New York State Education Department

Remote Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2019 Charter School Performance Framework
2020-2021

Discovery Charter School

Remote Renewal Site Visit Dates: November 9-10, 2020
Date of Report: February 16, 2021

Charter School Office
89 Washington Avenue
Albany, New York 12234
charterschools@nysed.gov
518-474-1762

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Discovery Charter School
Board Chair	Sara Varhus
District of location	Greece Central School District
Opening Date	Fall 2011
Charter Terms	• Initial Term: August 15, 2011 - June 30, 2016 • First Renewal Term: July 1, 2016 - June 30, 2019 • Second Renewal Term: July 1, 2019 - June 30, 2021
Current Term Authorized Grades/ Approved Enrollment	K - Grade 6/ 280 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 6/ 280 students
Comprehensive Management Service Provider	None
Facilities	133 Hoover Drive, Rochester, NY 14615/Private Space
Mission Statement	*Discovery Charter School provides a high quality education in a safe and supportive learning community for students and families, empowers students with diverse talents, delivers rigorous and culturally relevant instruction, and fosters creativity, inquiry and strong character development.*
Key Design Elements	• Poverty preference • Rigorous and highly enriched curriculum • Assessment-guided instruction • Culture of inquiry and enthusiasm • Services designed to mitigate the major negative impacts of poverty • Students achieve beyond their peers
Requested Revisions	None

Noteworthy: Discovery Charter School (DCS) allocates staff and resources to provide services and supports to ensure families can provide a suitable learning environment for DCS students over and above the academic materials. DCS staff have acquired and distributed computers, desks, learning materials and WIFI hotspots, delivered meals and provided technology training and support.

Renewal Outcomes

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

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

- **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.

COVID-19 PANDEMIC NOTE: As of the publication of this report, New York State is in the midst of responding to the COVID-19 pandemic. NYSED understands that these are not normal times and state assessments for grades 3-8 as well as high school students were canceled for the 2019-2020 school year (see the applicable memos at http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/law.html). 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, Benchmark 1 allows for the use of longitudinal data and NYSED has been continuing to monitor and evaluate schools through the lens of the Performance Framework during the current crisis as Board of Regents-authorized charter schools have been implementing robust continuity

of learning plans and adhering to NYSED's Remote Monitoring and Oversight Plan. Therefore, NYSED will continue to use the Performance Framework and Board of Regents renewal policies to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	**Year 2 2020 to 2021**
Grade Configuration	K - Grade 6	K - Grade 6
Total Approved Enrollment	280	280

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School[2]

	Year 1 2021 to 2022	**Year 2 2022 to 2023**	**Year 3 2023 to 2024**	**Year 3 2024 to 2025**	**Year 3 2025 to 2026**
Grade Configuration	K - Grade 6	K - Grade 6	K - Grade 6	K - Grade 6	K - Grade 6
Total Proposed Enrollment	280	280	280	280	280

METHODOLOGY

A two-day remote renewal site visit was conducted at DCS on November 9-10, 2020. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, teachers, student support team, the social emotional learning team and students. In cooperation with school leadership, the CSO administered an anonymous online survey to parents.

The team conducted twelve remote classroom observations in K- Grade 6. The observations were approximately 20 minutes in length and conducted jointly with the school director, instructional coaches, and the data coordinator. 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.

[2] This proposed chart was submitted by discovery Charter School 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.

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

- **Current 2020-2021 organizational chart;**
- **A 2020-2021 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) 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 parent survey results;**
- **Spring 2020 CSO COVID-19 Parent Survey Results;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: Academic and Enrollment Data;**
- **NYSED Attachment 2: Fiscal Dashboard Data;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, midterm, renewals);**
- **Spring 2020 Continuity of Learning Plan;**
- **School's 2020 renewal application;**
- **DCS Coaching Plan;**
- **DCS RTI Documents;**
- **DCS K-6 Assessment Calendar;**
- **DCS Instructional Consistencies document;**
- **The Rensselaerville Institute (TRI) Implementation Rubric;**
- **DCS 20-21 Academic Targets by Grade Level;**
- **DCS 2020-2022 Professional Learning Plan;**
- **DCS Enrollment and Waitlist Data as of 11/04/2020;**
- **DCS Disciplinary Procedures for Virtual Learning;**
- **DCS Distance Learning Attendance Policy;**
- **DCS Remote Disciplinary Referral;**
- **DCS Sample Failure to Complete Work Letter; and**
- **DCS Attendance Percentage Report**

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 11/09/2020-11/10/2020 at DCS, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2019 Charter School Performance Framework Rating[3]

	2019 Performance Benchmark	Level
Educational Success	**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.	**Falls Far Below**
	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.	**Meets**
	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.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Approaches**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Meets**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Approaches**

[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

- DCS is in year ten of operation and serves students in K - Grade 6. During its current charter term, the school is rated in the following manner: meeting six benchmarks, approaching three benchmarks, and falling far below one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Strengths**:
  After the school's last renewal, at the suggestion of NYSED, they undertook a comprehensive third-party evaluation of the school's academic and operational work. As a result of this evaluation the school made a number of changes and improvements that are part of a whole school turnaround effort which is ongoing.

  DCS developed a comprehensive approach to ensuring student attendance and engagement in the academic program during remote learning by deploying DCS staff to promptly contact parents and caregivers when teachers report concerns about engagement. In addition to meeting its chartered enrollment, DCS reports a substantial waitlist as evidence of its appeal in the community. DCS established three blended Integrated Co-Teaching (ICOT) classrooms to provide intensive support to students with disabilities (SWD) and other struggling students that enable them to progress toward grade level proficiency. DCS staff report positive relationships and cooperation with the Committees on Special Education (CSE) in the sending districts, ensuring appropriate services are delivered as defined in each student's Individual Educational Plan (IEP). The DCS board established an Academic Excellence Committee (AEC) to work closely with the school's instructional leaders to monitor academic progress and assess the effectiveness of instruction and the rigor of the curriculum to ensure it aligns with the expectations of the New York State Learning Standards (NYSLS). During the transition to remote learning due to COVID-19, DCS has strengthened its relationships with families. DCS reports an increase in the enrollment of English language learners (ELLs) approaching the proportion in the Rochester City School District (RCSD), the sending district of the majority of its students.

- **Summary of Areas in Need of Improvement**:
  The academic performance of DCS students remains below state averages and slightly above the performance of students in RCSD in ELA and math. To address weaknesses in academic performance, DCS added staff over the current charter term to provide coaching for teachers which affected the school's financial condition.
  The school has initiated the development of measures to assess the impact of its strategies for the recruitment and retention of SWDs and ELLs to ensure its approaches are yielding the desired effects. Based on these measures, SWD and ELL tickets will be weighted by four for the 2021-2022 school year.
  The school as had deficiencies in the its fingerprinting process prior to hiring new staff members, and must retain clear and consistent records of staff clearances, consistent with its policies and procedures. Discovery will follow its policy regarding fingerprint clearance in a timely fashion. Any new employee that does not have clearance through the NYS TEACH account at time of hire will be sent for fingerprinting prior to the employee's start date.

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

Summative Evidence for Benchmark 1:

See Attachment 1 for data tables and additional academic information.

Note: State assessments were not administered in the 2019-2020 school year. As such, NYSED is not able to include results from that academic year in the analysis of this benchmark.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

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

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:

- ES:
  - For K-Grade 6 ELA, the school uses the EL Curriculum (formerly Expeditionary Learning, now EL Education)
  - For K- Grade 6 math, DCS implements the Engage NY modules, supplemented with Zearn digital math lessons

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

- SWDs:
  - Three multi-age ICOT classrooms, Grade 1 and Grade 2, and one for Grade 3 and 4
  - Seven special education staff
  - Related services (Occupational Therapy (OT); Physical Therapy (PT)) provided by the sending districts
  - Adaptive physical education
  - ELA and math curriculum align with the same standards as for general education

- ELLs:
  - Two English for Speakers of Other Languages (ESOL) teachers
  - Full time speech and language pathologist
  - Seven bilingual staff members

Summative Evidence for Benchmark 2:

1. Element: ***Curriculum***:
   - **Indicator a:** DCS teachers implement the EL Education curriculum in ELA for all students, kindergarten through Grade 6. The EL Education curriculum is adapted from the Engage NY ELA modules and directly aligned with the NYSLS. In math, DCS implements the Engage NY modules supplemented with Zearn digital learning lessons.
   - **Indicator b**: In focus group interviews, school leaders explained that the school employs three instructional coaches, one each for ELA and math and one targeting new teachers. Coaches meet with grade level teams and content area departments weekly or biweekly to review the sequence and pacing of the curriculum to ensure vertical and horizontal alignment. Grade-level teams collaborate to develop common lesson plans for ELA and math.
   - **Indicator c:** According to the school's documents and interviews, grade-level teams examine exit ticket data to determine whether concepts and skills need reteaching. Teachers use the data from exit tickets and benchmarks to identify students who need additional tutoring or small group

support from the interventionists. Special education and English as a New Language (ENL) teachers meet weekly to monitor student progress and plan targeted assistance as needed.

- **Indicator d:** In focus group interviews, DCS reported that curriculum is reviewed during regular meetings of grade level teams, departments and the instructional leaders and coaches. The pacing and sequencing of the curriculum is examined as part of the school's review of its benchmark data and revisions are implemented as indicated.

2. Element: ***Instruction***:
   - **Indicator a:** School leaders reported that, as part of the school's turnaround efforts, at the start of 2019-2020, DCS established a written set of instructional consistencies expected of all teachers. Coaches and instructional leaders provide feedback on these practices following formal and informal observations. Observations during the remote site visit showed frequent, although not uniform, use of practices including equity sticks to give all students an opportunity to respond to a question, use of high quality texts defined in the curriculum, and annotation tools and strategies for reading and fluency practice for math.
   - **Indicator b**: Across 12 documented classroom observations, the review team noted that most teachers and students demonstrate confidence and facility with the online technology. Students were able to respond orally to teachers' questions and use the keyboard to complete math problems and compose paragraphs and sentences in response to open ended questions. The youngest students in kindergarten and Grades 1 and 2 were distracted at times and unable to sustain their expected learning posture more frequently than students in the upper grades. Teachers employed redirection strategies and other techniques to incorporate movement into the lesson to help students re-focus attention to the lesson. In four of the 12 lessons, the slow pace of instruction allowed distraction to divert student attention. In three lessons, teacher talk dominated, and students had few opportunities to demonstrate their understanding.
   - **Indicator c:** In focus group interviews, DCS special educators and ENL teachers explained they confer with grade-level teams and review student work and benchmark data to determine which students would benefit from pre-teaching or re-teaching. Students in the ICOT classrooms receive instruction in a small group setting. When DCS transitioned to a remote learning environment, school leaders assigned students to 10-person pods led by a teacher or teaching assistant. School leaders explained that students in a pod have similar strengths and needs to allow instruction to be targeted to a narrower range of abilities than in the larger 20-student classroom. Pods also allow teachers to better monitor the work of each student using the online platform.
   - **Indicator d:** According to school leaders and teachers, weekly grade level team meetings and department meetings with coaches incorporate professional development on the curriculum content as well as methods for applying the school's instructional consistencies to the lessons. In addition, teachers commented that the Wednesday schedule of meetings with instructional leaders, special educators and the social emotional learning team (SEL) provides them helpful learning opportunities to improve their ability to address both the academic and social-emotional learning needs of their students.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** According to school documents, DCS follows a coordinated schedule for administering diagnostic screening assessments as well as formative and summative assessments for all students. These include the Fountas and Pinnell language assessment, Engage NY module assessments, and the NYS tests when administered. The school used digital tools including IXL and Zearn to supplement math lessons which allow tracking of student progress on foundational skills. The school administers the NYSITELL and NYSESLAT to its ELLs to track progress toward English

proficiency. The school adopted internal benchmarks that are constructed from released items from the NYS Tests for students in Grades 3 through 6 that are administered monthly to monitor progress toward proficiency on the state standards.

- **Indicator b:** In the 2019-2020 school year, DCS partnered with The Rensselaerville Institute (TRI) to develop academic targets by grade level and classroom that are aligned with students' strengths and needs as measured by the monthly benchmarks. In addition, the DCS SEL team monitors attendance and participation data and teachers document students' demonstration of the school's habits of scholarship. Both qualitative and quantitative data are examined by the DCS leadership team weekly and action plans are developed to address any identified problems or challenges.
- **Indicator c**: According to interviews with school leaders and staff, DCS uses data to identify individual student needs for intervention and support. Teachers can report concerns through the comprehensive Response to Intervention (RTI) referral process if students do not show improvement after initial intervention efforts have been implemented. In grade level team meetings, teachers and coaches examine the curriculum and consider adjustments in pacing and sequencing as well as the use of supplemental tools such as Zearn to address gaps in prerequisite skills.
- **Indicator d**: According to the school's assessment calendar, DCS uses its monthly benchmark assessments which are derived from released state test items to monitor progress toward the NYSLS. In math, the school uses the Engage NY module assessments and Zearn online measures in addition to the benchmarks to monitor student progress toward state standards.

4. Element: ***Supports for Diverse Learners***:
    - **Indicator a:** DCS student support staff reported that they use their RTI process to identify students who may require evaluation for special education services or ELL support. Staff develop action plans and monitor progress over several cycles and meet weekly to review student achievement data. When indicated, DCS staff collaborate with CSE staff in the student's home district to complete evaluations to determine if students have specific disabilities.
    - **Indicator b:** The school's continuum of services document and website describe the array of services to support students' academic and social emotional needs. These include staff interventionists who push into classrooms or arrange small group pull-out sessions or additional tutoring which are conducted online during remote learning. Guidance staff and the social worker coordinate services to address the social and emotional well-being of students and they conduct check-ins for selected students. Interventionists support the two ESOL teachers to serve ELL students.
    - **Indicator c:** DCS schedules regular meetings by grade level and subject area to monitor student progress and develop or revise action plans. In the focus group interview, teachers explained that weekly Wednesday meetings including grade level teachers, interventionists, and teachers of ELLs and SWDs provide opportunities to revise and refine services and supports based on observations of student work and classroom tests and quizzes.

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

Element	*Indicators*
1. *Measures of Culture, Climate, and Student Engagement*	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] 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] c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.
2. *Behavior Management and Safety*	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

[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_351-360-361-370AttdnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element	*Indicators*
	a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity. b. The school uses a tiered approach to behavioral interventions that support student social-emotional development. c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. 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. e. Classroom environments are conducive to learning and generally free from disruption.
3. Family Engagement and Communication	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. 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. 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. d. The school has a systematic and transparent process for responding to family or community concerns. e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. f. The school shares its New York State exam participation rate compared to the district of location.
4. Social-Emotional and Mental Health Supports	a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students. b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner. 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

Element	*Indicators*
	educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

1. Element: ***Measures of Culture, Climate, and Student Engagement:***
   - **Indicator a:** In focus group interviews, school leaders reported that DCS deploys an attendance SWAT team to respond to teachers' alerts when students are absent or disengaged from their lessons. The attendance team contacts families or caregivers to determine a reason for the student's absence and employs a variety of strategies to help students resume meaningful engagement. Members of the SEL team provide technology assistance, guidance and motivational strategies for parents and caregivers, and, when necessary, conduct home visits to identify challenges and work with families to devise solutions. DCS provided attendance and participation documents showing 94 percent average attendance across K-Grade 6 for September through November 4, 2020.
   - **Indicator b:** According to the school's documents, DCS implements a tiered approach to student behavior beginning with teacher actions in the classroom and progressing to intervention by the SEL staff if needed. Prior to the transition to fully remote learning, DCS offered a therapeutic alternative to suspension program (TATS) that uses restorative practices to keep children in school while practicing strategies to improve behavior. Since March when schools moved to remote learning, DCS shifted from TATS to direct family support and intervention to ensure students attend and participate in the educational program. The dean of students, student services coordinator, school director and the social worker collaborate with teachers and families to develop approaches to provide all students the opportunity to succeed when learning remotely.
   - **Indicator c**: According to documents and interviews, DCS surveys families, staff and students periodically and reviews the findings to evaluate school climate and culture. On the September 2020 DCS parent survey, 98 percent of respondents felt completely or mostly supported during the transition to online learning. Seventy-one percent felt that communication from the school was great and 23 percent agreed that communication was adequate during the current year.

2. Element: ***Behavior Management and Safety:***
   - **Indicator a:** The DCS Discipline Policy is posted on the school's website and provides information on infractions and consequences, including procedures for in-school and out-of-school suspension. As noted above, the school employs an alternative to suspension program that keeps students engaged in school while learning techniques to improve their ability to work effectively in the school community. For remote learning, the school adapted its posted discipline policy to create two documents, Discipline Procedures for Virtual Learning and a Remote Learning Disciplinary Referral Form. In focus group interviews, the school cited disengagement and distraction as the primary behavior issues, and described the strategies employed by teachers and SEL team members to redirect and reengage students.
   - **Indicator b**: According to the school's documents, DCS uses a tiered approach to address behavior interventions progressing from seating, reflection and teacher check-ins to a check-in, check-out process with a member of the SEL and student support teams moving to level three which includes functional behavior intervention plans or crisis intervention. Beyond behavior concerns, the SEL team supports students' social-emotional mental health through small group sessions led by the

social worker and, if needed, refers students and/or their families to community agencies for additional services.

- **Indicator c:** According to the DCS renewal application, the school establishes and maintains safety when in-person through specific procedures and policies for student and visitor movement and access to the facility. On the advice of a security consultant, DCS worked with its landlord to improve entry security and established a visitor management system. School leaders reported providing training for staff in the application of its safety policies during the summer retreat. School documents outline the safety procedures for teachers and staff while the school is conducting its programs remotely focused on ensuring the safety of the remote learning setting including following recommended infection control practices.
- **Indicator d:** DCS posts its Dignity for All Students Act (DASA) policy on its website and the social worker serves as the DASA Coordinator. In the focus group interview, teachers were aware of the role of the DASA and McKinney-Vento coordinator in supporting the school and its students. School leaders include training on the school's DCS Schools Against Violence in Education Plan, the DCS Emergency Response Plan, and the DCS Response to Tragedy and Crisis Manual on the agenda for the summer retreat with updates during periodic all-staff meetings.
- **Indicator e**: Across the 12 classrooms observed during the remote site visit, teachers demonstrated attention to student safety and wellness in addition to their academic engagement. In one instance, a teacher notified the SEL team of a child's difficulty attending to the lesson and, according to school procedures, the SEL team would follow-up with contact with the family or caregivers to resolve the issue.

3. Element: ***Family Engagement and Communication:***
    - **Indicator a:** In addition to a parent member on the DCS board of trustees, DCS designates two staff members as family liaisons responsible for helping families engage productively in their child's education. The school posts its policies and program information on its website; however, there is no evident translation option on the website. According to school staff, DCS communicates academic information as well as the child's attainment of the school's habits of scholarship on progress reports and report cards.
    - **Indicator b:** To facilitate communication during remote learning, the school uses the *Remind* app to share real time information via cell phone about school-wide activities as well as notes on individual students. The school reported it has eight bilingual staff who are available to communicate with families in their preferred language. One of the ENL teachers has established positive relationships with area refugee resettlement agencies which can provide translation services when needed.
    - **Indicator c:** According to documents and interviews, DCS conducts annual family satisfaction surveys, the most recent one completed in September 2020. School leaders explained that they maintain participation and attendance logs for report card conferences, CSE meetings, and monthly community circle assemblies. When the school was conducting in-person sessions, an average of 27 parents attended community circle meetings, weekly celebrations of student achievement and student performances. Following the transition to remote learning, 103 viewed a community circle event. To maintain the school culture created by the community circles, DCS staff created "weekly wakeup" recordings that are shared with families that include performances by students as well as commendations and celebrations of student achievement. School leaders reported that family feedback informs decisions about training sessions the school provides to help families manage the technological and social-emotional challenges of remote learning.

- **Indicator d:** The school's complaint policy is posted on its website and is included in the family handbook. School leaders and the SEL team use feedback from regular surveys to provide resources and training for staff and families. SEL team members have acquired and distributed computers, desks, and lesson materials, and delivered food to the families of their students when a need was identified.
- **Indicator e:** According to DCS documents, staff and board members review internal benchmark data throughout the year and school level data is shared with community partners and the improvement provider, TRI. The DCS website includes a link to the NYS report card for the most recent year available, 2018-2019.
- **Indicator f:** DCS provides parents with their child's state assessment information but does not provide a report of school level or grade-level results compared with the sending district's performance.

4. Element: ***Social-Emotional and Mental Health Supports***:
   - **Indicator a**: According to the staff roster and interviews, DCS deploys a full-time social worker and a team of staff members to oversee the design, implementation, and monitoring of a set of programs and practices aimed at supporting students' social emotional and mental health. The SEL team complements the PATHS program with strategies of its own to promote students' social-emotional well-being. The SEL team reported they received a grant to develop their strategies into a comprehensive curriculum that will serve all students.
   - **Indicator b:** DCS collects and records data on each student's demonstration of the habits of scholarship as well as behavior concerns which are reviewed regularly by the SEL team. The SEL team examines both individual student scores on the habit of scholarship as well as classroom and school level data to assess which strategies are most effective. Through its RTI process, the student support team monitors the impact of academic and behavioral interventions and revises action plans to improve outcomes for each student.
   - **Indicator c:** According to DCS documents and interviews, as noted above, the SEL team examines discipline and character data to develop intervention plans for specific students and to design school-wide community circle or recorded "weekly wakeup" activities around specific habits of scholarship.
   - **Indicator d:** DCS provides resources and articles to staff to inform them of strategies to support the social-emotional and mental health of students. According to school documents, several staff members are certified in therapeutic crisis intervention strategies. In addition, DCS has established both a staff and student equity committee to promote a culturally responsive climate at DCS. The equity committee is charged with ensuring the school provides a welcoming, inclusive environment for both staff and students. It provides training for staff at weekly meetings on ways to ensure language and behavior are supportive of the diverse members of the school community.
   - **Indicator e:** The DCS social worker is designated as the McKinney-Vento coordinator and, working with other members of the SEL team, provides transportation and supplies to ensure all DCS students, including those who are homeless, have the tools and support needed to engage successfully in the school's programs. As noted previously, the SEL team has acquired and distributed essential materials from computers to desks to food when family needs are identified.

Benchmark 4: Financial Condition

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

Finding: Approaches

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

Discovery Charter School appears to be in poor financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements. See below.

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. Discovery Charter School's 2019-2020 composite score is -.17.

Composite Scores
2015-2016 to 2019-2020

Year	***Composite Score***
2015-2016	2.27
2016-2017	1.79
2017-2018	1.42
2018-2019	.89
2019-2020	-.17

The 2019-2020 financial statements report that that the school received a significant loan, $643,300, through the Payroll Protection Program that is recognized as a long-term liability. The liability negatively impacted the school's composite score. Management will be applying for forgiveness of the loan, and, if forgiven, the revenue will have a positive impact on the school's 2020-2021 financial results. Otherwise,

the statements report that management will be implementing plans to control operating expenses and maximizing revenue opportunities to ensure a financially sustainable operating model.

Benchmark 5: Financial Management

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

Finding: Meets

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

1. The school has 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 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 absences of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Discovery Charter School's 2019-2020 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:

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** According to school documents, the DCS Board of Trustees evaluates the school director using a tool designed in consultation with TRI that is aligned with the board's strategic plan. The tool assesses the leader's performance against measurable outcomes twice yearly. The board established an academic excellence committee to monitor progress toward academic goals

and report to the full board at its monthly meetings. According to the school's documents, the board conducts a self-assessment each year. However, the documents did not cite the specific standards or criteria against which members evaluate their performance. The board reported that the contract with TRI defines the performance measures required to continue their contract and the board monitors compliance with those expectations.

- **Indicator b:** The DCS board designates its governance committee to recruit and recommend prospective members who demonstrate expertise that complements that of the existing members. The board solicited the input of staff to identify a parent representative to replace the outgoing member whose child will be graduating from DCS this year. Two new members' documentation has been submitted and approved by CSO for the current year.
- **Indicator c:** Minutes of monthly board meetings include reports from the governance, personnel, audit and finance, and academic excellence committees. Committees research and review issues and recommend action by the board as warranted. According to school documents, the board added a standing item to its monthly agenda to review progress toward its strategic plan goals, with a focus on the quality of the academic program. The school director provides detailed reports on measures of academic performance and school culture to the board.
- **Indicator d:** In its renewal documents, the board reports that it uses its annual retreats for goal setting and action planning. In 2019, the board completed its current strategic plan under the guidance of a contracted facilitator. The six goal areas in the strategic plan align with the DCS key design elements and address academic program elements as well as school climate and culture. The board contracted with TRI to support both the board and school leaders to develop and implement action plans designed to achieve the strategic goals.
- **Indicator e:** Board committees are assigned responsibility for reviewing and recommending changes to school policies. In 2018, the board adopted a policy mandating annual review of its policies. Minutes of board meetings reference committee reports related to policy revisions or adoption.
- **Indicator f:** Agendas from board meetings include a professional development component, generally a presentation by school leaders or staff around an element of the educational program. A schedule of professional development topics for the coming year is included in the June 2020 board minutes. In focus group interviews, DCS staff reported that the board presentations provide information from teachers and staff that factor into board decisions and policy revisions.
- **Indicator g:** Board minutes confirm that the board's legal counsel attends each meeting and advises on regulatory and legislative changes pertinent to board responsibilities. The board participated in a presentation by representatives of the NY Charter Schools Association and participated in weekly meetings to monitor changing recommendations and requirements during the transition to remote learning. Board minutes reference regular contact with the Charter School Office liaison to maintain awareness of board obligations and requirements.
- **Indicator h:** Board minutes from August 2020 note approval of the renewal application and the minutes indicate discussion of the Charter School Performance Framework preceding the vote. In the focus group interview, board members noted that the school director evaluation and academic excellence committee meetings are organized around the Performance Framework and use those measures to evaluate progress and effectiveness.

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

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

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

Summative Evidence for Benchmark 7:

1. Element: ***School Leadership:***
   - **Indicator a:** According to school documents, DCS reorganized its leadership structure in 2018-2019 to differentiate the academic and operational components of the organization. Responsibility for implementation and monitoring of curriculum and instruction is assigned to the instructional leadership team (ILT) which includes school leaders and coaches. School operations, financial management and data collection and dissemination are managed by the operational leadership team (OLT). The social emotional learning team (SEL) overlaps with the ILT and OLT to manage services and supports for students and families to promote their social and emotional well-being. In interviews, school leaders, staff and teachers described their roles in ensuring that all students receive a high-quality education in a safe and supportive environment, core elements of the school's mission.
   - **Indicator b:** DCS teachers and school leaders described the schedule of weekly and bi-weekly meetings as the vehicle for communicating information and making decisions. Varied configurations of staff, instructional coaches, school leaders and support providers meet regularly to review academic and behavior data to monitor progress toward the school's goals. Teachers meet by grade level and subject area, as well as with interventionists and special educators to monitor the impact of instruction and behavioral intervention plans on student progress.
   - **Indicator c:** According to school documents, DCS is fully staffed with key personnel, including special education and English as a New Language (ENL) teachers. Two interns provide additional support to the school director and the operations director. Three instructional coaches support ELA and math and support for new teachers. DCS uses standard strategies to recruit staff including postings on the website and newspapers, attendance at job fairs and developing relationships with area colleges. While the school's annual reports for the most recent three years indicate little teacher turnover, the school's documents cite a high percentage of teacher turnover in 2019, a year cited as "transition" and "turnaround" by teachers and staff in focus group interviews. Five teachers, five staff and three administrators have been at the school for more than five years.
   - **Indicator d:** In focus group interviews, DCS leaders and staff reported they reviewed the NYSED Charter School Performance Framework in preparing the application for charter renewal. In addition, staff noted they use the measures in Benchmark 1 in their internal discussions of student progress and school performance.

2. Element: ***Professional Climate:***
   - **Indicator a:** In the DCS renewal application, the school lists the role of leaders and staff broadly to include ensuring implementation of the school's mission so that all children can reach their potential. In focus group interviews, leaders, staff and teachers cited their specific function within the school community to support the academic, social emotional or specialized learning needs of students and to provide families the resources needed to enable their children to succeed. Board members referenced their role in oversight of the school and in evaluating the school director.

- **Indicator b:** DCS developed a comprehensive *Professional Learning Plan 2020-2022* (PLP) which follows the Regulations of the State of New York (100.2 dd) for the professional growth of educators. The PLP defines the goals and objectives for the improvement of the school's educators and assigns staff to implement its professional development activities. DCS deploys three coaches to work with teachers during grade level and subject area meetings to strengthen their instructional skills and content expertise. New teachers meet additionally with a coach to practice management techniques and engagement strategies. The student support team, including special educators, ENL teachers and interventionists, meet with grade level teams to offer strategies suited to their special student populations. According to the school's coaching plan, each teacher will engage with a coach each year for a four-week coaching cycle. Coaches observe teachers, review lesson plans and provide feedback on the school's instructional consistencies to ensure high quality instruction in both the in-person and remote environments.
- **Indicator c:** According to the DCS renewal application, all staff have the qualifications and experience appropriate to their roles. When the school transitioned to remote learning, DCS leaders modified its classroom staffing plan from two educators for each class of 20 students to pods of 10 students each, grouped by educational need and staffed with a teacher or teaching assistant. Grade level teams create common lesson plans and the instructional coaches monitor delivery of instruction by teaching assistants and teachers.
- **Indicator d**: DCS schedules regular opportunities for teachers and staff to collaborate in support of the academic and social-emotional well-being of their students both when in-person learning and during the current remote learning environment. An annual retreat before the start of the school year orients staff to school goals and expectations. Grade-level teachers have daily common planning time and weekly subject area meetings with content specialists, special educators and ENL teachers. Leaders meet for regular data meetings and to convene and facilitate a weekly all staff CREW meeting. Meetings are conducted remotely in accordance with recommended COVID-19 safety guidelines.
- **Indicator e:** The DCS *Professional Performance Review Plan* posted on the school's website is based on the Danielson framework and defines the standards and criteria used to evaluate the instructional staff. The school director evaluates team leaders and non-instructional staff based on measures aligned with their roles. School leaders explained they are mindful to distinguish the roles of evaluator and coach to ensure coaches can provide teachers with actionable feedback designed to help them improve. As noted above, coaches, SEL team leaders and student support staff regularly provide professional development to teachers during weekly and biweekly meetings.
- **Indicator f:** According to the DCS renewal application, the school surveys teachers and staff annually to gauge satisfaction in addition to monitoring staff turnover rates. In the focus group interview, teachers commented that the schedule of regular meetings between instructional staff and school leaders provides multiple opportunities for teacher input. Teachers commented that school leaders welcome their input and feedback.

3. Element: ***Contractual Relationships***:
   - **Indicator a**: Not applicable.
   - **Indicator b:** Not applicable.

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

1. Element: ***Mission and Key Design Elements:***
   - **Indicator a:** In focus group interviews, board members and DCS staff highlighted the school's focus on serving the community's neediest students as the core element of its mission. DCS instructional staff referred to the high-quality instruction component of the mission and said their role was to help teachers use data to inform classroom decisions. Members of the social-emotional learning team at DCS emphasized their role in providing the safe and supportive environment promised in the mission.

   - **Indicator b:** DCS has adopted practices and programs that align with the school's key design elements and staff have devised modifications to accommodate the restrictions required by the COVID-19 pandemic.
     - o Poverty preference: DCS recruits students from the Rochester area and enrolls a higher percentage of economically disadvantaged students than any of the sending districts.
     - o Rigorous and highly enriched curriculum: In addition to the Engage NY and Expeditionary Learning curricula provided using multiple instructional methods, DCS students engage in regular classes in the visual and performing arts as well as physical education in the in-person as well as remote learning environments.
     - o Assessment guided instruction: DCS administers daily formative and monthly benchmark assessments to track student progress toward proficiency on the NYSLS. Teachers meet regularly with their coaches and supervisors to develop approaches to support struggling students by differentiating instruction, taking advantage of the low student-teacher ratio.
     - o Culture of inquiry and enthusiasm: DCS adopted the Expeditionary Learning instructional model at the launch of its charter and continues to implement the inquiry-based explorations central to that program to the extent possible using "virtual field trips" among other strategies.

- Services designed to mitigate the major negative impacts of poverty: DCS staff responsible for social-emotional and behavioral components of the school program have established relationships with families and community agencies to ensure each student and their families have the resources to engage productively in the educational program. Specific services and activities are described in Benchmark 3.
- Students achieve beyond their peers: DCS students generally perform slightly better than their peers in RCSD, although below the state. See Attachment 1 for more information.

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

Element	*Indicators*
1. *Targets are met*	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. *Targets are not met*	a. The school is making regular and significant annual progress toward meeting the targets. 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. 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.

Summative Evidence for Benchmark 9:

1. Element: ***Targets are met (N/A)***
2. Element: ***Targets are not met:***
   - **Indicator a:** DCS has met or exceeded the 85 percent threshold for its overall enrollment over the charter term and has matched or made progress toward enrolling economically disadvantaged, SWD and ELL students in comparison with its primary sending districts, RCSD and GCSD. The school's enrollment of ED students meets or exceeds the enrollment of that population in both RCSD and GCSD (See Attachment 1). The enrollment of SWDs at DCS has shown little change over the charter term. According to data supplied by the school, the percentage of ELLs enrolled at DCS has increased for the 2020-2021 school year but remains below the percentage enrolled in RCSD.
   - **Indicator b:** To increase the recruitment and enrollment of SWD and ELLs, DCS has established a Benchmark 9 committee to develop and implement outreach strategies. DCS added a weighted lottery for incoming students who are ELLs and requests one for SWDs in the renewal application, increasing the odds for those applicants to be selected. In addition, DCS instituted three multi-age ICOT classrooms to serve students who need smaller class sizes with additional instructional support to address the needs of their disability. According to the school's documents, several students have been able to transition from the ICOT classroom to their general education classroom as a result of the additional support.

- **Indicator c:** DCS reports it uses enrollment numbers to evaluate whether its outreach strategies are effective. In the focus group, school leaders cited "word of mouth" as the vehicle through which new ELL students learned of the opportunities at the school. The school's website includes information on the services for SWD offered at the school. In focus group interviews, the increase in ELL enrollees for 2020-2021 is evidence of the schools growing relationship with community groups and refugee resettlement organizations across the area.

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: Approaches

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; 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. b. 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. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. 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. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

1. Element: ***Legal Compliance:***
   - **Indicator a:** The school generally complies with the requirements of the law, regulations, and its charter. Certain of the school's policy documents require revision and CSO approval. For example, the school calendar has less than the 200 days required by the charter. In the past, school officials have not been complying with fingerprinting and clearance requirements for staff, a serious safety violation and/or have not maintained clear and consistent records regarding staff clearances. The school must adopt a multi-step, comprehensive process to ensure that all school employees have fingerprint clearance prior to their start date at the school, and that the records it maintains accurately reflect those clearances.
   - **Indicator b:** The school was issued a Notice of Deficiency in August 2020 for enrollment of students with disabilities and English language learners below that of the district of residence of the majority of the enrolled students (RCSD) and on a par with the district of location (Greece Central School District). The comparison with the district of residence shows a decrease in the differential from the 2018-2019 to the 2019-2020 school year. It is to be noted that the school

instituted a weighted lottery for students with disabilities in July 2020 and requested a weighted lottery for English language learners in the renewal application.

- **Indicator c:** According to the DCS renewal application and the annual report, the school hires only certified teachers. In the case that an uncertified hire is necessary, the school plans to assign an experienced teacher to supervise the new staff member.
- **Indicator d:** The school has, in the past, neglected to request CSO approval for revisions, and a number of policies, including discipline, complaint, enrollment and by-laws, need updating. The school will work with the CSO to make these corrections prior to the next school year.
- **Indicator e:** According to school submitted data, DCS enrolls 274 students, 98 percent of its chartered maximum of 280. School leaders report a substantial wait list for available seats.
- **Indicator f:** According to board minutes, the school's legal counsel attends each meeting and advises on matters related to laws and regulations governing charter schools. The board counsel advises on policy updates as well.

Attachment 1: 2020-2021 Renewal Site Visit

Discovery Charter School

Benchmark 1:

Indicator 1: All Schools

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

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

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

This school outperforms schools with similar grades and subgroup enrollment in math and science but does not outperform similar schools in ELA.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency (Growth). See Table 1 below.

Table 1: Aggregate and Subgroup Standards-Bases Trending: Math and ELA - Target = 80%

		All Students	SWD	ED
ELA	2015-2016	28%	20%	27%
	2016-2017	35%	25%	35%
	2017-2018	25%	7%	24%
	2018-2019	26%	0%	25%
Math	2015-2016	32%	20%	32%
	2016-2017	24%	13%	24%
	2017-2018	22%	6%	22%
	2018-2019	28%	0%	26%

**See NOTES (1), (2), (3), and (4) below.*

2.b.i., 2.b.ii, 2.b.iii., and 2.b.iv Proficiency: See Figures 1a and 1b, Tables 2a and 2b, and Tables 3a and 3b below.

Figure 1a: Aggregate and Subgroup School Level Proficiency – Math, ELA, and Science Over Time Comparison to Rochester City School District

**See NOTES (1), (2), (5) and (6) below.*

Figure 1b: Aggregate and Subgroup School Level Proficiency – Math, ELA, and Science Over Time Comparison to Greece Central School District

**See NOTES (1), (2), (5) and (6) below.*

Table 2a: Aggregate and Subgroup School Level Proficiency – Math, ELA, and Science

		ELA					Math					Science				
		Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	10%	5%	+5	31%	-21	8%	10%	-2	43%	-35	81%	61%	+20	86%	-5
	2015-2016	18%	7%	+11	38%	-20	21%	9%	+12	42%	-21	92%	64%	+28	89%	+3
	2016-2017	18%	8%	+10	38%	-20	13%	10%	+3	44%	-31	75%	53%	+22	86%	-11
	2017-2018	15%	12%	+3	46%	-31	16%	13%	+3	48%	-32	70%	65%	+5	88%	-18
	2018-2019	19%	14%	+5	46%	-27	21%	15%	+6	50%	-29	82%	61%	+21	86%	-4
SWD	2014-2015	25%	1%	+24	8%	+17	0%	4%	-4	16%	-16	.	.	.	.	.
	2015-2016	11%	1%	+10	10%	+1	11%	2%	+9	15%	-4	86%	46%	+40	74%	+12
	2016-2017	7%	1%	+6	11%	-4	7%	2%	+5	16%	-9	40%	38%	+2	69%	-29
	2017-2018	5%	2%	+3	17%	-12	5%	3%	+2	20%	-15	14%	50%	-36	74%	-60
	2018-2019	6%	3%	+3	16%	-10	6%	5%	+1	20%	-14	67%	43%	+24	68%	-1
ELL	2018-2019	0%	9%	-9	30%	-30	29%	11%	+18	35%	-6	.	.	.	.	.
ED	2014-2015	11%	5%	+6	21%	-10	8%	9%	-1	31%	-23	83%	60%	+23	80%	+3
	2015-2016	18%	6%	+12	27%	-9	20%	8%	+12	31%	-11	91%	62%	+29	84%	+7
	2016-2017	19%	6%	+13	28%	-9	13%	8%	+5	32%	-19	74%	52%	+22	80%	-6
	2017-2018	14%	11%	+3	36%	-22	16%	11%	+5	36%	-20	71%	64%	+7	84%	-13
	2018-2019	18%	12%	+6	36%	-18	20%	13%	+7	39%	-19	81%	60%	+21	80%	+1

**See NOTES (1), (2), (4), (5), and (6) below.*

Table 2b: Aggregate and Subgroup School Level Proficiency – Math, ELA, and Science

		ELA					Math					Science				
		Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	10%	34%	-24	31%	-21	8%	49%	-41	43%	-35	81%	87%	-6	86%	-5
	2015-2016	18%	37%	-19	38%	-20	21%	46%	-25	42%	-21	92%	90%	+2	89%	+3
	2016-2017	18%	35%	-17	38%	-20	13%	44%	-31	44%	-31	75%	90%	-15	86%	-11
	2017-2018	15%	39%	-24	46%	-31	16%	42%	-26	48%	-32	70%	88%	-18	88%	-18
	2018-2019	19%	32%	-13	46%	-27	21%	37%	-16	50%	-29	82%	83%	-1	86%	-4
SWD	2014-2015	25%	5%	+20	8%	+17	0%	16%	-16	16%	-16	.	.	.	.	.
	2015-2016	11%	4%	+7	10%	+1	11%	8%	+3	15%	-4	86%	54%	+32	74%	+12
	2016-2017	7%	4%	+3	11%	-4	7%	12%	-5	16%	-9	40%	75%	-35	69%	-29
	2017-2018	5%	9%	-4	17%	-12	5%	10%	-5	20%	-15	14%	63%	-49	74%	-60
	2018-2019	6%	4%	+2	16%	-10	6%	7%	-1	20%	-14	67%	49%	+18	68%	-1
ELL	2018-2019	0%	23%	-23	30%	-30	29%	27%	+2	35%	-6	.	.	.	.	.
ED	2014-2015	11%	21%	-10	21%	-10	8%	37%	-29	31%	-23	83%	81%	+2	80%	+3
	2015-2016	18%	25%	-7	27%	-9	20%	32%	-12	31%	-11	91%	85%	+6	84%	+7
	2016-2017	19%	24%	-5	28%	-9	13%	31%	-18	32%	-19	74%	85%	-11	80%	-6
	2017-2018	14%	29%	-15	36%	-22	16%	31%	-15	36%	-20	71%	84%	-13	84%	-13
	2018-2019	18%	22%	-4	36%	-18	20%	27%	-7	39%	-19	81%	78%	+3	80%	+1

**See NOTES (1), (2), (4), (5), and (6) below.*

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Table 3a: Aggregate and Subgroup Grade Level Proficiency – Math, ELA, and Science

		ELA					Math					Science				
		Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2014-2015	15%	7%	+8	31%	-16	13%	13%	0	42%	-29	.	.	.	.	.
	2015-2016	25%	8%	+17	42%	-17	26%	11%	+15	44%	-18	.	.	.	.	.
	2016-2017	10%	10%	0	43%	-33	10%	14%	-4	48%	-38	.	.	.	.	.
	2017-2018	16%	17%	-1	51%	-35	24%	18%	+6	54%	-30	.	.	.	.	.
	2018-2019	35%	18%	+17	52%	-17	36%	22%	+14	55%	-19	.	.	.	.	.
Grade 4	2014-2015	9%	5%	+4	33%	-24	7%	9%	-2	43%	-36	81%	61%	+20	86%	-5
	2015-2016	21%	8%	+13	41%	-20	23%	11%	+12	45%	-22	92%	64%	+28	89%	+3
	2016-2017	15%	8%	+7	41%	-26	13%	8%	+5	43%	-30	75%	53%	+22	86%	-11
	2017-2018	15%	13%	+2	47%	-32	13%	13%	0	48%	-35	70%	65%	+5	88%	-18
	2018-2019	21%	14%	+7	48%	-27	23%	14%	+9	50%	-27	82%	61%	+21	86%	-4
Grade 5	2014-2015	7%	4%	+3	30%	-23	5%	7%	-2	43%	-38	.	.	.	.	.
	2015-2016	11%	5%	+6	33%	-22	5%	5%	0	40%	-35	.	.	.	.	.
	2016-2017	21%	6%	+15	35%	-14	12%	9%	+3	43%	-31	.	.	.	.	.
	2017-2018	6%	7%	-1	37%	-31	6%	11%	-5	44%	-38	.	.	.	.	.
	2018-2019	6%	11%	-5	38%	-32	13%	12%	+1	46%	-33	.	.	.	.	.
Grade 6	2015-2016	13%	6%	+7	34%	-21	30%	7%	+23	40%	-10	.	.	.	.	.
	2016-2017	30%	5%	+25	32%	-2	18%	6%	+12	40%	-22	.	.	.	.	.
	2017-2018	24%	13%	+11	49%	-25	21%	9%	+12	44%	-23	.	.	.	.	.
	2018-2019	11%	14%	-3	47%	-36	10%	12%	-2	47%	-37	.	.	.	.	.

**See NOTES (1), (2), (4), (5), and (6) below.*

Table 3b: Aggregate and Subgroup Grade Level Proficiency – Math, ELA, and Science

		ELA					Math					Science				
		Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS
Grade 3	2014-2015	15%	35%	-20	31%	-16	13%	50%	-37	42%	-29	.	.	.	.	.
	2015-2016	25%	37%	-12	42%	-17	26%	49%	-23	44%	-18	.	.	.	.	.
	2016-2017	10%	44%	-34	43%	-33	10%	53%	-43	48%	-38	.	.	.	.	.
	2017-2018	16%	46%	-30	51%	-35	24%	48%	-24	54%	-30	.	.	.	.	.
	2018-2019	35%	40%	-5	52%	-17	36%	43%	-7	55%	-19	.	.	.	.	.
Grade 4	2014-2015	9%	35%	-26	33%	-24	7%	52%	-45	43%	-36	81%	87%	-6	86%	-5
	2015-2016	21%	40%	-19	41%	-20	23%	49%	-26	45%	-22	92%	90%	+2	89%	+3
	2016-2017	15%	35%	-20	41%	-26	13%	41%	-28	43%	-30	75%	90%	-15	86%	-11
	2017-2018	15%	44%	-29	47%	-32	13%	43%	-30	48%	-35	70%	88%	-18	88%	-18
	2018-2019	21%	29%	-8	48%	-27	23%	36%	-13	50%	-27	82%	83%	-1	86%	-4
Grade 5	2014-2015	7%	33%	-26	30%	-23	5%	45%	-40	43%	-38	.	.	.	.	.
	2015-2016	11%	38%	-27	33%	-22	5%	44%	-39	40%	-35	.	.	.	.	.
	2016-2017	21%	30%	-9	35%	-14	12%	45%	-33	43%	-31	.	.	.	.	.
	2017-2018	6%	26%	-20	37%	-31	6%	39%	-33	44%	-38	.	.	.	.	.
	2018-2019	6%	26%	-20	38%	-32	13%	35%	-22	46%	-33	.	.	.	.	.
Grade 6	2015-2016	13%	35%	-22	34%	-21	30%	39%	-9	40%	-10	.	.	.	.	.
	2016-2017	30%	33%	-3	32%	-2	18%	37%	-19	40%	-22	.	.	.	.	.
	2017-2018	24%	40%	-16	49%	-25	21%	36%	-15	44%	-23	.	.	.	.	.
	2018-2019	11%	34%	-23	47%	-36	10%	35%	-25	47%	-37	.	.	.	.	.

**See NOTES (1), (2), (4), (5), and (6) below.*

Indicator 3: High School Outcomes

(Not applicable to this charter school.)

Benchmark 9:

Indicator 1: All Schools

1.a.i. and 1.a.ii. Enrollment. See Tables 4, 5a, and 5b below.

Table 4: Aggregate Enrollment: Reported vs Contracted – Target = 100%

Discovery CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	280	293	105%
2016-2017	280	284	101%
2017-2018	280	292	104%
2018-2019	280	276	99%
2019-2020	280	289	103%

**See NOTES (11) below.*

Table 5a: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

	SWD			ELL			ED		
	Discovery CS	Rochester CSD	Differential to District	Discovery CS	Rochester CSD	Differential to District	Discovery CS	Rochester CSD	Differential to District
2015-2016	14%	21%	-7	3%	14%	-11	96%	93%	+3
2016-2017	17%	22%	-5	2%	15%	-13	97%	92%	+5
2017-2018	16%	22%	-6	4%	16%	-12	97%	92%	+5
2018-2019	13%	23%	-10	5%	17%	-12	96%	92%	+4
2019-2020	15%	22%	-7	8%	18%	-10	95%	91%	+4

**See NOTES (1) and (5) below.*

Table 5b: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

	SWD			ELL			ED		
	Discovery CS	Greece CSD	Differential to District	Discovery CS	Greece CSD	Differential to District	Discovery CS	Greece CSD	Differential to District
2015-2016	14%	13%	+1	3%	5%	-2	96%	53%	+43
2016-2017	17%	14%	+3	2%	5%	-3	97%	55%	+42
2017-2018	16%	14%	+2	4%	7%	-3	97%	61%	+36
2018-2019	13%	15%	-2	5%	7%	-2	96%	60%	+36
2019-2020	15%	15%	0	8%	8%	0	95%	61%	+34

**See NOTES (1) and (5) below.*

1.b.i. and 1.b.ii. Retention: See Tables 6a and 6b below.

Table 6a: Aggregate and Subgroup Retention

	All Students			SWD			ELL			ED		
	Discovery CS	Rochester CSD	Differential to District	Discovery CS	Rochester CSD	Differential to District	Discovery CS	Rochester CSD	Differential to District	Discovery CS	Rochester CSD	Differential to District
2015-2016	88%	87%	+1	88%	91%	-3	75%	86%	-11	88%	87%	+1
2016-2017	81%	87%	-6	82%	90%	-8	100%	87%	+13	83%	87%	-4
2017-2018	81%	87%	-6	74%	90%	-16	71%	87%	-16	80%	88%	-8
2018-2019	74%	87%	-13	70%	91%	-21	92%	85%	+7	75%	87%	-12
2019-2020	82%	87%	-5	76%	90%	-14	100%	86%	+14	82%	87%	-5

**See NOTES (1) and (5) below.*

Table 6b: Aggregate and Subgroup Retention

	All Students			SWD			ELL			ED		
	Discovery CS	Greece CSD	Differential to District	Discovery CS	Greece CSD	Differential to District	Discovery CS	Greece CSD	Differential to District	Discovery CS	Greece CSD	Differential to District
2015-2016	88%	92%	-4	88%	91%	-3	75%	86%	-11	88%	90%	-2
2016-2017	81%	90%	-9	82%	92%	-10	100%	91%	+9	83%	93%	-10
2017-2018	81%	90%	-9	74%	91%	-17	71%	89%	-18	80%	92%	-12
2018-2019	74%	92%	-18	70%	92%	-22	92%	90%	+2	75%	90%	-15
2019-2020	82%	91%	-9	76%	90%	-14	100%	87%	+13	82%	90%	-8

**See NOTES (1) and (5) below.*

**NOTES:*

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

(2) 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.

(3) 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).

(4) A "." in any table indicates that the data was suppressed according to standard NYSED business rules (N<5), no student sat for the exam, or the exam was not given.

(5) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district and/or NYS.

(6) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(7) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).

(8) Data in the table above represents students who passed the ELA regents exam (or Regents approved equivalent exam) with a score of 75 or better and who also passed a Math Regents exam (or NYSED approved equivalent exam) with a score of 80 or above.

(9) The 4- and 5-year graduation rates reported in the table above are as of August. The 6-year graduation rates are as of June.

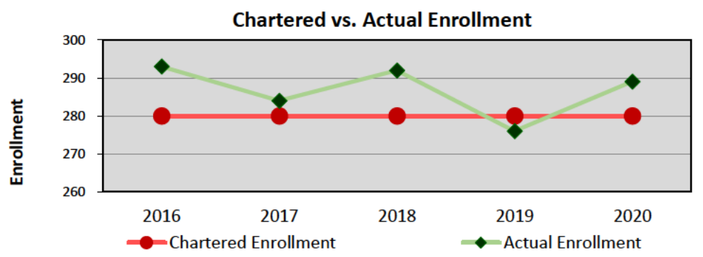
(10) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(11) 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, 5-year, and 6-year graduation (includes August graduates).

Charter School Fiscal Accountability Summary

DISCOVERY CHARTER SCHOOL

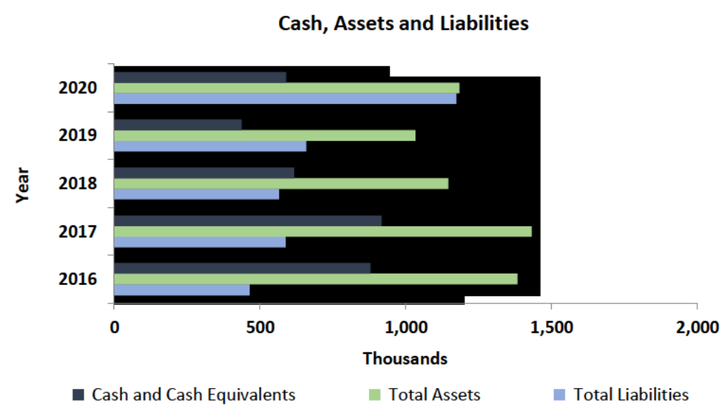
	2015-16	2016-17	2017-18	2018-19	2019-20
Grades Served	K-6	K-6	K-6	K-6	K-6
Maximum Chartered Grades Served	K-6	K-6	K-6	K-6	K-6
Chartered Enrollment	280	280	280	280	280
Maximum Chartered Enrollment	280	280	280	280	280
Actual Enrollment	293	284	292	276	289

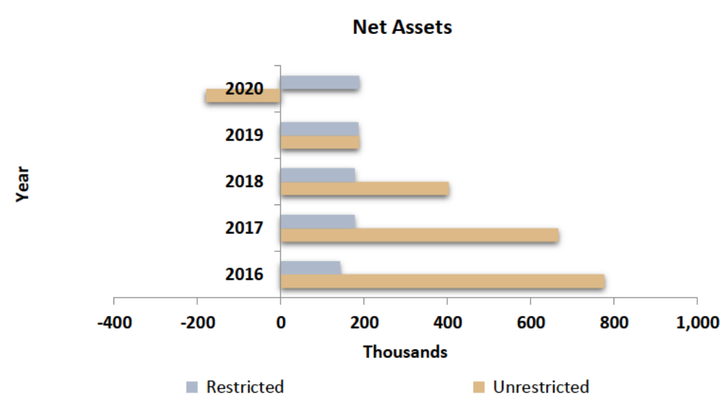


AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

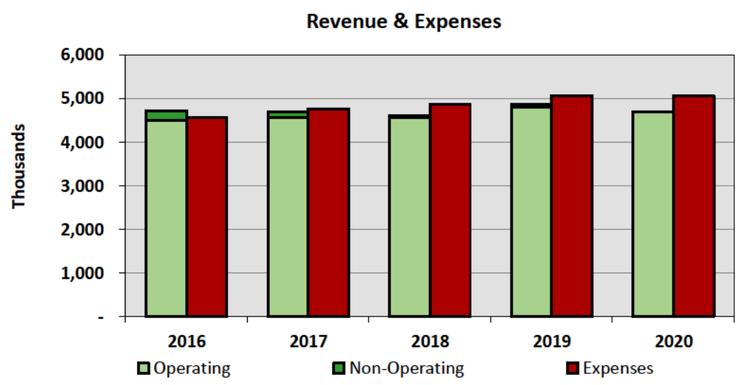
ASSETS					
Current Assets					
Cash and Cash Equivalents	879,201	917,184	616,985	436,604	588,756
Grants and Contracts Receivable	246,878	-	212,741	151,235	-
Prepaid Expenses	2,285	2,348	49,774	50,826	52,381
Other Current Assets	-	265,834	-	-	264,531
Total Current Assets	1,128,364	1,185,366	879,500	638,665	905,668
Non-Current Assets					
Property, Building and Equipment, net	255,508	245,678	191,481	319,832	202,681
Restricted Cash	-	-	75,000	75,000	75,000
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	255,508	245,678	266,481	394,832	277,681
Total Assets	1,383,872	1,431,044	1,145,981	1,033,497	1,183,349
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	93,758	115,367	122,437	228,209	128,211
Accrued Payroll and Payroll Taxes	370,306	438,230	412,992	430,069	395,859
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	25,000	29,130	-	6,509
Total Current Liabilities	464,064	578,597	564,559	658,278	530,579
Long-Term Liabilities					
Deferred Rent	-	8,807	-	-	-
Other Long-Term Liabilities	-	-	-	-	643,300
Total Long-Term Liabilities	-	8,807	-	-	643,300
Total Liabilities	464,064	587,404	564,559	658,278	1,173,879
NET ASSETS					
Unrestricted	777,174	666,638	403,452	188,861	(178,548)
Restricted	142,634	177,002	177,970	186,358	188,018
Total Net Assets	919,808	843,640	581,422	375,219	9,470
Total Liabilities and Net Assets	1,383,872	1,431,044	1,145,981	1,033,497	1,183,349

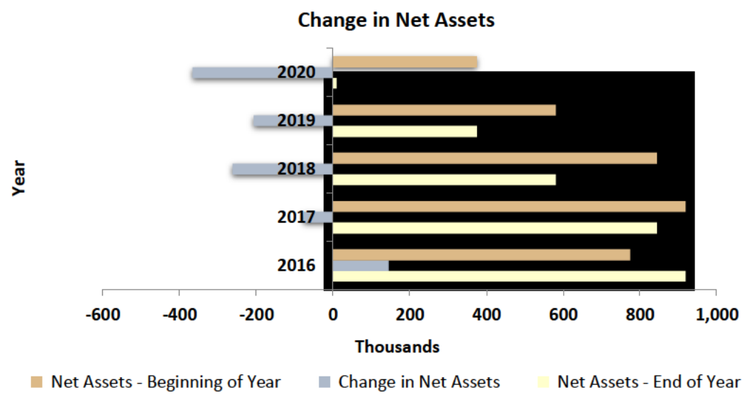




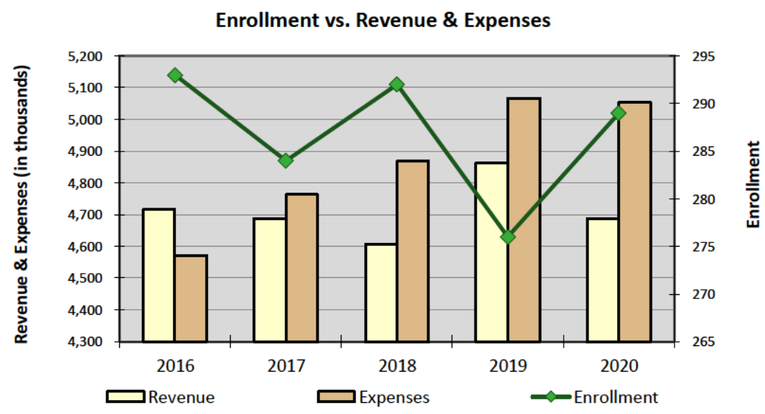
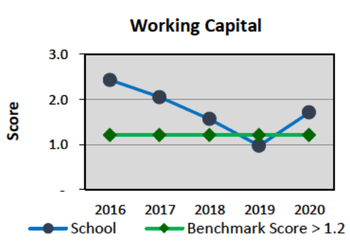
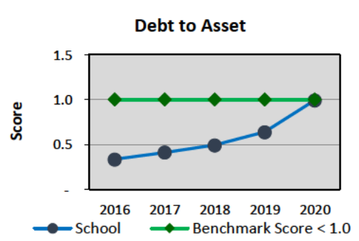
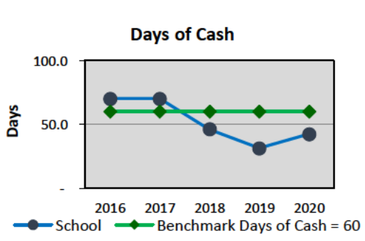
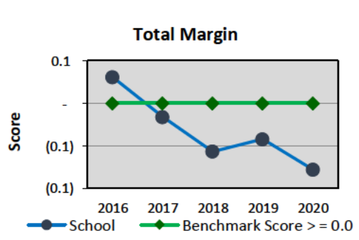
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	3,531,704	3,624,309	3,617,005	3,823,568	3,858,269
State and Local Per Pupil Revenue - SPED	481,458	421,016	378,915	215,490	435,510
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	475,763	527,201	265,619	740,902	389,762
State and City Grants	-	-	-	-	-
Other Operating Income	-	-	300,193	17,687	-
Total Operating Revenue	4,488,925	4,572,526	4,561,732	4,797,647	4,683,541
EXPENSES					
Program Services					
Regular Education	3,286,490	3,553,167	3,514,210	3,651,216	3,599,323
Special Education	471,627	562,942	841,048	838,803	866,729
Other Expenses	-	-	-	-	-
Total Program Services	3,758,117	4,116,109	4,355,258	4,490,019	4,466,052
Supporting Services					
Management and General	812,850	647,136	512,117	577,324	586,455
Fundraising	-	-	-	-	-
Total Support Services	812,850	647,136	512,117	577,324	586,455
Total Expenses	4,570,967	4,763,245	4,867,375	5,067,343	5,052,507
Surplus/Deficit from Operations	(82,042)	(190,719)	(305,643)	(269,696)	(368,966)
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	-	-	-	-
Contributions and Grants	113,318	114,551	43,236	63,493	3,217
Fundraising Support	-	-	-	-	-
Other Support and Revenue	114,329	-	189	-	-
Total Support and Other Revenue	227,647	114,551	43,425	63,493	3,217
Change in Net Assets	145,605	(76,168)	(262,218)	(206,203)	(365,749)
Net Assets - Beginning of Year	774,203	919,808	843,640	581,422	375,219
Net Assets - End of Year	919,808	843,640	581,422	375,219	9,470





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	15,321	16,100	15,622	17,383	16,206
Support and Other Revenue	777	403	149	230	11
Total Revenue	16,098	16,504	15,771	17,613	16,217
Expenses - Per Pupil					
Program Services	12,826	14,493	14,915	16,268	15,453
Mangement and General, Fundraising	2,774	2,279	1,754	2,092	2,029
Total Expenses	15,601	16,772	16,669	18,360	17,483
% of Program Services	82.2%	86.4%	89.5%	88.6%	88.4%
% of Management and Other	17.8%	13.6%	10.5%	11.4%	11.6%
% of Revenue Exceeding Expenses	3.2%	-1.6%	-5.4%	-4.1%	-7.2%
FINANCIAL COMPOSITE SCORE					
Composite Score	2.27	1.79	1.42	0.89	(0.17)
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Adequate	Needs Monitoring	Needs Monitoring
WORKING CAPITAL					
Net Working Capital	664,300	606,769	314,941	(19,613)	375,089
Working Capital (Current) Ratio	2.4	2.0	1.6	1.0	1.7
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.3	0.4	0.5	0.6	1.0
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard
CASH POSITION					
Days of Cash	70.2	70.3	46.3	31.4	42.5
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Meets Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard
TOTAL MARGIN					
Total Margin Ratio	0.0	(0.0)	(0.1)	(0.0)	(0.1)
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard