Inspired school leadership; Highly effective teachers; asset-based model of parent involvement; Literacy coaching; Responsive classroom; Meet enrollment/retention targets for special needs children; African-American history |

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

| | |
|--|---|
| | <p>infused; Using data to differentiate instruction; Extended school day and school year; Health and wellness; and Professional development/common planning time." To "Rigorous inquiry-based curriculum; Academic focus on literacy; Responsive classroom; Collaborative team teaching; Data-driven instruction and evidence of performance; African and African/American history and culture; and Integrated arts."</p> |
|--|---|

Noteworthy: Over the current charter term, the Charter School of Inquiry (CSI) focused energy and resources to create a coherent approach to full implementation of its key design element, the infusion of Africana culture and history into the school’s academic programs. The school’s “Africana Task Force” provides guidance and resources to enable teachers to develop culturally responsive lessons across the curriculum. The school continues to be community-focused, has effectively worked to increase board capacity, and has retained stable and strong school leadership.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at [Laws, Regulations & Memos | New York State Education Department](#)). Benchmark 1 allows for the use of longitudinal data. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the [memo](#) (See Monitoring Plan section).

Renewal Outcomes

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

- **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 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 2020 to 2021 | Year 2 2021 to 2022 |
|----------------------------------|------------------------|------------------------|
| Grade Configuration | K - Grade 6 | K - Grade 6 |
| Total Approved Enrollment | 332 | 344 |

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

| | Year 1 2022 to 2023 | Year 2 2023 to 2024 | Year 3 2024 to 2025 | Year 4 2025 to 2026 | Year 5 2026 to 2027 |
|----------------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Grade Configuration | K - Grade 6 |
| Total Proposed Enrollment | 344 | 344 | 344 | 344 | 344 |

² This proposed chart was submitted by CSI in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

METHODOLOGY

A two-day remote renewal site visit was conducted at the Charter School of Inquiry on October 13-14, 2021. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, the student social emotional support team, the student academic support team, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted 14 remote classroom observations in K- Grade 6. The observations were approximately 30 minutes in length and conducted jointly with the associate principal, the director of curriculum and instruction, the director of data and assessment, and the literacy coach. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

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

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **School administered teacher, parent survey results facilitated by Daemen College;**
- **CSO 2021 Parent and Teacher Survey results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **2021-2022 Faculty/Staff list;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, midterm);**
- **School's 2021 renewal application;**
- **School's 2019 Notices of Deficiency/Concern;**
- **Any supplementary evidence or data submitted to NYSED by the school;**
- **Professional Development Calendar 2021-2022;**
- **Lesson Plans for the observed classes;**
- **School-developed informal classroom observation tool; and**
- **Board of Trustees Professional Development 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 | The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if 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 13-14, 2021 at CSI see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2019 Charter School Performance Framework Rating³**

| 2019 Performance Benchmark | | Level |
|--|--|------------------------|
| Educational Success | <p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p> | Falls Far Below |
| | <p>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 New York State Learning Standards 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.</p> | Meets |
| | <p>Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. 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.</p> | Meets |
| Organizational Soundness | <p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p> | Meets |
| | <p>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.</p> | Meets |
| | <p>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.</p> | Meets |
| | <p>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.</p> | Meets |
| Faithfulness to Charter & Law | <p>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.</p> | Meets |
| | <p>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. High schools are meeting persistence rates commensurate with the NYSED target.</p> | Approaches |
| | <p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p> | Meets |

³ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- The Charter School of Inquiry is in year seven of operation and serves students in kindergarten through Grade 6. During its current charter term, the school is rated in the following manner: meeting eight benchmarks, approaching one benchmark, and falling far below one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths:**

Over the current charter term, CSI modified its leadership team structure to improve monitoring and support for teaching and learning. The revised leadership structure enables the coordination of leadership roles and responsibilities to facilitate the effective implementation of the school's programs and practices.

CSI has strategically deployed personnel and structured the daily schedule to provide timely intervention to support both the academic and the social-emotional well-being of students.

Board members receive comprehensive, regular reports on the school's academic progress as well as the status of the school's climate and culture.

The school provides regular and frequent professional development training for all staff focused on establishing consistent expectations for implementation of the key design elements that form the core of the school's educational program.

- **Summary of Areas in Need of Improvement:**

Although CSI internal data shows students improved their academic proficiency, the school retains its ESSA status as a school in need of comprehensive support because no new state data is available to document evidence of improvement.

While improving according to data provided by the school, the enrollment of students with disabilities (SWD) and English language learners (ELLs) at CSI remain more than 10 percentage points below that of the Buffalo Public Schools (BPS). (See Attachment 1)

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Falls Far Below

Note: State assessments were not administered in the 2019-2020 school year and were administered under the COVID-19 constraints during the 2020-2021 school year. As such, NYSED is limited to what results it can include from those two years in the analysis of this benchmark. In the Spring of 2021 NYSED instituted a Local Assessment Plan. The Local Assessment Plan is designed to help charter schools demonstrate academic progress and growth, the NYSED CSO is implementing a local assessment plan to collect authorizer-approved local/interim assessment data from Board of Regents-authorized schools. More details regarding this initiative can be found in the [NYSED Local Assessment Plan memo](#). Local assessment data will be shared starting in the 2021-2022 school year.

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory with regard to this benchmark has been consistent, with the school rated Falls Far Below in the 2021 mid-term review report and this renewal review report. With no state assessment data since the 2018-2019 school year, it is not possible to demonstrate growth in student proficiency.

See Attachment 1 for data tables and additional academic information.

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 (NYSL) 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

| <i>Element</i> | <i>Indicators</i> |
|---|--|
| <i>1. Curriculum</i> | <p>a. The school has a documented curriculum that is aligned to current New York State learning standards.</p> <p>b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.</p> <p>d. The curriculum is systematically reviewed and revised.</p> |
| <i>2. Instruction</i> | <p>a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p> <p>c. The school differentiates instruction to ensure equity and access for all students.</p> <p>d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.</p> |
| <i>3. Assessment and Program Evaluation</i> | <p>a. The school uses a system of formative, diagnostic, and summative 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 for both individual students as well as subgroups.</p> <p>d. The school uses multiple measures to assess student progress toward State learning standards.</p> |
| <i>4. Supports for Diverse Learners</i> | <p>a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.</p> <p>b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language</p> |

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
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.

Academic Program for Elementary School:

- Elementary School:
 - ELA: Open Court K- Grade 5, Study Sync Grade 6; Writer’s Workshop
 - math: Math Expressions K- Grade 6
 - Science: FOSS Science K - Grade 6

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs):

- SWDs:
 - One co-teacher with special education certification per grade level.
 - The curricula in ELA, math, and science are the same as those for general education students.
- ELLs:
 - ENL teacher pushes into classes and works with individuals and with small groups.
 - The curriculum for ENL students is the same as for general education students.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory with regard to this benchmark has been improving, with the school rated Approaches in the 2021 mid-term review report and Meets in this renewal review report. Additional supervisory and coaching staff provide support and guidance for classroom teachers. The school leader has implemented such strategies as requiring differentiation in lesson plans, implementation of an inquiry model, and curricular material changes.

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

- **Indicator a:** As reported in the school’s documents and focus group interviews, during the current charter term CSI adopted the *Open Court* program in ELA for K - Grade 5 and *Study Sync* for Grade 6. In math, CSI selected *Math Expressions* for K - Grade 6. The school continues implementing the *FOSS* science curriculum for K-Grade 6. Publishers of both the ELA and math curricula report that they align with the New York State Learning Standards (NYSL).
- **Indicator b:** According to the renewal application and focus group interviews, the director of curriculum and instruction (DCI) oversees the horizontal and vertical alignment of the curricula. The school assigns two co-teachers in each of the two classrooms per grade who plan lessons with their partners in consultation with the DCI and literacy coach.
- **Indicator c:** In the CSI renewal application and sample lesson plans, the school reported that teachers identify differentiation strategies as a required component of their daily plans. Co-teachers and teaching assistants provide individualized or small group instruction targeting specific learning needs. Special educators for each grade level and the ENL teacher prepare modified materials aligned with the curriculum. At least one class period per day is designated for

enrichment or intervention following the school's response to intervention (RTI) process. In these MTSS (Multi-tiered systems of support) classes, students are grouped by learning need and intervention teachers work on specific skills and concepts with each group.

- **Indicator d:** As noted in the renewal application, CSI conducted a comprehensive review of its curriculum at the end of the prior charter term, 2018-2019. Adoption of *Open Court* and *Math Expressions* was prompted due to that review. School leaders note that the DCI works with a Curriculum Committee to conduct periodic reviews of the curriculum, targeting the social studies curriculum for close review in 2021. Membership of the Curriculum Committee changes based on the subject area and grade levels under review. CSI renewal documents note that BOCES specialists assist the director of data and assessment and DCI in curriculum mapping to ensure comprehensive coverage of key learning standards and horizontal and vertical alignment of the content.

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

- **Indicator a:** According to the CSI renewal application, the inquiry learning model is the core instructional approach across the curriculum. In the current charter term, CSI initiated a requirement that all students complete three student-led investigations each year, one of which is to focus on African American history, heritage, and culture. Elements of the inquiry model such as student-generated questions were observed in several of the classes visited by the CSO review team.
- **Indicator b:** Across 8 of the 14 lessons observed by the review team, instruction was delivered in small groups by the two co-teachers and a teaching assistant plus the substitute teacher and a social worker or counselor in some cases. While the learning goals remained constant, instruction in these small groups varied in pacing and degree of scaffolding to accommodate the needs of the learners in the group. Students in the small groups were fully engaged in the lessons. In the five classes which were conducted as whole group lessons, the review team observed some students losing their attention to the teacher.
- **Indicator c:** The review team observed that, through the deployment of multiple adults (teachers, interventionists, teaching assistants), the school is able to differentiate the pacing and materials to accommodate student needs. According to the DCI, the daily MTSS classes are flexible to allow teachers to identify gaps and needed supports in order to make timely decisions on grouping for remediation or enrichment.
- **Indicator d:** The professional development calendar provided to the review team for 2020-2021 included training on the implementation of the new ELA and math curricula as well as the school's responsive classroom approach used at CSI to establish a positive learning environment. The 2021-2022 calendar lists sessions on restorative practices, responsive classroom, and technology integration, as well as curriculum implementation strategies during the pre-opening staff training and during monthly professional development days and common planning periods.

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

- **Indicator a:** According to the renewal application and focus group interviews with the leadership team and the academic support team, CSI relies on the STAR assessments for benchmarking and progress monitoring. In addition, school leaders explained that teachers are required to make use of tests and quizzes embedded in their curriculum materials to monitor whether students have mastered the learning objectives in their lessons. The school's instructional leaders reported that teachers also have options to use exit tickets and additional checks for understanding. During remote learning in 2020-2021, members of the leadership team reported that teachers and

teaching assistants used *Go Guardian!* to monitor student's computer screens as a means of tracking attention and assessing engagement.

- **Indicator b:** In the renewal application and interviews with school leaders and the academic support team, CSI explained that teachers use the STAR results, administered three times each year, to guide their lesson planning. STAR provides reports that outline learning strengths and gaps and offers recommendations for targeted concepts to build on strengths and to address learning gaps. Teachers use the STAR learning plans to group students for classwork and for remediation during MTSS classes. Members of the student academic support team meet with teachers to help make best use of the individual learning plans.
- **Indicator c:** In the renewal application, CSI reports that the DCI, the director of data and assessment, and the literacy coach work with teachers to use the quantitative STAR data, along with formative checks for understanding and unit assessments to guide their planning. According to interviews with the academic support team, the DCI is responsible for examining STAR data against pacing maps and state standards to ensure instruction is leading to student proficiency on the state standards.
- **Indicator d:** As noted above, the school leadership team and the academic support team confirmed statements in the renewal application that CSI relies primarily on STAR assessment results to assess student progress toward the NYSLS. While both formal and informal classroom assessments guide lesson planning and identify students needing additional support, STAR results are deemed by the school to approximate student progress toward the NYSLS. In previous years, the school has created benchmarking tests using released items from the NYS tests. In the focus group, school leaders indicated that teachers have the option to include NYS test items in their classroom assessments. However, the school has not conducted a coordinated whole school benchmarking process using actual NYS test items this year.

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

- **Indicator a:** In the leadership and student support team focus group interviews, CSI school leaders described a comprehensive process to use STAR and classroom data to track the impact of academic interventions to determine if a student should be referred to the Buffalo Public Schools Committee on Special Education (BPS CSE) for evaluation to identify which services would best support the student's success. While evaluations were limited during 2020-2021, in the focus group interview CSI student support team members reported that student referrals to the BPS CSE currently are being evaluated promptly.
- **Indicator b:** As described in the renewal application and observed by the review team, CSI has established systems to meet the academic needs of all students. By assigning staff to provide targeted small group instruction during daily MTSS class periods as well as during regular class sessions, the school is able to offer remediation or enrichment as indicated by STAR data and classroom assessments. Special education teachers and RTI teachers work together as co-teachers alongside the lead classroom teacher by modifying class materials and adapting the pacing for selected students. According to the student academic support team, the ENL teacher reviews lesson plans and accesses resources or modifies materials to suit the needs of the students he serves. According to school documents and focus group interviews, 70 students were enrolled in a summer program offered by the school. The school staff is in the process of examining STAR results for those who attended the summer program to determine its impact.
- **Indicator c:** At the request of the review team, school leaders provided samples of the STAR individual learning plans mentioned in the CSI renewal application. In the academic support and leadership focus group interviews, school leaders explained that these learning plans are the

primary tool in the school's process to monitor the academic progress of students. Members of the student academic support team meet with teacher teams during common planning time to review student progress toward the learning standards noted in the STAR plans. School leaders explained that teachers are guided by members of the academic support team to structure lesson plans that address learning gaps identified by the STAR assessment. Daily planning time allows co-teachers, special educators, RTI teachers and the ENL teacher to coordinate supports to ensure students receive instruction targeted to their needs.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. 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>Measures of Culture, Climate, and Student Engagement</i> | <p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁴</p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁵</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p> |
| 2. <i>Behavior Management and Safety</i> | <p>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</p> |

⁴ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttendanceAbsenceandDayCalRptGuiderev3.6.18.pdf.

Element

Indicators

| | |
|--|--|
| | <p>a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>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). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p> |
| <p>3. <i>Family Engagement and Communication</i></p> | <p>a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>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.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p> |
| <p>4. <i>Social-Emotional and Mental Health Supports</i></p> | <p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the</p> |

educational program. The school has a McKinney-Vento Coordinator who staff can identify.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory with regard to this benchmark has been improving, with the school rated Approaches on the 2021 mid-term review report and Meets on this renewal review report. The school has devoted resources to improving attendance, eliminating out of school suspensions, and monitoring school climate.

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** In the renewal application, CSI reports that the director of recruitment and family support is responsible for monitoring attendance and initiating actions to address chronic absenteeism. In the student support and leadership team focus group interviews, school leaders explained that, in collaboration with school social workers, the director confers with parents to resolve issues leading to school absences, including referral to area social service agencies when needed. During 2020-2021 when students were learning remotely, the school relied on teaching assistants to monitor attendance and participation. In the leadership team focus group interview the school reported that no students were identified as chronic absentees.
- **Indicator b:** In the renewal application and leadership team focus group interview, CSI reported no out-of-school suspensions in 2020-2021. On the monthly report to the board of trustees for the first month of the current school year, the head of school reported three suspensions of less than five days, one each for a fourth grader and two sixth grade students.
- **Indicator c:** In the student social-emotional support team focus group interview, the school confirmed information provided in the renewal application that, while CSI has tools to assess individual student attitudes and behaviors, it does not have a process to measure and evaluate school climate and culture across all students and all grades. Members of the student social-emotional support team reported that they monitor discipline referrals and incidents to decide whether the school environment is positive and conducive to learning. The social emotional support team explained that the social worker, counselor, and director of student support services intervene with individual students and use a variety of strategies to redirect inappropriate behavior to ensure a positive school culture.

2. Element: ***Behavior Management and Safety:***

- **Indicator a:** The school’s written discipline policy and code of conduct is grounded in the responsive classroom approach, one of the CSI key design elements. The renewal application and calendar of professional development for the current and prior year show that teachers receive professional development in responsive classroom techniques as well as training in establishing trauma sensitive classrooms. In their focus group, members of the student social-emotional support team described the use of restorative practices to keep students engaged in their learning. The school’s discipline policy is posted on the website and details infractions and consequences for common misbehaviors. On the CSO 2021 Teacher Survey administered in spring 2021, all teachers (100 percent responding) agreed or strongly agreed that the school has a clear discipline policy that is enforced by all teachers and staff. Of the 49 parents (17 percent)

responding to the CSO 2021 Parent Survey, 87 percent (42) agreed that the discipline policy is clear, with 6 percent (3) disagreeing that the policy is fair to all.

- **Indicator b:** In their focus group interview, members of the social-emotional student support team reported that they use a tiered process for behavior intervention with students. Similar to the tiered academic intervention process, CSI relies on the daily morning meeting as the universal behavioral tier 1 strategy. Teachers refer students to members of the social-emotional support team when standard strategies are ineffective and the team and teacher devise additional strategies as the second level or tier 2 intervention. When additional actions are needed, the social worker or counselor engages with the student and family as warranted and may refer them to outside agencies as indicated. In the spring mid-term review, school leaders described a social-emotional curriculum developed by the support team delivered by the counselor, social worker or student support team director during regularly scheduled sessions when students were engaged in remote learning. The master school schedule for the current school year does not show any SEL classes.
- **Indicator c:** In responses to surveys, parents and teachers agree with the observations of the review team that the school maintains a safe environment. On the CSO 2021 Teachers Survey, 100 percent of teachers (100 percent responding) agreed that the school is safe, and, while only 49 parents responded to the CSO 2021 Parent Survey, 96 percent (47) agreed that the school offers a safe environment. In the renewal application, CSI reports that teachers received professional development training on strategies to establish culturally inclusive classroom environments. Interviews with the student social-emotional support team and the school leadership team affirmed the claim in the renewal application that responsive classroom and restorative practices employed by all staff contribute to the establishment of a safe school community.
- **Indicator d:** According to the renewal application and interviews with the leadership team and the student social-emotional support team, CSI employs multiple strategies to ensure an environment free from bullying, harassment, and discrimination. The school posts the Dignity for All Students Act policy on its website and has updated its discipline policy and code of conduct. The Board of Trustees adopted a non-discrimination resolution to affirm the school's intention to maintain an inclusive environment. On the CSO 2021 Teacher Survey, teachers agreed that the school is free from bullying, harassment, and discrimination and 41 of the 49 parents responding to the CSO 2021 Parent Survey concurred.
- **Indicator e:** All 14 of the classes observed by the CSO review team were free from disruption and conducive to learning. Classrooms were staffed with at least two adults and in one instance five educators—teachers, teaching assistants, and social workers – were leading lesson activities for small groups of students. In these lessons, all students were actively engaged in the activity. In the three classes taught as a whole group, some students were inattentive or off task, but none were disruptive.

3. Element: ***Family Engagement and Communication:***

- **Indicator a:** In the renewal application and focus group interviews with school leaders and the student social-emotional support team and the academic support team, the school reported that the school communicates with families to engage them as part of the school community by employing staff who are able to serve as translators for parents who speak languages other than English. School leaders reported that four staff members are fluent in Spanish, Bengali, and Arabic, the home languages of some of their students. The school also offers a translation link on the website so families can access documents in their preferred languages. In the leadership team

focus group interview, school leaders acknowledged that they do not regularly translate all documents into all languages spoken by families of its students. While only 49 parents (17 percent of expected respondents) completed the CSO 2021 Parent Survey administered in spring 2021, 12 percent ((6) disagreed with the statement, “I receive regular and timely information on my child’s academic progress in my home language.”

- **Indicator b:** In the renewal application, CSI reports that a key strategy for family engagement and communication involves teachers calling families at the beginning of the school year. While the school cited events such as Meet the Teacher night and parent teacher conferences as opportunities for families to engage with the school, fewer than half the families attended the September 2021 meeting. In-person parent conferences were being conducted at the time of the renewal site visit and final data on attendance was not yet available. In the leadership team focus group, school leaders reported they offered a remote option to families and the number choosing that method was not yet compiled. During 2020-2021, restrictions on in-person meetings required CSI staff to conduct online conferences and parent activities. For the mid-term site visit in April 2021, school leaders cited a high percentage of participation in the remote parent conferences at that time. The renewal application also cites the school’s Facebook page as an additional vehicle for engaging with families and the community. A review of the Facebook page at the time of the renewal site visit shows a listing of some school activities such as invitations to a meeting for parents of fourth and fifth graders and introducing the new associate principal. The calendar on the school’s website lists board meetings but no planned parent or community activities or events for 2021-2022. Although only a small percentage of parents responded to the spring CSO 2021 Parent Survey, 85 percent (42) agreed that the school uses many methods for communicating with families and 14 percent ((7) disagreed or remained neutral.
- **Indicator c:** In the leadership team and board of trustees focus group interviews, school leaders and board members reported they assess family satisfaction formally through an annual survey and informally through the work of the director of recruitment and family support. Minutes of the June 2021 CSI board of trustees meeting mentions receipt of a parent/family survey administered by Daemen College in late spring 2021. However, only 16 parents responded to the school’s survey, limiting the usefulness of their feedback in guiding decision-making. During 2020-2021, the school distributed surveys to parents asking about technology needs and preferences for hybrid or remote instruction for their child and used that input to guide planning and to identify needs for technical support. In their interviews, school leaders and board members explained they use anecdotal input from families gathered during school absence checks by the director of recruitment and family support and through the relationships of the parent representative on the board of trustees to guide their decision making.
- **Indicator d:** According to the renewal application, CSI responds to family concerns on an individual basis as they occur. The 2020-2021 Student and Family Handbook posted on the website outlines the steps to express a complaint. On the spring 2021 NYSED survey, 12 percent (6) of the 49 parents responding disagreed that the school’s complaint policy was easy to locate, and 10 percent (5) disagreed that the policy was easy to understand. As noted above, in focus group interviews school leaders and board members indicated that they rely primarily on informal and anecdotal input in the absence of a valid number of responses to the two formal surveys conducted by the school’s contractor over the past year.
- **Indicator e:** CSI reports in its renewal application that it shares NYSED report card data by posting a link on the website. However, because of the suspension of the state testing process due to the pandemic, the report card data is out of date and the website does not share information about student performance on the school’s own internal assessments (STAR). The school also reports that the academic committee of the board reviews student performance data from STAR and,

when available, from state assessments. The school did not report any additional efforts to promote transparency and accountability by sharing student performance data widely.

- **Indicator f:** According to the renewal application, CSI reports its NYS exam participation rate compared to the district of location to the academic committee of the board and during board meetings but not to the broader community through its website or other media. As a result of disruptions in normal testing routines during 2020-2021, current participation data was not yet available at the time of the visit.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** In the renewal application and focus group interviews with the leadership team and the student social-emotional support team, CSI reported that it supports students' social-emotional and mental health needs through staffing, responsive classroom strategies, and daily scheduled activities. Members of the student social-emotional support team explained that teachers include social and emotional skills practice in their morning meetings. When students were engaged in remote learning in 2020-2021, members of the student social-emotional support team conducted weekly social-emotional lessons (SEL) for each class. The master school schedule for 2021-2022 does not include regular social-emotional learning lessons similar to those for the prior year. In the focus group interview, the student social emotional learning team confirmed that the formal SEL curriculum is not being currently implemented but noted that members of the social-emotional support team regularly push into classes and support teachers and students as individual needs arise.
- **Indicator b:** In focus group interviews with the leadership team and the student social-emotional support team, the school reported that, while the school uses multiple tools to identify individual student social-emotional needs, there is no school-wide measure systematically used to identify and track the social-emotional needs of all students.
- **Indicator c:** According to the renewal application and focus group interviews with the leadership team and the student social-emotional support team, CSI staff monitor absenteeism and discipline data to track the climate of the school and use that data as an indicator of the social and emotional needs of students. The school reported use of a response to intervention (RTI) process for behavioral as well as academic needs and the student social emotional support team monitors the impact of the strategies used with individual students to determine if the selected approach was successful.
- **Indicator d:** On the professional development calendars provided to the review team, the school lists several professional development sessions in both 2020-2021 and 2021-2022 to train staff in strategies to support the social-emotional and mental health of students. According to focus group interviews with the leadership team and the student social-emotional support team as well as the renewal application, regular training in responsive classroom, one of the school's key design elements, is provided in the summer prior to the start of the school year and recurring through the year during monthly professional development meetings. The calendars also list trauma-sensitive classroom and restorative justice training, additional strategies used by the school to support the social-emotional and mental health of students. The school's focus on the infusion of Africana studies and the principle of "Ubuntu" are designed to ensure that the CSI academic program is culturally responsive.
- **Indicator e:** In the leadership team focus group interview, school leaders reported that CSI served one homeless student early in the year to ensure consistent access to the school's academic program and that the family's status had been resolved.

Benchmark 4: Financial Condition

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

Finding: Meets

Over this charter term, the trajectory with regard to this benchmark has been consistent, with the school rated Meets in the 2021 mid-term review and this renewal review report.

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

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

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Charter School of Inquiry's 2020-2021 composite score is 3.00.

**Composite Scores
2016-2017 to 2020-2021**

| <i>Year</i> | <i>Composite Score</i> |
|-------------|------------------------|
| 2016-2017 | 2.41 |
| 2017-2018 | 2.93 |
| 2018-2019 | 3.00 |
| 2019-2020 | 3.00 |
| 2020-2021 | 3.00 |

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

Over this charter term, the trajectory with regard to this benchmark has been consistent, with the school rated Meets for the 2021 mid-term review report and this renewal review report.

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

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. 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.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. 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:

NYSED CSO reviewed Charter School of Inquiry's 2020-2021 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify 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

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.
- c. The board demonstrates active oversight of the charter school’s management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
- d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and charter.
- e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
- f. The board engages in ongoing professional development.
- g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school’s charter.
- h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory with regard to this benchmark has been consistent, with the school rated Meets on the 2021 mid-term review report and this renewal review report.

1. Element: **Board Oversight and Governance:**

- **Indicator a:** In the renewal application, CSI described a board evaluation process that included a comprehensive evaluation of the school and board at the end of the prior charter term and a self-evaluation facilitated by an external contractor completed in June 2021. The renewal application

also explained that board committees evaluate their performance against the standards in the NYS Charter School Performance Framework and report their conclusions, proposed action steps, and tools to measure progress toward the standards at monthly board meetings. These steps are confirmed in regular monthly board minutes. The renewal application also described a performance-based evaluation process for the head of school, using criteria from the Danielson Framework for Educational Leadership, the NYSED Charter School Performance Framework, and progress toward goals related to academics, enrollment, staffing, community engagement, and students' social-emotional wellness. Board minutes indicate that the head of school evaluation by the board is complemented by the assessment of an external consultant. Discussions notes in the minutes of several board meetings over the charter term mention the development of measures to evaluate the work of contracted providers to complement the current monitoring of providers' adherence to the conditions of their contract by the head of school. In the board focus group interview, board members reported tools to assess providers' effectiveness have not yet been finalized and are still in development.

- **Indicator b:** According to school documents and the focus group interview, the board currently seats nine members, down from 11 members in 2020-2021. The two members who resigned included the long serving chair who founded the school and a trustee who left due to competing commitments. Of the 11 board members listed on the 2020-2021 Annual Report, six attended 11 or 12 meetings, four attended seven meetings and one attended less than five meetings. In the focus group interview, board members explained that the governance committee recruits potential board members through personal and business relationships with a range of community organizations and agencies. The school's renewal application detailed the process used by the committee to assess potential candidates' alignment with and commitment to the school's mission and vision. The current board includes five members with expertise in education, two with financial expertise, and two with communications and human resources experience. In the focus group, board members indicated they are focused on ensuring a racially and ethnically diverse board reflective of the demographics of the community and school population.
- **Indicator c:** The CSI renewal application and board minutes indicated that the board reviews a range of academic, financial, and operational data in committee meetings to demonstrate active oversight of the school. The establishment of the committee structure following the comprehensive school review in the prior charter term allows board members to focus their attention on specific areas where they have personal and professional expertise. The head of school prepares dashboard reports each month showing enrollment, attendance, discipline, and academic performance information as well as staffing retention and diversity.
- **Indicator d:** The CSI Strategic Plan 2020-2022 submitted with the renewal application resulted from a school quality review completed at the end of the prior charter term, according to the renewal application. The plan includes a revision to the school's mission statement and refinement of several key design elements. These changes have been submitted to the NYSED Charter School Office for review and approval. Minutes from board meetings across the charter term mention discussions of progress toward the strategic plan goals and include periodic presentations by the contractor who facilitated the development of the board's plan.
- **Indicator e:** According to the renewal application, the board reviews policies biennially, facilitated by the governance and audit/finance committees. The renewal documents reported that the director of operations tracks policy updates and approvals. Several revisions to the school's charter have been proposed during the current charter term and have been submitted to NYSED CSO as required, including a rewording of the mission statement and several changes to the by-laws.

- **Indicator f:** The board professional development calendar provided by request to the review team lists topics linked to the strategic plan goals, to the Charter School Performance Framework, and to the school's annual academic targets. In the focus group interview, board members explained that they chose the specific topics in acknowledgement of their need to better understand the measures and tools in use across the organization. Details of the intended learning outcomes for each board training session have not yet been defined.
- **Indicator g:** As reported in the renewal application, the CSI board receives support from an attorney to monitor changes in laws and regulations affecting school operations. The application also states that the board and head of school regularly review notices from NYSED. Minutes of board meetings confirm that conflict of interest reminders are included at the opening of each meeting.
- **Indicator h:** Minutes of board meetings include reminders to members to assess their work against the standards in the *Charter School Performance Framework* and remind committees to examine the benchmarks and indicators related to their area of responsibility. Board minutes indicate that board members have reviewed the findings of the spring 2021 mid-term site visit and were involved in development of the renewal application. The renewal application notes that the board developed rubrics based on the *Performance Framework* as part of the annual evaluation of the head of school.

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

| <i>Element</i> | <i>Indicators</i> |
|--|---|
| <p>1. <i>School Leadership</i></p> | <p>a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p> |
| <p>2. <i>Professional Climate</i></p> | <p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p> |
| <p>3. <i>Contractual Relationships (if applicable)</i></p> | <p>a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> |

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

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory with regard to this benchmark has been improving, with the school rated Approaches on the 2021 mid-term review report and Meets on this renewal review report. The school has expanded its leadership team to include additional supports for students and teachers. Communication structures have been strengthened, and there is a renewed focus on implementation of the key design element of African/African American history and culture.

1. Element: ***School Leadership:***

- **Indicator a:** In the renewal application and leadership team focus group interview, school leaders explained that the leadership structure has been amended and reorganized this charter term to improve organizational capacity and communication of the school’s revised mission and vision. The school added an associate principal to the administrative team and elevated several positions from coordinator to director. In addition to the head of school and director of operations, two staff members were assigned new roles as director of curriculum and instruction and director of data and assessment. The director of special education and RTI Services, the director of student support services, and the director of recruitment and family support complete the leadership team. In the focus group interview, the leaders detailed their roles in ensuring staff and the school community work toward common academic and organizational goals.
- **Indicator b:** According to the renewal application and the leadership team and academic support team focus group interviews, communication between school leaders and staff and among staff members occurs regularly during common planning time, at monthly professional development sessions, and during monthly staff meetings. The head of school and other leadership team members report academic and operational issues to the board monthly. Co-teachers in each classroom and grade-level teams include special educators and RTI teachers as well as teaching assistants who work together daily to plan interventions to address changing student needs.
- **Indicator c:** The staff clearance worksheet provided by the school indicates that most key leadership personnel have served at CSI for several years, affording continuity to the administration of the organization. The new associate principal was hired after an extensive search and designated as the leader of the school’s primary key design initiative, the Africana task force. The renewal application notes that the retention of teachers has improved over earlier years in the school’s history. However, monthly dashboard reports to the board list frequent resignations and new hires among classroom teachers and teaching assistants. On the clearance worksheet provided by the school, August 2021 is listed as the start date for eight teaching assistants, four special education teachers, one RTI teacher, three classroom teachers and the social worker. On the board dashboard reports, a common reason for teacher resignations is the school’s non-participation in the state teachers’ retirement system. Teachers at the school have established a collective bargaining unit to represent their interests.
- **Indicator d:** In interviews with the leadership team and board of trustees and in the renewal application, CSI leaders and board members mentioned their use of the *NYSED Charter School Performance Framework* to guide the evaluation of the head of school as well as the self-

assessment of board committees. Board minutes include reminders to the governance, academic, and finance/audit committees to review their work through the lens of the *Performance Framework* indicators under relevant benchmarks.

2. Element: **Professional Climate:**

- **Indicator a:** Roles and responsibilities for members of the CSI community are defined in the organizational chart, job descriptions submitted for the mid-term site visit, board bylaws and family and student handbooks. In the renewal application, the school outlined the areas of responsibility for members of the leadership team. As an outcome of the comprehensive board evaluation conducted by an external consultant at the end of the prior charter term, monthly board meetings include regular reminders of the board's governance role and conflict of interest policies. On the CSO 2021 Survey, 96 percent of staff who responded agreed or strongly agreed that roles are clearly defined and adhered to. However, different titles for several members of the leadership team are listed on the school's website and in some of the renewal documents, creating an opportunity for confusion among families and the larger community.
- **Indicator b:** In the renewal application, the school reported that it ensures staff have the requisite skills to implement the school's programs and advance the school's key design elements through a comprehensive schedule of professional development. Professional development calendars provided to the review team for both 2020-2021 and 2021-2022 list sessions focused on implementation of the core ELA and math curricula as well as key design initiatives, such as responsive classroom and the infusion of Africana studies. In addition, the school stated in the renewal application that it has recently developed a classroom observation tool that can be used to monitor whether teachers are employing the strategies and practices taught in the professional development sessions.
- **Indicator c:** According to the renewal application and the leadership team focus group interview, members of the leadership team have experience and training and have demonstrated expertise in their areas of responsibility. The school leaders reported that the school expanded its contract with BOCES to provide coaching in curriculum and instruction, particularly during the rapid transition to remote instruction required during 2020-2021. For 2021-2022, the school modified the staffing of classrooms to include two certified teachers in each of the two classes per grade level and one teaching assistant per grade to ensure students receive targeted and timely support during regular instruction. Board minutes described the school's continuing efforts to contract with a provider to improve the website to enable better communication with families and the community. Information for parents and listings of parent activities are missing from the website calendar and the parent association tab on the site includes only one letter dated September 2020.
- **Indicator d:** In the renewal application and leadership team and teacher focus group interviews, school leaders reported that teachers regularly collaborate during daily common planning time and at monthly staff meetings and professional development sessions. The school's master schedule includes designated planning time for grade level teachers. The new staffing structure includes one special educator and one response to intervention (RTI) teacher on each grade-level team, facilitating communication among teachers targeting specific students to address their learning needs.
- **Indicator e:** According to the renewal application and the leadership team and academic support team focus group interviews, CSI employs a variety of strategies to monitor instructional quality including formal evaluation using elements of the Danielson Framework and informal observations and feedback from instructional leaders and coaches. The renewal application

stated that the head of school employs components of the Danielson Framework to evaluate leadership team members in their roles.

- **Indicator f:** In the renewal application, the school reported soliciting teacher feedback in formal and informal ways, including an annual staff survey administered by Daemen College. Members of the academic support team cited frequent interaction between teachers and instructional leaders and coaches including feedback on lesson plans and informal observations. As noted above, the school gathers information from teachers who resign, and the most common reason cited is an interest in participating in the NYS Teachers Retirement System. The collective bargaining unit representing the teachers serves as an additional mechanism to solicit feedback from teachers. School leaders did not indicate whether they survey teaching assistants and other staff members, or which other methods are used to gauge non-teaching staff satisfaction.

3. Element: ***Contractual Relationships:***

- **Indicator a:** N/A
- **Indicator b:** N/A

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> | <p>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.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p> |

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory with regard to this benchmark has been improving, with the school rated Approaches on the 2021 mid-term review report and Meets on this renewal review report. The school has made efforts to ensure that all stakeholders are familiar with and practice implementing the mission. A renewed focus on the critical key design element of African/African American history and culture has permeated the curriculum.

1. Element: **Missions and Key Design Elements:**

- **Indicator a:** At the start of the current charter term, CSI requested and received approval to revise its mission statement. In the renewal application, the school reported that school leaders remind staff of the mission statement at each faculty meeting and professional development session. On the spring CSO 2021 Parent Survey, 73 percent of the 49 parents (37) responding agreed the school is fulfilling its mission, while 8 percent (4) disagreed, and 18 percent (8) reported they did not know the mission. In the leadership focus group interview, school leaders reported that restrictions on in-person gatherings in 2020-2021 limited the opportunities to share the revised mission and vision statements with families. Board members explained that the Africana task force is charged with helping school staff and families understand the meaning of “Ubuntu” and their work is still in the early stages of development. Only 16 parents responded to the school administered survey and valid conclusions about parents’ understanding of the school’s mission and key design elements cannot be discerned from that source.
- **Indicator b:** Over the current charter term, CSI has taken steps to strengthen the focus on the school’s key design elements, particularly the infusion of African and African American history and culture. The school has implemented strategies to move toward full implementation of all the proposed key design elements.

Rigorous, inquiry-based curriculum: In the current charter term, CSI initiated a requirement that all students complete three student-led investigations each year to enhance students’ inquiry experiences included in the core curriculum. The school devised rubrics to assess students’ attainment of the inquiry goals of the projects. In the leadership team and academic support team focus group interviews, school leaders reported that the initial implementation of student led

investigations is being refined. The academic leaders noted that teachers are asked to guide students to generate open ended questions as part of their curriculum lessons, not only during the student led investigation projects. In several classes observed by the review team, students were guided to generate their own questions to be answered in the course of presentation of the lesson.

Academic focus on literacy: In the renewal application, CSI reported that the focus on literacy led to the selection of the *Open Court* programs for core instruction and the use of Leveled Literacy Intervention (LLI) for Tier 3 interventions for struggling students. The school also added *Lucy Calkins Writer's Workshop* to complement the reading elements of its ELA curriculum. The school employs a literacy coach to work with teachers to ensure students master the essential elements of reading and writing as well as expanded services from BOCES to reinforce the fidelity of curriculum implementation.

Responsive Classroom: Throughout the school's renewal application and supporting documents as well as in leadership team, academic support team, and student social-emotional support team focus group interviews, the school cited use of responsive classroom as a core strategy to establish a productive school climate and culture conducive to learning. Both the 2020-2021 and 2021-2022 professional development calendars list several related training sessions for staff. In the leadership team and academic support team focus group interviews, school leaders described the development of an informal observation tool that can be used to monitor teachers' implementation of responsive classroom strategies as well as the other key design elements.

Collaborative team teaching: As noted previously, in 2021-2022, CSI assigned two certified teachers in each of two classrooms per grade level, with an RTI teacher or a special educator paired with a general educator to enable teachers to coordinate lessons and interventions to better serve all students' needs. According to the renewal application, the teaching assistant for each grade level will focus on supporting student engagement and participation. In several classes observed by the review team, students in small groups were being instructed by a teacher or an assistant all focused on the same learning objective but using different pacing or instructional techniques.

Data driven instruction and evidence of performance: In the renewal application, the school reported that data meetings occur three times each year to review outcomes on the STAR assessment, the internal assessment tool adopted during the current charter term. The school defined the role of director of data and assessment to facilitate the analysis of STAR data and use the STAR system to develop individual learning plans. In the leadership team and academic support team focus group interviews, school leaders explained that classroom teachers use the STAR learning plans along with data from exit tickets and curriculum measures to plan lessons that focus on skills and concepts students have not yet mastered. Intervention lessons held during the daily MTSS period focus on foundational skills and enrichment as indicated on the student's learning plan.

African and African/American history and culture: During the current charter term, CSI established a task force of educators and community representatives to define a plan and curriculum for the infusion of African and African American history and culture into the school's core academic program. In the school's strategic plan, by August 2021 the task force was expected to have defined the principles to be included, created a tool to measure attainment of student knowledge, and a rubric to measure teachers' daily infusion of the key principles of this effort. In focus group interviews, school leaders and board members reported that the task force has begun its work on these tasks. In their focus group, teachers described how they select resources for ELA, social studies, science, and mathematics that reflect Africana history and culture. Lesson plans

examined by the review team mention Africana links and often include discussion of the principle of “Ubuntu” which encourages students to support one another.

Integrated arts: During the current charter term, the school requested a revision to this key design element to remove reference to arts integration in the extended day program. According to the renewal application and the leadership team focus group interview, CSI now intends arts integration to occur within the curriculum. The master schedule provided in the school’s application shows that all students are enrolled in music and art classes on a rotating schedule during the school year. In the focus group interview, teachers described using art to enhance content area learning.

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. High schools are meeting persistence rates commensurate with the NYSED target.

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> |

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory with regard to this benchmark has improved, with the school rated Falls Far Below on the 2021 mid-term review report and Approaches on this renewal review report. The school’s retention rate for all students has improved over previous years and for the 2020-2021 school year was positive at +4 percentage points above the district of location. The school has hired several staff members who are skilled in the use of the home language of many students and families new to the area; however, the ELL enrollment has not increased to the level of that of the district of location. The SWD enrollment has also not increased to the level of that of the district of location.

- Element: **Target are met:**
- **Indicator a:** The school’s student retention rate has improved over previous years and is positive in relation to the district of location, at +4 percentage points.
- Element: **Targets are not met:**
 - **Indicator a:** According to NYSED data, the school is operating within 86% of its maximum approved enrollment of 332 students in 2020-2021. Data in Attachment 1 shows that CSI enrolls a higher percentage of economically disadvantaged (ED) students than BPS. Over the current

charter term, the percentage of SWDs at CSI has been below the district of location. In the 2020-2021 school year, it was -12 percentage points below BPS.

- **Indicator b:** According to the leadership team focus group interview,
 - CSI has limited its recruitment strategies in compliance with COVID-19 pandemic restrictions on in-person gatherings over the current charter term.
 - School leaders reported they hired a Bengali staff member as an in-house substitute teacher who also serves as a translator and contact for families in newly arrived immigrant communities. Members of the leadership team in the focus group cited the work of this staff member as influential in increasing the number of applications from ELL families from the immigrant communities.
- **Indicator c:** In the board of trustees focus group, board members asserted that the most influential recruiting strategy has been word of mouth from parents of current students to their friends and neighbors. The school has not established a systematic process for evaluating which outreach strategies have been most effective and relied on anecdotal reports from new applicants to conclude that person-to-person approaches are the most effective.

See Attachment 1 for data tables and additional information.

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> | <ol style="list-style-type: none">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; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.The school seeks guidance from its legal counsel when updating documents and handling issues that arise. |

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory with regard to this benchmark has been consistent as a Meets on the 2021 mid-term review report and this renewal review report.

1. Element: **Legal Compliance:**

- **Indicator a:** With a few exceptions, CSI has substantially complied with applicable State and federal laws and regulations and the provisions of its charter. Clarifications and revisions are needed in the school's discipline, complaint, and FOIL policies
- **Indicator b:** In 2019, the CSO issued CSI a Notice of Deficiency (NoD) for academic performance and enrollment of SWDs and ELLs. In the leadership team and board of trustees focus group interviews, CSI school leaders and board members explained that their actions to adopt new core curricula and new internal assessments are in part a response to the 2019 NoD for academic progress. Board members and school leaders reported they hired a staff member to recruit new students who may be ELLs through connections with a growing immigrant community in Buffalo.

Data is not yet available to determine if the academic efforts have yielded improved outcomes. Enrollment of ELLs and SWD at CSI remains below the district of location as shown in Attachment 1.

- **Indicator c:** In the 2020-2021 Annual Report, CSI reports that all teachers employed at that time were certified or on track to become certified. The certification status of newly hired staff was not provided.
- **Indicator d:** The school has submitted requests for both material and non-material revisions to its program to NYSED as required.
- **Indicator e:** During the current charter term, the school reported enrollment at 85 percent of its maximum approved enrollment in 2020-2021, with NYSED data showing that the school was at 86 percent. Data for the current year, 2021-2022, will not be verified until after this report has been submitted.
- **Indicator f:** According to board minutes and the board of trustees focus group interview, the board consults its contracted attorney to approve revisions to policies and changes in practice to ensure that it meets legal requirements.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

CHARTER SCHOOL OF INQUIRY

BEDS Code

140600861072

2020-2021 Enrollment

286

ESEA Accountability Designation (2019-2020):

This school is designated as a school in **Comprehensive Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

| | |
|--|--------------------------------|
| School District of Location: | BUFFALO PUBLIC SCHOOLS |
| Total Public School Enrollment of Resident Students attending Charter Schools: | 23% |
| Additional School District: (if applicable)* | N/A |
| Total Public School Enrollment of Resident Students attending Charter Schools: | - |
| Grades Served: | Elementary-Middle |
| Address: | 404 EDISON ST BUFFALO NY 14222 |
| Website: | www.charterschoolofinquiry.org |
| RIC: | ERIE/WESTERN/WNYRIC |
| Regents Region: | WESTERN REGION |
| Regent: | CATHERINE COLLINS |
| Active Date: | 7/1/2015 |
| Authorizer: | NYS BOR |
| CEO: | JOHN SHEFFIELD |
| CEO Phone: | (716) 833-3250 |
| CEO Email: | jsheffield@csicharter.org |
| BOT President: | VALERIE NOLAN |
| BOT President Phone: | (716) 481-5825 |
| BOT President Email: | valnolan@aol.com |
| Institution ID: | 800000083428 |

BoR Charter School Office Information

| | |
|------------------------|----------------|
| Regional Liaison: | Susan Gibbons |
| Performance Framework: | 2019 |
| Current Term: | 7/1/20-6/30/22 |
| 2017-2018 | Midterm |
| 2018-2019 | Check-in |
| 2019-2020 | Renewal |
| 2020-2021 | Midterm |
| 2021-2022 | Renewal |

Benchmark Rating

Year of Rating

| | |
|------|--|
| BM1 | |
| BM2 | |
| BM3 | |
| BM4 | |
| BM5 | |
| BM6 | |
| BM7 | |
| BM8 | |
| BM9 | |
| BM10 | |

| 2021 Survey Results | Expected Responses | Total Responses | Response Rate |
|------------------------------|--------------------|-----------------|---------------|
| Parent Survey | 286 | 49 | 17% |
| Student Survey (Grades 9-12) | N/A | N/A | N/A |
| Teacher Survey | - | 23 | - |

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

CHARTER SCHOOL OF INQUIRY

2018-2019

| CS OF INQUIRY | | ELA Differential | Math Differential | Science Differential | Graduation Rate Differential | |
|---------------------------------|---------|--------------------------------------|-------------------|----------------------|------------------------------|---|
| Elementary School | +/- 5 | BRIGHTER CHOICE CHARTER SCHOOL-BOYS | -43 | -28 | -33 | . |
| | | DISCOVERY CHARTER SCHOOL | -2 | -7 | -21 | . |
| | | DR MARTIN LUTHER KING JR ELEMENTARY | +2 | +11 | +26 | . |
| | | HAMILTON ELEMENTARY SCHOOL | -11 | +2 | +5 | . |
| | | RENAISSANCE ACADEMY CHARTER-ARTS | -5 | -5 | -1 | . |
| | | Mean | -12 | -5 | -5 | . |
| | +/- 7.5 | ACHIEVEMENT FIRST LINDEN CHARTER SCH | -39 | -53 | -29 | . |
| | | LINCOLN ELEMENTARY SCHOOL | -3 | +10 | -1 | . |
| | | NIAGARA CHARTER SCHOOL | -36 | -48 | -27 | . |
| | | PLEASANT VALLEY ELEMENTARY SCHOOL | -3 | 0 | +24 | . |
| | | PS 190 SHEFFIELD | -20 | -14 | -25 | . |
| | | PS 195 WILLIAM HABERLE | -13 | -9 | -21 | . |
| | | PS 241 EMMA L JOHNSTON | -36 | -47 | -27 | . |
| | | SCHOOL 54-FLOWER CITY COMM SCHOOL | +11 | +9 | +15 | . |
| | | SUCCESS ACADEMY CHARTER-BRONX 1 | -73 | -84 | -39 | . |
| | | THEODORE ROOSEVELT SCHOOL | +1 | -3 | -1 | . |
| | | YATES ELEMENTARY SCHOOL | +1 | +6 | +12 | . |
| | Mean | -19 | -21 | -11 | . | |
| | +/- 10 | ALOMA D JOHNSON CHARTER SCHOOL | -9 | -14 | -6 | . |
| | | AMBER CHARTER SCHOOL EAST HARLEM | -51 | -44 | -39 | . |
| | | BRIGHTER CHOICE CHARTER SCHOOL-GIRLS | -36 | -26 | -27 | . |
| | | CENTRAL BROOKLYN ASCEND CHARTER | -40 | -50 | -11 | . |
| | | EDWARD WILLIAMS SCHOOL | -1 | -3 | -8 | . |
| | | GEORGE R STALEY ELEM SCHOOL | +2 | +2 | -5 | . |
| | | HARRY F ABATE ELEMENTARY SCHOOL | -6 | -14 | -12 | . |
| | | HENRY J KALFAS MAGNET SCHOOL | +11 | -1 | -8 | . |
| | | HENRY JOHNSON CHARTER SCHOOL | -37 | -31 | -33 | . |
| | | HYDE LEADERSHIP CS-BROOKLYN | -29 | -29 | -34 | . |
| | | PENINSULA PREP ACAD CHARTER SCH | -45 | -35 | -37 | . |
| | | PS 123 | -23 | -29 | -16 | . |
| | | PS 135 SHELDON A BROOKNER | -20 | -27 | -19 | . |
| | | PS 14 | -17 | -19 | -17 | . |
| | | PS 140 EDWARD K ELLINGTON | -32 | -30 | -29 | . |
| PS 155 | | -45 | -55 | -33 | . | |
| PS 158 WARWICK | | -8 | -11 | -26 | . | |
| PS 182 | | -26 | -28 | -21 | . | |
| PS 213 NEW LOTS | | 0 | -3 | +17 | . | |
| PS 262 EL HAJJ MALIK EL SHABAZZ | | -32 | -28 | -17 | . | |
| PS 399 STANLEY EUGENE CLARKE | -15 | -9 | -19 | . | | |
| PS 51 BRONX NEW SCHOOL | -2 | -17 | -16 | . | | |
| PS 61 FRANCISCO OLLER | -15 | -18 | -9 | . | | |
| PS 78 ANNE HUTCHINSON | -11 | -10 | -8 | . | | |
| R J MCNULTY ACADEMY | -3 | -6 | +11 | . | | |

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

| | | | | | |
|--|------------------------------------|-----|-----|-----|---|
| | SAMUEL G LOVE ELEMENTARY SCHOOL | -5 | -12 | -6 | . |
| | SCHOOL 16-JOHN WALTON SPENCER | +10 | +7 | +2 | . |
| | SCHOOL 39-ANDREW J TOWNSON | +11 | +8 | +13 | . |
| | SCHOOL 52-FRANK FOWLER DOW | -18 | -23 | -24 | . |
| | SUCCESS ACAD CHARTER SCH-BRONX 3 | -67 | -81 | -39 | . |
| | SUCCESS ACADEMY CHARTER-BED STUY 2 | -78 | -84 | -39 | . |
| | THOMAS K BEECHER SCHOOL | +5 | +3 | +7 | . |
| | VAN CORLAER ELEMENTARY SCHOOL | -13 | -10 | -4 | . |
| | WILLIAM B TECLER ARTS IN EDUCATION | -3 | -9 | +15 | . |
| | WOODROW WILSON SCHOOL | -2 | -10 | -7 | . |
| | Mean | -19 | -21 | -14 | . |
| | Mean | -18 | -20 | -13 | . |

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

CHARTER SCHOOL OF INQUIRY

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

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

| CS of Inquiry | ELA | | | | Math | | | |
|---------------|--------------|-----|-----|-----|--------------|-----|-----|-----|
| | All Students | SWD | ELL | ED | All Students | SWD | ELL | ED |
| 2017-2018 | 31% | - | - | 26% | 27% | - | - | 25% |
| 2018-2019 | 27% | 0% | - | 27% | 16% | 0% | - | 17% |

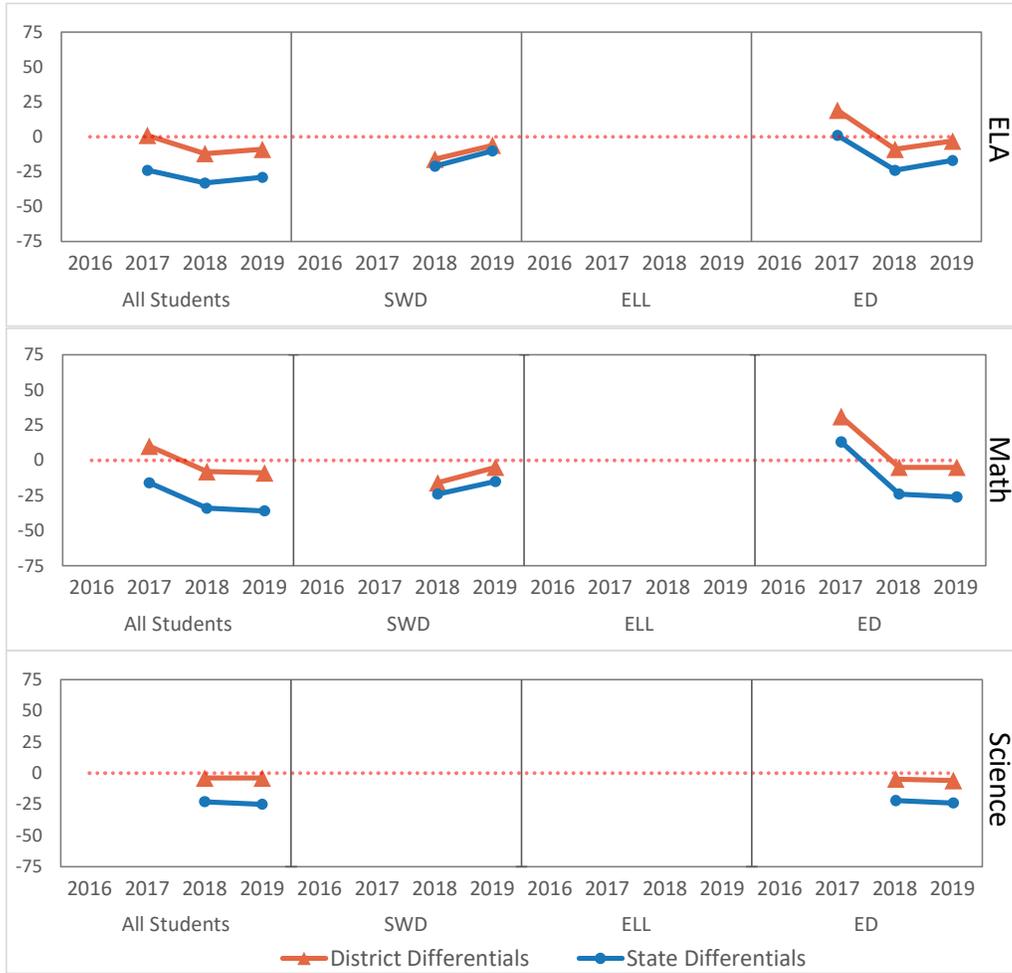
*See NOTES (2), (3), (7), and (8) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
 Comparison of
 Charter School of Inquiry and Buffalo Public Schools



*See NOTES (1), (2), (3), and (6) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

| | | ELA | | | | | Math | | | | | Science | | | | |
|--------------|-----------|---------------|------------------------|--------------------------|-----|---------------------|---------------|------------------------|--------------------------|-----|---------------------|---------------|------------------------|--------------------------|-----|---------------------|
| | | CS of Inquiry | Buffalo Public Schools | Differential to District | NYS | Differential to NYS | CS of Inquiry | Buffalo Public Schools | Differential to District | NYS | Differential to NYS | CS of Inquiry | Buffalo Public Schools | Differential to District | NYS | Differential to NYS |
| All Students | 2016-2017 | 19% | 18% | +1 | 43% | -24 | 32% | 22% | +10 | 48% | -16 | - | - | - | - | - |
| | 2017-2018 | 16% | 28% | -12 | 49% | -33 | 17% | 25% | -8 | 51% | -34 | 65% | 69% | -4 | 88% | -23 |
| | 2018-2019 | 17% | 26% | -9 | 46% | -29 | 14% | 23% | -9 | 50% | -36 | 61% | 65% | -4 | 86% | -25 |
| SWD | 2017-2018 | 0% | 16% | -16 | 21% | -21 | 0% | 16% | -16 | 24% | -24 | - | - | - | - | - |
| | 2018-2019 | 7% | 13% | -6 | 17% | -10 | 7% | 12% | -5 | 22% | -15 | - | - | - | - | - |
| ED | 2016-2017 | 33% | 14% | +19 | 32% | +1 | 50% | 19% | +31 | 37% | +13 | - | - | - | - | - |
| | 2017-2018 | 15% | 24% | -9 | 39% | -24 | 16% | 21% | -5 | 40% | -24 | 62% | 67% | -5 | 84% | -22 |
| | 2018-2019 | 19% | 22% | -3 | 36% | -17 | 14% | 19% | -5 | 40% | -26 | 56% | 62% | -6 | 80% | -24 |

*See NOTES (1), (2), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

| | | ELA | | | | | Math | | | | | Science | | | | |
|---------|-----------|---------------|------------------------|--------------------------|-----|---------------------|---------------|------------------------|--------------------------|-----|---------------------|---------------|------------------------|--------------------------|-----|---------------------|
| | | CS of Inquiry | Buffalo Public Schools | Differential to District | NYS | Differential to NYS | CS of Inquiry | Buffalo Public Schools | Differential to District | NYS | Differential to NYS | CS of Inquiry | Buffalo Public Schools | Differential to District | NYS | Differential to NYS |
| Grade 3 | 2016-2017 | 19% | 18% | +1 | 43% | -24 | 32% | 22% | +10 | 48% | -16 | - | - | - | - | - |
| | 2017-2018 | 13% | 32% | -19 | 51% | -38 | 7% | 31% | -24 | 54% | -47 | - | - | - | - | - |
| | 2018-2019 | 14% | 32% | -18 | 52% | -38 | 20% | 28% | -8 | 55% | -35 | - | - | - | - | - |
| Grade 4 | 2017-2018 | 18% | 23% | -5 | 47% | -29 | 26% | 20% | +6 | 48% | -22 | 65% | 69% | -4 | 88% | -23 |
| | 2018-2019 | 25% | 28% | -3 | 48% | -23 | 18% | 21% | -3 | 50% | -32 | 61% | 65% | -4 | 86% | -25 |
| Grade 5 | 2018-2019 | 15% | 18% | -3 | 38% | -23 | 3% | 20% | -17 | 46% | -43 | - | - | - | - | - |

*See NOTES (1), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

| | | ELA | | | | | Math | | | | | Science | | | | |
|----------------|-----------|---------------|------------------------|--------------------------|-----|---------------------|---------------|------------------------|--------------------------|-----|---------------------|---------------|------------------------|--------------------------|-----|---------------------|
| | | CS of Inquiry | Buffalo Public Schools | Differential to District | NYS | Differential to NYS | CS of Inquiry | Buffalo Public Schools | Differential to District | NYS | Differential to NYS | CS of Inquiry | Buffalo Public Schools | Differential to District | NYS | Differential to NYS |
| Grade 3 | 2018-2019 | 13% | 17% | -4 | 22% | -9 | 14% | 17% | -3 | 27% | -13 | - | - | - | - | - |

*See NOTES (1), (2), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

| | | ELA | | | | | Math | | | | | Science | | | | |
|---------|-----------|---------------|------------------------|--------------------------|-----|---------------------|---------------|------------------------|--------------------------|-----|---------------------|---------------|------------------------|--------------------------|-----|---------------------|
| | | CS of Inquiry | Buffalo Public Schools | Differential to District | NYS | Differential to NYS | CS of Inquiry | Buffalo Public Schools | Differential to District | NYS | Differential to NYS | CS of Inquiry | Buffalo Public Schools | Differential to District | NYS | Differential to NYS |
| Grade 3 | 2016-2017 | 33% | 14% | +19 | 32% | +1 | 50% | 19% | +31 | 37% | +13 | - | - | - | - | - |
| | 2017-2018 | 13% | 28% | -15 | 40% | -27 | 7% | 26% | -19 | 43% | -36 | - | - | - | - | - |
| | 2018-2019 | 15% | 28% | -13 | 42% | -27 | 18% | 24% | -6 | 44% | -26 | - | - | - | - | - |
| Grade 4 | 2017-2018 | 16% | 20% | -4 | 37% | -21 | 25% | 16% | +9 | 37% | -12 | 62% | 67% | -5 | 84% | -22 |
| | 2018-2019 | 28% | 23% | +5 | 38% | -10 | 20% | 18% | +2 | 39% | -19 | 56% | 62% | -6 | 80% | -24 |
| Grade 5 | 2018-2019 | 16% | 14% | +2 | 28% | -12 | 3% | 15% | -12 | 36% | -33 | - | - | - | - | - |

*See NOTES (1), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

CHARTER SCHOOL OF INQUIRY

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

CHARTER SCHOOL OF INQUIRY

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Not applicable to this charter school

3.a.iii. and 3.a.vi. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

Not applicable to this charter school

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

CHARTER SCHOOL OF INQUIRY

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

| CS of Inquiry | Contracted Enrollment | Reported Enrollment | Percent of Contracted Enrollment |
|---------------|-----------------------|---------------------|----------------------------------|
| 2016-2017 | 200 | 160 | 80% |
| 2017-2018 | 250 | 222 | 89% |
| 2018-2019 | 300 | 239 | 80% |
| 2019-2020 | 350 | 313 | 89% |
| 2020-2021 | 332 | 286 | 86% |

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

| | SWD | | | ELL | | | ED | | |
|-----------|---------------|------------------------|--------------------------|---------------|------------------------|--------------------------|---------------|------------------------|--------------------------|
| | CS of Inquiry | Buffalo Public Schools | Differential to District | CS of Inquiry | Buffalo Public Schools | Differential to District | CS of Inquiry | Buffalo Public Schools | Differential to District |
| 2016-2017 | 9% | 24% | -15 | 0% | 19% | -19 | 48% | 83% | -35 |
| 2017-2018 | 13% | 24% | -11 | 0% | 22% | -22 | 96% | 85% | +11 |
| 2018-2019 | 12% | 25% | -13 | 2% | 24% | -22 | 92% | 87% | +5 |
| 2019-2020 | 14% | 25% | -11 | 4% | 24% | -20 | 91% | 85% | +6 |
| 2020-2021 | 12% | 24% | -12 | 4% | 24% | -20 | 94% | 83% | +11 |

*See NOTES (2) and (6) below.

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

| | All Students | | | SWD | | | ELL | | | ED | | |
|-----------|---------------|------------------------|--------------------------|---------------|------------------------|--------------------------|---------------|------------------------|--------------------------|---------------|------------------------|--------------------------|
| | CS of Inquiry | Buffalo Public Schools | Differential to District | CS of Inquiry | Buffalo Public Schools | Differential to District | CS of Inquiry | Buffalo Public Schools | Differential to District | CS of Inquiry | Buffalo Public Schools | Differential to District |
| 2016-2017 | 71% | 88% | -17 | 55% | 90% | -35 | 0% | 89% | -89 | 71% | 89% | -18 |
| 2017-2018 | 79% | 88% | -9 | 79% | 90% | -11 | - | - | - | 88% | 89% | -1 |
| 2018-2019 | 69% | 87% | -18 | 61% | 89% | -28 | 100% | 88% | +12 | 70% | 87% | -17 |
| 2019-2020 | 76% | 88% | -12 | 83% | 91% | -8 | 100% | 89% | +11 | 76% | 88% | -12 |
| 2020-2021 | 85% | 81% | +4 | 83% | 78% | +5 | 77% | 84% | -7 | 86% | 83% | +3 |

*See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

Notes

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*



Charter School Fiscal Accountability Summary

CHARTER SCHOOL OF INQUIRY

Grades Served
 Maximum Chartered Grades Served
 Chartered Enrollment
 Maximum Chartered Enrollment
 Actual Enrollment

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----|---------|---------|---------|---------|---------|
| K-3 | | K-4 | K-5 | K-6 | K-6 |
| | | | | | |
| | 200 | 250 | 300 | 350 | 332 |
| | 344 | 344 | 344 | 344 | 344 |
| | 160 | 222 | 239 | 313 | 286 |

ASSETS

Current Assets

| | | | | | |
|---------------------------------|----------------|------------------|------------------|------------------|------------------|
| Cash and Cash Equivalents | 322,605 | 1,155,566 | 1,567,758 | 2,350,920 | 3,413,387 |
| Grants and Contracts Receivable | 372,945 | 98,995 | 19,921 | 50,386 | 309,965 |
| Prepaid Expenses | 18,078 | 17,430 | 2,040 | 5,671 | - |
| Other Current Assets | - | - | - | - | 4,491 |
| Total Current Assets | 713,628 | 1,271,991 | 1,589,719 | 2,406,977 | 3,727,843 |

Non-Current Assets

| | | | | | |
|---------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Property, Building and Equipment, net | 1,382,047 | 1,374,152 | 1,249,025 | 1,215,703 | 1,149,995 |
| Restricted Cash | - | - | 75,000 | 75,000 | 100,000 |
| Security Deposits | - | - | - | - | - |
| Other Non-Current Assets | - | - | - | - | - |
| Total Non-Current Assets | 1,382,047 | 1,374,152 | 1,324,025 | 1,290,703 | 1,249,995 |
| Total Assets | 2,095,675 | 2,646,143 | 2,913,744 | 3,697,680 | 4,977,838 |

LIABILITIES and NET ASSETS

Current Liabilities

| | | | | | |
|---------------------------------------|----------------|----------------|----------------|----------------|----------------|
| Accounts Payable and Accrued Expenses | 101,800 | 246,323 | 276,517 | 57,399 | 68,574 |
| Accrued Payroll and Payroll Taxes | 138,395 | - | - | 254,340 | 269,009 |
| Due to Related Parties | - | - | - | - | - |
| Refundable Advances | - | - | - | - | - |
| Other Current Liabilities | 2,153 | 12,977 | 13,763 | 26,847 | 21,326 |
| Total Current Liabilities | 242,348 | 259,300 | 290,280 | 338,586 | 358,909 |

Long-Term Liabilities

| | | | | | |
|------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Deferred Rent | - | - | - | - | - |
| Other Long-Term Liabilities | 1,120,177 | 1,138,068 | 1,122,804 | 1,095,957 | 1,074,632 |
| Total Long-Term Liabilities | 1,120,177 | 1,138,068 | 1,122,804 | 1,095,957 | 1,074,632 |
| Total Liabilities | 1,362,525 | 1,397,368 | 1,413,084 | 1,434,543 | 1,433,541 |

NET ASSETS

| | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|
| Unrestricted | 733,150 | 1,248,775 | 1,500,660 | 2,263,137 | 3,544,297 |
| Restricted | - | - | - | - | - |
| Total Net Assets | 733,150 | 1,248,775 | 1,500,660 | 2,263,137 | 3,544,297 |
| Total Liabilities and Net Assets | 2,095,675 | 2,646,143 | 2,913,744 | 3,697,680 | 4,977,838 |

OPERATING REVENUE

| | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|
| State and Local Per Pupil Revenue - Reg. Ed | 1,956,445 | 2,721,157 | 3,158,220 | 4,141,308 | 3,801,176 |
| State and Local Per Pupil Revenue - SPED | 40,988 | 87,385 | 81,286 | 147,423 | 149,865 |
| State and Local Per Pupil Facilities Revenue | - | - | 64,943 | - | - |
| Federal Grants | 551,610 | 166,958 | 147,667 | 196,240 | 920,025 |
| State and City Grants | - | - | - | - | - |
| Other Operating Income | - | 5,455 | 7,049 | 14,762 | - |
| Total Operating Revenue | 2,549,043 | 2,980,955 | 3,459,165 | 4,499,733 | 4,871,066 |

EXPENSES

Program Services

| | | | | | |
|-------------------------------|------------------|------------------|------------------|------------------|------------------|
| Regular Education | 1,257,451 | 1,665,632 | 2,128,150 | 2,524,540 | 2,279,751 |
| Special Education | 94,281 | 141,323 | 213,951 | 324,217 | 422,545 |
| Other Expenses | 80,534 | 88,380 | 138,367 | 135,305 | 229,448 |
| Total Program Services | 1,432,266 | 1,895,335 | 2,480,468 | 2,984,062 | 2,931,744 |

Supporting Services

| | | | | | |
|--|------------------|------------------|------------------|------------------|------------------|
| Management and General | 523,387 | 569,995 | 726,812 | - | 660,767 |
| Fundraising | - | - | - | 753,194 | - |
| Total Support Services | 523,387 | 569,995 | 726,812 | 753,194 | 660,767 |
| Total Expenses | 1,955,653 | 2,465,330 | 3,207,280 | 3,737,256 | 3,592,511 |
| Surplus/Deficit from Operations | 593,390 | 515,625 | 251,885 | 762,477 | 1,278,555 |

SUPPORT AND OTHER REVENUE

| | | | | | |
|--|----------------|------------------|------------------|------------------|------------------|
| Interest and Other Income | 193 | - | - | - | 2,605 |
| Contributions and Grants | - | - | - | - | - |
| Fundraising Support | - | - | - | - | - |
| Other Support and Revenue | - | - | - | - | - |
| Total Support and Other Revenue | 193 | - | - | - | 2,605 |
| Change in Net Assets | 593,583 | 515,625 | 251,885 | 762,477 | 1,281,160 |
| Net Assets - Beginning of Year | 139,567 | 733,150 | 1,248,775 | 1,500,660 | 2,263,137 |
| Net Assets - End of Year | 733,150 | 1,248,775 | 1,500,660 | 2,263,137 | 3,544,297 |

REVENUE & EXPENSE BREAKDOWN

| Revenue - Per Pupil | 2017 | 2018 | 2019 | 2020 | 2021 |
|--|---------------|---------------|---------------|---------------|---------------|
| Operating | 15,932 | 13,428 | 14,473 | 14,376 | 17,032 |
| Support and Other Revenue | 1 | - | - | - | 9 |
| Total Revenue | 15,933 | 13,428 | 14,473 | 14,376 | 17,041 |
| Expenses - Per Pupil | 2017 | 2018 | 2019 | 2020 | 2021 |
| Program Services | 8,952 | 8,538 | 10,379 | 9,534 | 10,251 |
| Management and General, Fundraising | 3,271 | 2,568 | 3,041 | 2,406 | 2,310 |
| Total Expenses | 12,223 | 11,105 | 13,420 | 11,940 | 12,561 |
| % of Program Services | 73.2% | 76.9% | 77.3% | 79.8% | 81.6% |
| % of Management and Other | 26.8% | 23.1% | 22.7% | 20.2% | 18.4% |
| % of Revenue Exceeding Expenses | 30.4% | 20.9% | 7.9% | 20.4% | 35.7% |

FINANCIAL COMPOSITE SCORE

| | | | | | |
|---|--------|--------|--------|--------|--------|
| Composite Score | 2.41 | 2.93 | 3.00 | 3.00 | 3.00 |
| BENCHMARK and FINDING: Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9 | Strong | Strong | Strong | Strong | Strong |

WORKING CAPITAL

| | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|
| Net Working Capital | 471,280 | 1,012,691 | 1,299,439 | 2,068,391 | 3,368,934 |
| Working Capital (Current) Ratio | 2.9 | 4.9 | 5.5 | 7.1 | 10.4 |
| BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2 | Meets Standard |

DEBT TO ASSET

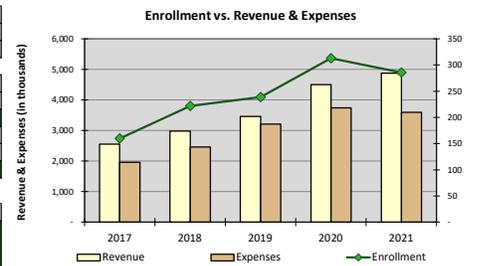
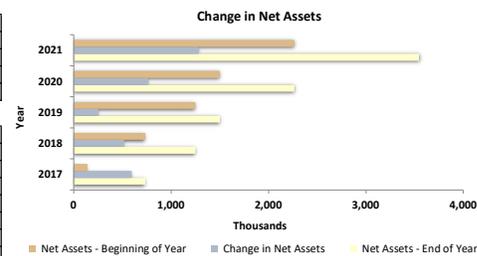
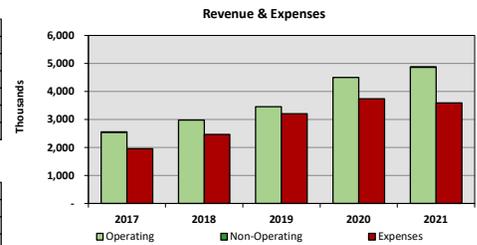
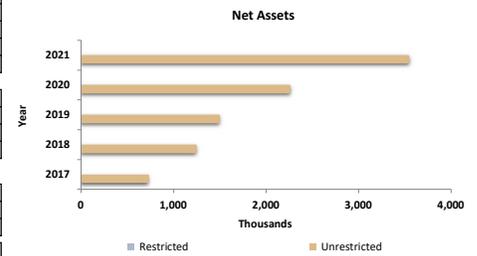
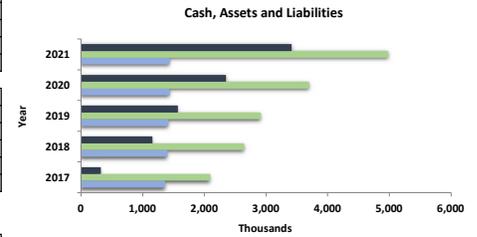
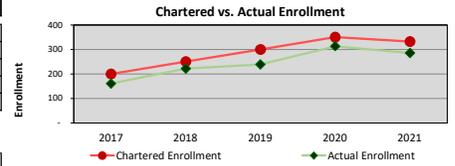
| | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| Debt to Asset Ratio | 0.7 | 0.5 | 0.5 | 0.4 | 0.3 |
| BENCHMARK and FINDING: Ratio should be equal to or less than 1.0 | Meets Standard |

CASH POSITION

| | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|
| Days of Cash | 60.2 | 171.1 | 178.4 | 229.6 | 346.8 |
| BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days | Meets Standard |

TOTAL MARGIN

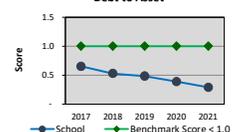
| | | | | | |
|---|----------------|----------------|----------------|----------------|----------------|
| Total Margin Ratio | 0.2 | 0.2 | 0.1 | 0.2 | 0.3 |
| BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0 | Meets Standard |



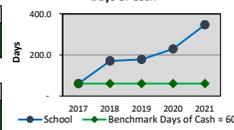
Working Capital



Debt to Asset



Days of Cash



Total Margin

