



New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

Exploration Elementary Charter School for Science and Technology

Renewal Site Visit Dates, October 19-20, 2021

Date of Report: January 20, 2022

[Charter School Office](#)

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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Exploration Elementary Charter School for Science and Technology
Board Chair	Carlos Cong
District of location	Rochester City School District
Opening Date	Fall 2017
Charter Terms	Initial Charter Term: August 21, 2017 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	K - Grade 5 / 475 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 5 / 475 students
Comprehensive Management Service Provider	None
Facilities	1001 Lake Avenue, Rochester NY 14613 - Private Space
Mission Statement	<i>The mission of Exploration Elementary Charter School for Science and Technology is to engage students, their families, and the community in the processes of scientific inquiry and the use of innovative technology to develop the social, emotional, and academic tools necessary to thrive in school and in today's interconnected world.</i>
Key Design Elements	<ul style="list-style-type: none"> • Cross-Cutting Curricular, Scientific Inquiry, and Lab-Based Learning Opportunities • Balanced and Differentiated Instruction & Rigorous Standards • Ongoing Professional Development and Learning • Data-Driven Instruction and Accountability Aligned to Rigorous Academic Standards • Community Connections and Partnerships • Serving the Diverse Needs of All Students
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	A proposed revision to amend the charter school's organizational chart to reflect organizational and leadership changes. This revision is proposed to commence in the 2022-

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

	2023 school year. The deans of wellness, classroom teachers, and student support staff will be organized by grade bands, K- Grade 2 and Grades 3 - 5. Several new positions will be added – a human resources generalist, a student services coordinator, and a family liaison.
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Noteworthy: Exploration Elementary Charter School for Science and Technology (Exploration) makes significant efforts to support students’ social and emotional learning (SEL) needs. The school offers an SEL curriculum, employs a wellness team to provide supports, and connects families to external organizations providing wraparound services.

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

Renewal Outcomes

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

- **Full-Term Renewal:** A school’s charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **Short-Term Renewal:** A school’s charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school’s being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

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

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school’s Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019	Year 3 2019 to 2020	Year 4 2020 to 2021	Year 5 2021 to 2022
Grade Configuration	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
Total Approved Enrollment	175	246	325	400	475

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

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	K - Grade 5				
Total Proposed Enrollment	475	475	475	475	475

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

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the remote renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day remote renewal site visit was conducted at Exploration on October 19-20, 2021. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, student academic support team, student social emotional support team, and parents. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents.

The team conducted eight remote classroom observations in K - Grade 5. The observations were approximately 20 minutes in length and conducted jointly with the principal and the student support services 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](#).

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

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, 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;**
- **CSO 2021 Parent, Teacher, and Student Surveys' Results:**

- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school’s progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School’s 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **School’s 2021 renewal application; and**
- **Any supplementary evidence or data submitted to NYSED by the school.**

BENCHMARK ANALYSIS

The 2015 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 2015 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
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted on October 19 and 20, 2021 at Exploration, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Rating³**

2015 Performance Benchmark		Level
Educational Success	<p>Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Approaches
	<p>Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school 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.</p>	Approaches
	<p>Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.</p>	Meets
Organizational Soundness	<p>Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	Approaches
	<p>Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p>	Meets
	<p>Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.</p>	Approaches
	<p>Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>	Approaches
Faithfulness to Charter & Law	<p>Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	Approaches
	<p>Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.</p>	Falls Far Below
	<p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p>	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

Exploration is in its fifth year of operation and serves students in K - Grade 5. During its current charter term, the school is rated in the following manner: meeting two benchmarks, approaching seven benchmarks, and falling far below one benchmark.

The school enrolled third graders for the first time in the 2019-2020 school year, and the NYS state assessments were not administered that year. The school administered select state assessments to its third and fourth graders in the spring of 2021. The participation rates were 37% for ELA, 36% for math, and 5% for science. Proficiency percentages were 30% for ELA, 6% for math, and 20% for science. The school administered local assessments in ELA and math to its students in the spring of 2021. Participation rates were 87% for ELA and 83% for math. The proficiency rates were 30% for ELA and 18% for math. This information is not used for rating purposes by the CSO.

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

- The school has improved its rating for the Culture, Climate, and Family Engagement benchmark. Exploration has made significant efforts to establish a program that supports the social-emotional and mental health needs of its students, employing a variety of restorative practices to address both behavior and student social-emotional well-being. The school uses several methods to engage families and the community in student learning, including a family visit program, employing a family liaison, and partnering with EnCompass Learning. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.

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

- Despite a common expectation of differentiated and rigorous instruction, lessons are not rigorous enough to ensure students perform at grade level or remediate due to the COVID-19 pandemic's negative impacts on learning. Leaders acknowledged a negative impact on academic performance as a result of the COVID-19 pandemic but have not yet begun administering interventions based on the current year's data, limiting supports for students in the general education program. Exploration continues to experience staffing vacancies, which prevent the school from enrolling students from its waitlist. Student attrition has led to budgetary changes. The school continues to struggle to enroll a comparable number of economically disadvantaged (ED) students, students with disabilities (SWDs), and English language learners (ELLs) in relation to the district of location. In the final year of its initial charter term, the board remains in the beginning stages of implementing its strategic plan.

Benchmark 1: Student Performance

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

Finding: Approaches

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

Summative Evidence for Benchmark 1: Over the charter term, the trajectory for this benchmark has been approaching the standard, as this school has no academic data history based on NYS assessments and proficiency levels.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Approaches

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to the NYSL.b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.e. The curriculum is systematically reviewed and revised.
2. <i>Instruction</i>	<ul style="list-style-type: none">a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none">a. The school uses a balanced 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.
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none">a. The school provides supports to meet the academic needs for all students, including but not limited to students with disabilities, English language learners, and economically disadvantaged students.b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School:

- For the first half of its charter term, Exploration employed Lucy Calkins' *Units of Study* and *TERC Investigations*, changing to *Core Knowledge Language Arts 2.0* and *Eureka Math* starting in January 2020. The school also implements myWorld for social studies.
- Students are scheduled for daily ELA/reading, math, and science classes, as well as weekly makerspace (STEM), art, and physical education classes. The school also partners with the Rochester Museum and Science Center to provide students with guided research opportunities.
- Exploration emphasizes social-emotional development as part of its program and uses Second Step as its curriculum.
- Although the school's organization chart calls for all classrooms in K- Grade 3 to have two adults (a teacher and a teacher aide), teacher aide vacancies have prevented this from happening.

Academic Program for SWDs and ELLs:

- SWDs:
 - The school uses a consultant teacher model to provide push-in and pull-out special education services for its 30 SWDs.
 - Special educators confer with classroom teachers and provide modified materials.
 - A reading interventionist and math interventionist rotate among classrooms to provide support.
- ELLs:
 - The school has a dedicated English as a New language (ENL) teacher who uses NYSESLAT and other assessment results to target the needs of the school's 12 ELL students. This formerly part-time position became full time in the 2021-2022 school year, given an expected increase in the number of ELL students enrolled.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory with regard to this benchmark has been constant. The school maintains the same rating (Approaches) as it did during its mid-term site visit. Exploration implements practices to align the curriculum across grades, but the site visit team did not observe evidence of differentiation to provide opportunities for all students to master grade-level skills and concepts. Because the school changed its ELA and math curricula in the middle of its charter term, teachers have not yet implemented the new curricula with fidelity for a complete school year.

1. Element: *Curriculum*:

- **Indicator a:** Exploration has a documented curriculum in place. During the first half of its charter term, the school implemented *Lucy Calkins' Units of Study* for reading and writing and *TERC investigations* for mathematics. During the focus groups, the school board trustees and the principal stated that a review of performance data and teacher feedback showed inadequate student progress, leading to the adoption of *Core Knowledge Language Arts* for reading and writing and *Eureka Math* for mathematics in January 2020. These materials are aligned with NYSLS. The master schedule indicates that students are scheduled for daily ELA/reading and math instruction, as well as STEM, art, and physical education classes four times each week. The school partners with the Rochester Museum and Science Center to provide students with guided

research opportunities. Additionally, the school implements *Second Step* as its social-emotional well-being curriculum in each homeroom class.

- **Indicator c:** Exploration employs several practices to ensure its curriculum is aligned horizontally across classrooms at each grade level and vertically between grades. According to the renewal application and confirmed by school leaders, teachers at each grade level follow the same scope and sequence and co-plan lessons during weekly common planning time led by the ELA and math coaches to ensure horizontal alignment. To ensure vertical alignment, the principal meets weekly with department chairs to discuss pacing and student progress. On the CSO 2021 Teacher Survey to which 72 percent of Exploration teachers responded, almost all (17 of 18) teachers responding agreed that the curriculum is horizontally aligned and vertically aligned (16 of 18).
- **Indicator d:** The curriculum is not sufficiently differentiated to provide opportunities for all students to master grade-level skills and concepts. In the focus group, intervention teachers stated that they collaborate weekly to plan lessons and that special education teachers meet individually with their students' general education teachers. Teachers' open-ended responses on the CSO 2021 Teacher Survey indicate they differentiate instruction by delivering instruction in multiple modes (e.g., providing visuals), scaffolding questions, and providing individualized support. Despite a stated expectation by school leaders that teachers include modification and differentiation strategies in lesson plans, a review of sample lesson plans shows inconsistency between subjects and between teachers regarding whether differentiation and modification are planned. Additionally, little to no differentiation was observed during classroom visits.
- **Indicator e:** The school reviews and revises its curriculum as necessary. During the school leader focus group, the principal reported that a review of student performance data and feedback from teachers led to a formal revision of the the curricular programs in January 2020. Due to the urgent and sudden shift to remote and then hybrid instruction, however, the 2021-2022 academic year will be the first year the curricular programs are implemented with fidelity. Leaders believe it is for this reason that only half (9 of 18) of teachers responding to the CSO 2021 Teacher Survey agreed that the curriculum is systematically reviewed and revised.

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

- **Indicator a:** While the school staff share a common expectation of differentiated and rigorous instruction, a review of lesson plans and classroom observations did not demonstrate effective implementation. In addition to differentiated instruction being a key design element at Exploration, the school's renewal application states that teachers "ensure all students receive a high-quality, rigorous instruction." A majority (14 of 18) of teachers responding to the CSO 2021 Teacher Survey agreed that there are uniform expectations for teachers' implementation of academic rigor at Exploration. On the CSO 2021 Teacher Survey, teachers describe "a rigorous lesson" as one that "challenges students to think critically about higher order thinking questions, asks students to problem solve and/or create a solution." Despite this, classroom observations did not demonstrate high-quality instruction. Teachers did not maximize learning time, deliver rigorous and engaging lessons, or adequately differentiate instruction to meet the needs of diverse learners. However, school leaders participating in observations described these lessons as rigorous and high-quality.
- **Indicator b:** The renewal application indicates teachers employ a variety of strategies to increase student engagement, including cooperative, project-based, and blended learning activities. Classroom observations showed inconsistent implementation of these instructional practices. During observations, students typically worked independently, despite sitting in pairs or groups. Additionally, blended learning activities were seldomly observed. In almost all observed

classrooms, only adults made use of technology. Of the teachers responding to the CSO 2021 Teacher Survey, only two thirds (12 of 18) agreed that instructional delivery fosters engagement with all students.

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

- **Indicator a:** Exploration uses a system of formative, summative, and diagnostic assessments. In focus groups, the board, teachers, and school leaders reported administering i-Ready three times each year in all grades as a diagnostic and interim assessment. Additionally, the school administers Jan Richardson Assessments in all grades three times each year to assess reading performance and Brigance as a screener for incoming kindergarten students. In the focus groups, teachers and school leaders reported that teachers work across grade levels to develop informal exit tickets in ELA and mathematics Monday through Thursday as well as a four-question formal exit ticket on Fridays designed to assess knowledge of standards taught during the week. A review of lesson plans and classroom observations, however, did not reveal consistent planning or administration of exit tickets. With regard to the Local Assessment Plan participation and proficiency percentages as compared with all of the Board of Regents-authorized charter schools, Exploration reported high participation rates for all students and subgroups for ELA and math, with the exception of math for the ELL subgroup, which did not have sufficient participants to report. Proficiency rates were further from the overall average for Board of Regents-authorized charter schools, including -22 and -31 percentage points for all students in ELA and math, respectively; and -9 and -28 percentage points for EDs, respectively for ELA and math. The ELL population performed closer to the average with -2 percentage points in ELA, but had too few students participating in the math assessment to report.
- **Indicator b:** The school uses qualitative and quantitative data to inform instruction and improve student outcomes. According to the renewal application, school leaders use data regularly to identify students above and below grade level, monitor progress toward meeting standards, and detect trends in student performance. School leaders reported that teachers use student performance data from curriculum-based and interim assessments to determine student groupings and lesson plan modifications. Open-ended responses on the CSO 2021 Teacher Survey indicate teachers use data to create small groups and determine which material needs to be retaught.
- **Indicator c:** The school uses data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly. According to the renewal application, the school leadership team conducts an annual gap analysis to review coverage of learning standards and review student performance data and classroom observation data to evaluate the effectiveness of the program. This review led to curricular changes previously. Board members and school leaders report that a review of student performance data demonstrates some impact to student performance as a result of the COVID-19 pandemic but no greater than similar schools.

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

- **Indicator a:** The school provides some supports to meet the academic needs of its students. Exploration employs a student support services coordinator who coaches teachers, oversees intervention staff, and provides services to SWDs. The school employs four special education teachers for its 30 students with disabilities, an ENL teacher for its 12 ELLs, as well as a reading interventionist and a math interventionist for students struggling academically. Intervention teachers reported using *Leveled Literacy Intervention (LLI)* by Fountas and Pinell (F&P) for its reading intervention and *Bridges Intervention* curriculum for mathematics. Special educators serve as consultant teachers, providing direct support to students in the classroom as well as in a

separate resource room. In the focus group, intervention teachers reported that general education teachers provide students with Tier 1 interventions during whole class and small group instruction. At the time of the remote renewal site visit, special education teachers and interventionists were using i-Ready assessment results from the previous school year to pull students for Tier 2 and Tier 3 intervention. Despite leaders acknowledging a negative impact on academic performance as a result of the COVID-19 pandemic, the school had not yet begun administering interventions based on the current year's data, limiting supports for students in the general education program. During the academic intervention focus group, teachers reported that interventions based on current data were to begin the final week in October.

- **Indicator b:** The school has systems to monitor the progress of individual students. The renewal application indicates the school administers the i-Ready diagnostic assessment within the first month of school in all grades to identify students potentially needing support. At the time of the remote renewal site visit (mid October), the school had administered the assessment but had not begun interventions based on student performance data. Intervention teachers reported meeting with teachers to discuss student performance and develop and monitor intervention plans. The special services coordinator joins the weekly department chair meeting to discuss student progress. The majority (15 of 18) of teachers responding to the CSO 2021 Teacher Survey agreed that the school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

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

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory with regard to this benchmark has been positive. The school has improved its rating from Approaches to Meets. Exploration has made significant efforts to establish a program that supports the social-emotional and mental health needs of its students, employing a variety of restorative practices to address both behavior and student social-emotional well-being. In the school year 2018-2019 the school was designated as “potentially persistently dangerous” but that designation was discontinued the following year.

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

- **Indicator a:** Exploration has a clear approach to behavioral management, although it has not posted its discipline policy on its website. According to the renewal application, Exploration’s behavior management approach includes Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered System of Supports (MTSS), and restorative practices. Exploration’s discipline policy document submitted with the renewal application outlines the school’s process for implementing these supports and details the levels of intervention and consequences. Additionally, the school’s Code of Conduct document details classroom-based supports and responses for students, such as ensuring availability of a designated space to allow students to “practice using calming strategies to regulate their emotions and work on rejoining the group.”
- **Indicator b:** Exploration appears safe and school staff and parents are able to articulate how the school community maintains a safe environment. The school’s family handbook outlines requirements for visitors, noting visits must be scheduled and approved by classroom teachers and all visitors must sign in and display a school visitor pass. Parents in the focus group confirmed these measures. Most (15 of 18) teachers responding to the CSO 2021 Teacher Survey agreed the school provides a safe environment.
- **Indicator c:** Exploration addresses student safety by making significant efforts to embed social-emotional programming in the curriculum. The renewal application indicates that the counselor and social worker are the primary contacts regarding harassment, intimidation, bullying, and discrimination. This team works with staff to identify student behavior that could be threatening to themselves or others. Almost three quarters (33 of 47) of parents and two thirds (12 of 18) of teachers responding to the CSO 2021 surveys agree that the school has systems in place to ensure the environment is free from bullying, harassment, and discrimination. Despite this, two thirds (12 of 18) were unsure of who their DASA coordinator is.
- **Indicator d:** Classroom environments are conducive to learning and generally free from disruption. During classroom observations, students were attentive, engaged, and ready to learn. Students either sat in square spaces on rugs or in chairs at their desks. When a student began to show disruptive behavior, the teacher or teacher aide corrected the behavior before it became disruptive. About three quarters of teachers (12 of 18) and parents (36 of 47) responding to the CSO 2021 Teacher Survey agreed that classroom environments are conducive to learning and generally free from disruption.

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

- **Indicator a:** The school communicates with and engages families with the school community. Focus groups confirmed that Exploration uses several methods to engage families and the community in student learning, including a family visit program, employing a family liaison, and partnering with EnCompass Learning, which provides students and their families need-based resources for education, health, and social services. The principal noted that the school hosts quarterly programs open to the community, such as an “Expoween” drive through event and a

Polar Express Day event, both of which boasted over 175 participants. During the COVID-19 pandemic, the school maintained family engagement by hosting virtual family nights. School leaders and the board acknowledged an intent to add a parent to the school's board of trustees and to formalize the Parent-EXPO group, a volunteer group of parents, grandparents, and guardians. Of the parents responding to the CSO 2021 Parent Survey, a majority (37 of 47) agreed that the school provides opportunities for parent participation within the school community.

- **Indicator b:** Teachers communicate with parents to discuss students' strengths and needs. The Family Handbook indicates Exploration provides academic progress reports four times each year. Additionally, school leaders report the school hosts virtual and in-person parent/teacher conferences twice each year and encourages teachers to contact parents via Class Dojo to discuss students' strengths and needs. During the parent focus group, parents reported teachers contacted them regularly and through various methods, including phone calls and text messages, to discuss student progress. For the 2021-2022 academic year, the school will begin providing quarterly school reports via SchoolTool, an information portal for families.
- **Indicator c:** According to the renewal application, Exploration administers surveys twice a year to evaluate parent satisfaction, attain input, and make schoolwide decisions. One such adjustment made based on parent survey data was the decision to align the school calendar with Rochester City School District (Rochester CSD). The school now employs a family liaison and will add a parent representative to the board to ensure adequate communication among parents, teachers, school leaders, and the board. Of the 47 parents responding to the CSO 2021 Parent Survey, 43 parents agreed that the school seeks their feedback.
- **Indicator d:** The school makes the family handbook, which contains a detailed process for presenting a grievance against the school, available on its website. The complaint policy instructs families to submit a letter to the principal and, if unsatisfied with the response, to escalate the complaint to the school board of trustees and ultimately to the New York State Board of Regents, if necessary.
- **Indicator e:** In the final year of its initial charter term, the school is beginning to share school-level academic data with the broader school community. The 2020 mid-term site visit report highlighted parents' and teachers' concern with Exploration's school data sharing practices. These concerns arose again in the most recent CSO 2021 Teacher Survey, where slightly more than a third (18 of 47) of parents and half (9 of 18) of teachers agreed that the school informs parents about its performance compared to other schools in the district and state. In response, Exploration plans to distribute a quarterly newsletter to families and the school community via email and post it on the school website. The newsletter will include school performance on interim and summative assessments and will be released after the first quarter of the school year.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** Exploration has made significant efforts to establish systems, programs, and curricula in place to support the social-emotional and mental health needs of its students. As confirmed, emphasized, and repeatedly referenced in all focus groups, Exploration provides social-emotional programming and implements trauma-informed practices to ensure student safety and well-being. Students participate in *Second Step* and restorative circles for about four hours each week. The school's counselor and social worker work with staff to identify students potentially requiring intervention. Parents reported that teachers and school leaders provide substantial supports for families, including providing four uniforms for every student, connecting families to mental health providers, and focusing on all students' social and emotional development. Of the teachers responding to the CSO 2021 Teacher Survey, almost all (17 of 18) agreed that the school has systems, programs, and curriculum in place to support the social-emotional and mental health

needs of all students, however 14 teachers did not know the name of the McKinney-Vento coordinator. Open-ended responses on the CSO 2021 Teacher Survey show that Exploration implements a schoolwide SEL program, provides counseling and “cool down corners,” and a wellness team that helps to work with struggling students.

- **Indicator b:** According to the renewal application, Exploration leaders implement the *Strengths and Difficulties Questionnaire* (SDQ) three times a year to identify potential social and emotional needs and to determine subsequent interventions. Leaders report evaluating SDQ data after interventions to determine their efficacy and next steps. Of the teachers responding to the CSO 2021 Teacher Survey, a majority (16 of 18) agreed that school leaders collect and use data to track the social-emotional needs of all students.
- **Indicator c:** School leaders indicate the school evaluates intervention data to determine the efficacy of efforts. For example, Exploration implemented the *KaleidoscopeME ActiveLife* curriculum as its SEL program during 2020-2021, but determined it did not meet students needs, particularly those experiencing trauma or adverse childhood experiences, and therefore changed the curriculum to *Second Step*.

Benchmark 4: Financial Condition

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

Finding: Approaches

Over this charter term, the trajectory with regard to this benchmark has been improving, with a prior rating from the mid-term site visit report of Falls far Below.

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

Exploration appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements. Although the school's composite score improved markedly in 2021, it appears to be a result of the Paycheck Protection Program Loan being recognized as revenue in 2021. The Charter School Office remains concerned about the school's long-term financial viability.

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. Exploration's 2020-2021 composite score is 3.00.

**Composite Scores
2017-2018 to 2020-2021**

Year	Composite Score
2017-2018	-.61
2018-2019	-.37
2019-2020	1.45
2020-2021	3.00

Benchmark 5: Financial Management

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

Finding: Meets

Over this charter term, the trajectory with regard to this benchmark has been improving, with a prior rating from the mid-term site visit report of Approaches.

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

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

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Exploration's 2020-2021 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

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

Finding: Approaches

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

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory with regard to this benchmark has been consistent. The school also earned an Approaches rating during the remote mid-term site visit. The board has not acted with sufficient urgency to address its issues over the charter term. For example, while the mid-term site visit report states that the board had a strategic plan in place, the board was still only in the early stages of implementation at the time of the remote renewal site visit.

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

- **Indicator a:** According to the renewal application, Exploration recently added two new members to its board of trustees, both of whom have experience in STEM, complementing the skills of existing members in law, finance, and human resources. Board members also noted that allowing non-members from the school community to participate on one of the board’s five committees ensures a diverse representation of skills and experience. At the time of the remote renewal site visit, although the position was identified in the original charter and the renewal application, the board was in the process of finalizing the paperwork to admit a parent representative. According to board members, the parent representative will be a voting member serving on at least two committees. This position is designed to communicate board updates to other parents, ensure parents can give and receive information from the board, and enable the school community to feel comfortable providing feedback to the school.

- **Indicator b:** In the final year of its initial charter term, the board remains in the beginning stages of implementing its strategic plan. Board members reported that the board participates in an annual retreat during the summer facilitated by an external consultant. The board is now partnering with Board on Track to engage in training sessions, webinars, and other development for the board and its five committees. According to the renewal application, the board and school leader participated in a Strengths, Weakness, Opportunities, and Threats (SWOT) analysis during summer 2021 to engage in strategic planning and goal setting. The board’s strategic plan indicates goals related to the academic benchmarks (Benchmarks 1, 2, and 3) and for board oversight and governance (Benchmark 6). These goals, however, are expressed not as outcomes, but rather as steps in a series of activities. All strategic goals have a deadline of June 2026, regardless of the level of difficulty of the goal.
- **Indicator c:** The board demonstrates some oversight of the charter school’s management, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes. The board conducts an annual self-evaluation, done individually, then compiled by the chair. Trends and issues are identified through analysis of strengths and areas in need of improvement. The most recent evaluation process identified board training, clarity of roles and responsibilities, the relationship with the school leader and her performance, and risk management as areas to be addressed. The board recognizes its need to strengthen its oversight through its own development. According to the renewal application, the principal meets weekly with the board chair to discuss school performance. A review of board documents shows a monthly school leader report aligned to benchmarks at each board meeting. Board minutes regularly show committee reports for the executive, facilities, recruitment, academic, and finance committees.
- **Indicator d:** The board regularly updates school policies although not with apparent urgency, as many efforts are still in the planning phase during the final year of its initial charter term. According to its strategic plan, the board continues to plan to build an annual calendar that defines the timeline for reviewing and updating school policies throughout the school year. Board members also plan to organize all documents into one handbook for the human resource specialist.
- **Indicator e:** The board evaluates school leadership and itself, but the evaluation process is not performance-based. According to board members, Exploration’s board engages in an annual self-evaluation focused on composition, culture, mission alignment, strategic direction, oversight, and impact. Results from this 2021 evaluation led to the Board’s decision to partner with Board on Track for professional development. The board also conducts an annual evaluation of the school leader. For the 2020-2021 school year, the board rated the principal as Exceeding Expectations for the second consecutive year, largely due to satisfaction with the school’s shift between remote and in-person instruction during the COVID-19 pandemic and the manner in which the principal handled organizational changes and sustained family engagement. In the renewal application the school leader evaluation states: “The annual school leader evaluation system is organized around a set of goals that are established the summer preceding the academic year. Goals align with the school’s strategic plan which defines prioritized benchmarks and goals to ensure the mission is carried out with fidelity. Attention focuses on our true north: academic achievement for our students. Everything else is secondary. We always do what is best for the Students, Staff and School.” It appears that this policy was not carried out this year. There is no mention of interim assessment performance on the board or school leader’s evaluation.
- **Indicator f:** The board demonstrates awareness of its governance role; however, according to the 2020-2021 Annual Report, board member attendance at meetings has been inconsistent over the past two years and this reflects negatively on its effectiveness. According to its strategic plan, the

board will contract with Board on Track to provide professional development to ensure the board is prepared to meet all governance responsibilities, school laws, and organization goals.

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: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none"> a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. <i>Professional Climate</i>	<ul style="list-style-type: none"> a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs. d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. <i>Contractual Relationships</i> □N/A	<ul style="list-style-type: none"> a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

Over the charter term, the trajectory with regard to this benchmark has been consistent as the school has maintained its rating of Approaches. Exploration continues to struggle with recruiting and retaining high quality teachers, preventing the school from having two adults in each classroom in K - Grade 2, as outlined in the organizational chart.

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

- **Indicator a:** The Exploration school leadership team includes the principal who serves as the academic leader, the assistant principal, and the operations manager. Although the school employed four principals within the first three years of its charter term, it has experienced stability in school leadership during the following two years. The renewal application indicates that the school leadership team meets weekly to review data, assess needs, and problem solve. On the CSO 2021 Teacher Survey, the majority (13 of 18) of teachers responding to the survey agreed that the school has an effective school leadership team which communicates a clearly defined mission and set of goals to staff and the school community.
- **Indicator b:** Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. During remote instruction, staff continued to focus on social and emotional wellbeing, by providing support to teachers and students virtually. The newly hired assistant principal will lead the school's social and emotional learning efforts, allowing the principal to focus on academics. The current organization chart the school uses is not the NYSED CSO-approved chart.
- **Indicator c:** The school has communication systems and decision-making processes in place. The renewal application indicates that, beginning in 2020-2021, school leaders facilitated monthly academic and behavioral data meetings in addition to weekly early-release days to engage in professional development, communicate updates on school initiatives, and provide support as necessary. Despite this, only slightly more than half of teachers (10 of 18) responding to the CSO 2021 Teacher Survey agreed that the school has clear and well-established communication systems and decision-making processes in place.
- **Indicator d:** The school does not successfully recruit, hire, and retain key personnel. Due to teacher vacancies, the school is unable to provide two teachers in every K-Grade 2 classroom as described in its renewal application. Additionally, teacher aide vacancies prevent the school from backfilling students, resulting in underenrollment. To address this, according to the renewal application, Exploration has purchased PayChex's application tracking system (ATS) to post job openings to 50 to 60 national job boards. Only 6 of the 18 teachers responding to the CSO 2021 Teacher Survey agreed that the school successfully recruits, hires, and retains key personnel. At the time of the remote visit, the school's website indicated at least nine positions open.

2. Element: ***Professional Climate:***

- **Indicator a:** Exploration is not fully staffed with high quality personnel to meet all educational and operational needs. At the time of the remote renewal site visit, the school struggled to recruit quality teaching staff. Only half (9 of 18) of teachers responding to the CSO 2021 Teacher Survey agreed that the school is fully staffed with personnel who are able to meet all operational needs.
- **Indicator b:** The school has established structures for regular collaboration among teachers. The weekly schedule displays dedicated time for teachers to collaborate, including daily planning time and schoolwide professional development. School leaders also report an "open-door policy," allowing for continual informal communication. Of the teachers responding to the CSO 2021 Teacher Survey, the majority (13 of 18) agreed that the school has procedures for effective collaboration.
- **Indicator c:** According to the renewal application, school leaders confer with teachers three times each year (30-day check-in, mid-year check-in, end-of-year interview) to provide and solicit feedback on professional development efforts. The master school schedule indicates, and focus groups confirmed, that students are released by 1:00 PM on Fridays, allowing the teaching staff to engage in professional development from 1:30-4:30 PM. School leaders also poll teachers to

seek input on future professional development topics. Two-thirds of teachers (12 of 18) responding to the CSO 2021 Teacher Survey agreed that the school ensures staff has the requisite skills necessary to meet all students' needs.

- **Indicator d:** Although the school has a formal process for teacher evaluation, leaders do not establish high expectations for instructional quality. School leaders reported that they conduct annual formal evaluations for teaching staff using the Danielson rubric. In addition to this, the renewal application indicated that school leaders conduct unscheduled monthly check-ins by the principal and biweekly check-ins from the academic coach. Classroom observations, however, did not reveal rigorous and high-quality instruction, and leaders did not acknowledge this during post-observation discussions. On the CSO 2021 Teacher Survey, two-thirds (12 of 18) of teachers responding to the survey agreed that the school has systems in place to monitor and maintain organizational and instructional quality.
- **Indicator e:** The school administers a 45-item survey to the teaching staff designed to solicit feedback indicating satisfaction or dissatisfaction with the school operations. Teacher feedback, in addition to student performance data, was the impetus for the curriculum change in January 2020.

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

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

Benchmark 8: Mission and Key Design Elements

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

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none">a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.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:

Over this charter term, the trajectory with regard to this benchmark has been constant. The school has maintained its rating of Approaches. Exploration has put structures in place to address key design elements, but has not yet demonstrated effective implementation. School leaders expect teachers to plan modification strategies in lessons, but the school visit team did not observe differentiated instruction. The school has an assessment system that would allow for continual data collection, but Exploration had not yet begun implementing school-wide interventions based on the current year’s assessment data at the time of the visit.

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

- **Indicator a:** The renewal application indicates that school leaders introduce families to the school mission when they enroll and display the mission and vision throughout the school and on materials to ensure all share a common understanding of the school’s mission and key design elements. Almost two-thirds (30 of 47) of parents responding to the CSO 2021 Parent Survey agreed that the school is fulfilling its mission; however, 14 of the 47 parents who responded did not know the school’s mission.
- **Indicator b:** The school has only partially implemented the key design elements in the approved charter.
 - *Cross-Cutting Curricular, Scientific Inquiry, and Lab-Based Learning Opportunities:* The school offers students a makerspace program three times each week. Focus groups, classroom observations, and a review of renewal application documents, however, did not indicate evidence of cross-cutting curricular opportunities.
 - *Balanced and Differentiated Instruction:* School leaders and teachers regularly discuss an expectation of balanced and differentiated instruction. According to school leaders, “balanced instruction” refers to being cognizant of the amount of time teachers spend talking compared to group work and independent work by students. While leaders expect this to be evident in the gradual release instructional activity, *I do, we do, you do*, school leaders also state teachers do not transition to the “you do” portion of the activity due to low student performance and significant scaffolding needs. The renewal application indicated an expectation that teachers modify lesson plans and use blended learning activities to support differentiation. A review of sample lesson plans and classroom observations, however, revealed little to no use of technology or differentiation of lessons.

- *On-going Professional Development and Learning:* According to the master schedule, the school dismisses students early on Fridays for weekly professional development. The renewal application indicates the school has contracted with SchoolWorks to provide capacity building and support to improve instructional quality.
- *Data-Driven Instruction and Accountability Aligned to Rigorous Academic Standards:* Although the school's assessment systems should allow for data-driven instruction, Exploration has not demonstrated urgency in using the current year's i-Ready results to inform interventions. Additionally, classroom observations did not reveal any expectation of meeting rigorous academic standards.
- *Community Connections and Partnerships:* Exploration makes considerable efforts to establish community connections. According to the renewal application, the school partners with the Rochester Museum and Science Center to provide students with guided research opportunities as well as EnCompass Learning to provide students and their families need-based resources for education, health, and social services.
- *Serving the Diverse Needs of all Students.* Exploration is not yet serving all needs of all students. As stated throughout this report, the school has made significant efforts to serve students' social and emotional needs. Low rigor and little urgency in classrooms, however, suggest the school has not made similar efforts to address students' academic needs.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	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:

Over this charter term, the trajectory with regard to this benchmark has been constant. The school has maintained its rating of Falls Far Below. Exploration continues to struggle to recruit a student body that is representative of the Rochester CSD. The differentials between the school and district’s percent of ELLs and SWDs has steadily increased. Further, Exploration has been unable to retain its students at a rate comparable to the district of location.

1. Element: **Target are met:**
 - **Indicator a: N/A**
2. Element: **Targets are not met:**
 - **Indicator a:** As of 2019-2020, the school was at 90% enrollment, an increase from the previous year in which the school was at 84% of its maximum authorized enrollment. In the 2020-2021 school year, Exploration was at 85% of its maximized authorized enrollment, which dropped further by the time of the visit to 74%. The school has not made progress toward meeting the targets for enrolling students in targeted populations similar to the population in Rochester CSD. As shown in Attachment 1, the school enrolls 10 percentage points fewer SWDs and 15 percentage points fewer ELLs than the Rochester CSD. Exploration’s ED student enrollment is 36 percentage points below the Rochester CSD. These differences have steadily increased over the

most recent three academic years. The school has been unable to retain its students at a rate comparable to that in the district. As shown in Attachment 1, Benchmark 9, Table 2, Exploration retained only 77% of its students compared with 87% retention in Rochester CSD. Sixty-eight percent of SWDs remained at Exploration for the 2019-2020 school year, compared with 90% in Rochester CSD, while 75% of ELL students continued at Exploration compared with 85% in the district. Exploration retained 77% of its ED students compared with an 87% retention rate in Rochester CSD for that population. Despite underperforming the district, Exploration's retention rates for all groups have increased compared to the prior academic year.

- **Indicator b:** The CSO issued the school a Notice of Deficiency in March of 2018 for low overall enrollment and another in August of 2020, for subgroup enrollment levels below Rochester CSD, and diminishing each year. Recruitment and retention strategies to be implemented include:
 - the use of a weighted lottery for all three subgroups,
 - an analysis of city demographics,
 - highlighting services to subgroups in media,
 - hiring Spanish speaking staff,
 - dedicating personnel to the recruitment efforts (Family Liaison), and
 - partnering with community organizations to provide access to targeted families.

Indicator c: The school monitors the enrollment of subgroup students in its monthly report to the board. In the renewal term, the school plans to “set and monitor realistic, yet ambitious, benchmarks to increase enrollment of each special population. Weekly and monthly benchmarks will be developed.”

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

<i>Element</i>	<i>Indicators</i>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none"> a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory with regard to this benchmark has been consistent. The school has maintained its rating of Approaches. Exploration is in compliance with state and federal laws, but must make corrections to its policies, including its discipline, complaint, and enrollment policies. The BoT members do not always complete accurate financial disclosure forms. In addition, the school has implemented changes to the charter without receiving CSO and/or BoR approval.

1. Element: **Legal Compliance:**

- **Indicator a:** The school is in general compliance with applicable state and federal laws and the provisions of its charter; however, a review of its policies shows numerous corrections need to be made to the discipline policy, by-laws, the complaint policy, and the admissions/enrollment policy. The school will work with the CSO to make the needed corrections. As per a February 2019 email from the NYSED Office of Assessment, Exploration did not submit ESSA Self-Assessment data to the Department. It was out of compliance with this requirement pursuant to Commissioner’s Regulations §100.21(5)(b)(xviii). According to the renewal application, the school works with PayChex to provide accounting and human resource support. The board chair and another member of the board are currently employed by PayChex, yet they failed to disclose possible conflicts with their most recent submission of their financial disclosure forms in the 2020-2021 Annual Report. The school’s website provides links to the CSO required documents as per the Annual Report.
- **Indicator b:** In March of 2018, the CSO issued a Notice of Deficiency to the school regarding its enrollment falling below 85% of the maximum authorized enrollment, a violation of the Charter. The school responded with a Corrective Action Plan that acknowledged that some parents withdrew their children from the school due to concerns about the negative behaviors of other students. The school responded by tracking negative behaviors, the board reassessing the school’s leadership, providing professional development to staff, conducting parent surveys, and retaining

counsel to track its legal obligations. The school reported subgroup enrollment in 2019-2020 having a -8 percentage point differential to the district for SWDs, -12 percentage points for ELLs, and -3 percentage points for EDs. In the subsequent year, 2020-2021, those percentage point differentials had all increased with SWDs to -10, ELLs to -15, and EDs to -36 percentage point differentials.

- **Indicator c:** The school has requested significant changes to the organization chart to be implemented in the 2022-2023 school year, yet has implemented them without approval. Additionally, the school conducted a summer school session in 2021 without authorization from the CSO. The school is not allowed to implement any changes to its charter without written approval from the CSO or the Board of Regents.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

EXPLORATION ELEMENTARY CHARTER SCHOOL FOR SCIENCE AND TECHNOLOGY

BEDS Code

261600861102

2020-2021 Enrollment

339

ESEA Accountability Designation (2019-2020):

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.

Charter School Information

School District of Location:	ROCHESTER CITY SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter Schools:	20%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	Elementary
Address:	1001 LAKE AVE ROCHESTER NY 14613
Website:	www.explorationrochester.org
RIC:	MONROE/M.A.A.R.S.
Regents Region:	FINGER LAKES REGION
Regent:	RUTH B. TURNER
Active Date:	7/1/2017
Authorizer:	NYS BOR
CEO:	RACHELLE SIMMONS
CEO Phone:	(585) 498-4701
CEO Email:	rsimmons@exporochester.org
BOT President:	CARLOS CONG
BOT President Phone:	(585) 469-2414
BOT President Email:	ccong@paychex.com

BoR Charter School Office Information

Regional Liaison:	Susan Gibbons
Performance Framework:	2015
Current Term:	8/21/17-6/30/22
2017-2018	Check-in
2018-2019	Check-in
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Renewal

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	338	47	14%
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	-	18	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

EXPLORATION ELEMENTARY CHARTER SCHOOL FOR SCIENCE AND TECHNOLOGY

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

EXPLORATION ELEMENTARY CHARTER SCHOOL FOR SCIENCE AND TECHNOLOGY

*2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency :
Not applicable to this charter school*

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Not applicable to this charter school

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

EXPLORATION ELEMENTARY CHARTER SCHOOL FOR SCIENCE AND TECHNOLOGY

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

EXPLORATION ELEMENTARY CHARTER SCHOOL FOR SCIENCE AND TECHNOLOGY

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

Not applicable to this charter school

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

Not applicable to this charter school

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

EXPLORATION ELEMENTARY CHARTER SCHOOL FOR SCIENCE AND TECHNOLOGY

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Exploration Elementary CS for Science and Technology	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	175	166	95%
2018-2019	246	207	84%
2019-2020	325	292	90%
2020-2021	400	339	85%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Exploration Elementary CS for Science and Technology	Rochester CSD	Differential to District	Exploration Elementary CS for Science and Technology	Rochester CSD	Differential to District	Exploration Elementary CS for Science and Technology	Rochester CSD	Differential to District
2017-2018	14%	19%	-5	7%	15%	-8	91%	92%	-1
2018-2019	12%	20%	-8	4%	16%	-12	88%	91%	-3
2019-2020	10%	20%	-10	2%	17%	-15	55%	91%	-36
2020-2021	11%	20%	-9	2%	18%	-16	86%	90%	-4

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Exploration Elementary CS for Science and Technology	Rochester CSD	Differential to District	Exploration Elementary CS for Science and Technology	Rochester CSD	Differential to District	Exploration Elementary CS for Science and Technology	Rochester CSD	Differential to District	Exploration Elementary CS for Science and Technology	Rochester CSD	Differential to District
2018-2019	54%	86%	-32	33%	90%	-57	67%	84%	-17	56%	87%	-31
2019-2020	77%	87%	-10	68%	90%	-22	75%	85%	-10	77%	87%	-10
2020-2021	80%	76%	+4	86%	73%	+13	86%	80%	+6	84%	76%	+8

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

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

Not applicable to this charter school

Notes

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



Charter School Fiscal Accountability Summary

EXPLORATION ELEMENTARY CHARTER SCHOOL FOR SCIENCE AND TECHNOLOGY

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

	2016-17	2017-18	2018-19	2019-20	2020-21
	-	K-1	K-2	K-3	K-4
	-	K-5	K-5	K-5	K-5
	-	175	246	325	400
	-	475	475	475	475
	-	166	207	292	339

ASSETS

Current Assets

Cash and Cash Equivalents	-	14,840	9,352	535,988	1,878,295
Grants and Contracts Receivable	-	240,834	144,188	-	142,068
Prepaid Expenses	-	22,936	687	210	55,692
Other Current Assets	-	-	-	146,985	-
Total Current Assets	-	278,610	154,227	683,183	2,076,055

Non-Current Assets

Property, Building and Equipment, net	-	155,468	121,920	289,850	345,621
Restricted Cash	-	-	-	75,000	75,000
Security Deposits	-	25,215	26,555	26,555	26,555
Other Non-Current Assets	-	25,075	50,000	-	-
Total Non - Current Assets	-	205,758	198,475	391,405	447,176
Total Assets	-	484,368	352,702	1,074,588	2,523,231

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses	-	142,117	37,630	41,671	261,841
Accrued Payroll and Payroll Taxes	-	136,666	159,543	187,856	415,157
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	292,300	145,000	279,688	-
Total Current Liabilities	-	571,083	342,173	509,215	676,998

Long-Term Liabilities

Deferred Rent	-	45,612	140,999	-	38,808
Other Long-Term Liabilities	-	-	-	303,268	-
Total Long-Term Liabilities	-	45,612	140,999	303,268	38,808
Total Liabilities	-	616,695	483,172	812,483	715,806

NET ASSETS

Unrestricted	-	(132,327)	(130,470)	237,986	1,785,856
Restricted	-	-	-	24,119	21,569
Total Net Assets	-	(132,327)	(130,470)	262,105	1,807,425
Total Liabilities and Net Assets	-	484,368	352,702	1,074,588	2,523,231

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed	-	1,903,956	2,678,724	3,936,821	4,699,312
State and Local Per Pupil Revenue - SPED	-	25,151	20,900	52,891	56,314
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	-	836,475	132,564	145,676	362,844
State and City Grants	-	-	4,795	-	-
Other Operating Income	-	-	184,046	-	672,728
Total Operating Revenue	-	2,765,582	3,021,029	4,135,388	5,791,198

EXPENSES

Program Services

Regular Education	-	1,944,248	2,125,924	2,836,615	3,010,891
Special Education	-	325,886	393,272	507,424	573,965
Other Expenses	-	-	-	-	-
Total Program Services	-	2,270,134	2,519,196	3,344,039	3,584,856

Supporting Services

Management and General	-	731,504	499,976	610,531	661,022
Fundraising	-	-	-	-	-
Total Support Services	-	731,504	499,976	610,531	661,022
Total Expenses	-	3,001,638	3,019,172	3,954,570	4,245,878
Surplus/Deficit from Operations	-	(236,056)	1,857	180,818	1,545,320

SUPPORT AND OTHER REVENUE

Interest and Other Income	-	-	-	243	-
Contributions and Grants	-	6,480	-	34,544	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	103,729	-	388,727	-
Total Support and Other Revenue	-	110,209	-	423,514	-
Change in Net Assets	-	(125,847)	1,857	604,332	1,545,320
Net Assets - Beginning of Year	-	-	-	-	-
Net Assets - End of Year	-	(125,847)	1,857	604,332	1,545,320

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating	-	16,660	14,594	14,162	17,083
Support and Other Revenue	-	664	-	1,450	-
Total Revenue	-	17,324	14,594	15,613	17,083

Expenses - Per Pupil

Program Services	-	13,676	12,170	11,452	10,575
Management and General, Fundraising	-	4,407	2,415	2,091	1,950
Total Expenses	-	18,082	14,585	13,543	12,525
% of Program Services	0.0%	75.6%	83.4%	84.6%	84.4%
% of Management and Other	0.0%	24.4%	16.6%	15.4%	15.6%
% of Revenue Exceeding Expenses	0.0%	-4.2%	0.1%	15.3%	36.4%

FINANCIAL COMPOSITE SCORE

Composite Score	-	(0.61)	(0.37)	1.45	3.00
BENCHMARK and FINDING: Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9	-	Needs Monitoring	Needs Monitoring	Strong	Strong

WORKING CAPITAL

Net Working Capital	-	(292,473)	(187,946)	173,968	1,399,057
Working Capital (Current) Ratio	-	0.5	0.5	1.3	3.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard

DEBT TO ASSET

Debt to Asset Ratio	-	1.3	1.4	0.8	0.3
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard

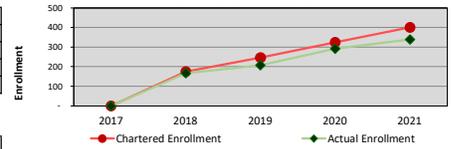
CASH POSITION

Days of Cash	-	1.8	1.1	49.5	161.5
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard

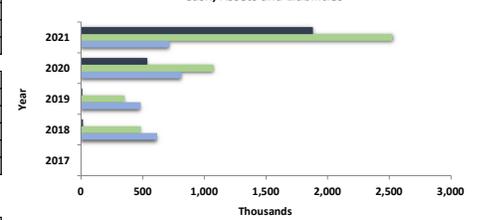
TOTAL MARGIN

Total Margin Ratio	-	(0.0)	0.0	0.1	0.3
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

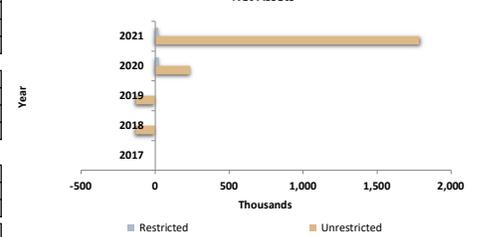
Chartered vs. Actual Enrollment



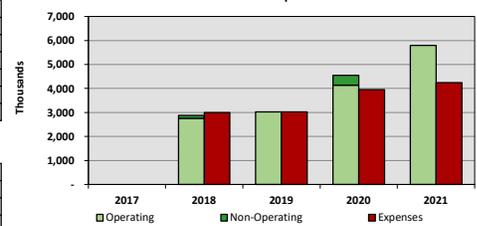
Cash, Assets and Liabilities



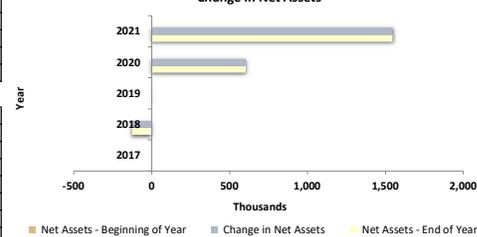
Net Assets



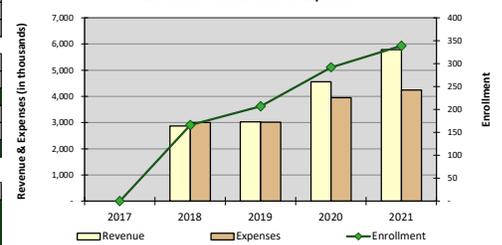
Revenue & Expenses



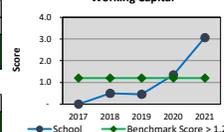
Change in Net Assets



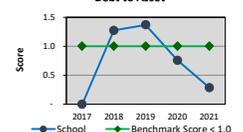
Enrollment vs. Revenue & Expenses



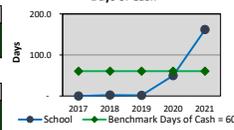
Working Capital



Debt to Asset



Days of Cash



Total Margin

