



New York State Education Department

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

REACH Academy Charter School

**Renewal Site Visit Dates: November 3-4, 2021
Date of Report: February 14, 2022**

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	REACH Academy Charter School
Board Chair	Dolores Prezyna
District of location	Buffalo Public Schools
Opening Date	Fall 2017
Charter Terms	Initial Charter Term: August 29, 2017 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	K - Grade 5 / 480 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 10 / 1100 students
Comprehensive Management Service Provider	None
Facilities	115 Ash Street, Buffalo, New York 14204 - Private Space
Mission Statement	<i>The Mission of the REACH Academy Charter School is to ensure the achievement of high academic standards for City of Buffalo students through a hands-on authentic learning environment. Scholars of REACH Academy Charter School will learn the value of Service, Leadership, Character and Citizenship, along with effective Communication Skills as evident in reading, writing, mathematical and technological competencies. REACH Academy Charter School will provide the tools for scholars to rise above the limitations often posed by poverty, disability and the struggle to achieve English Language Proficiency.</i>
Key Design Elements	<ul style="list-style-type: none"> • Instructional Design – The Six Point Plan to Increasing Student Achievement; • Authentic Classroom Learning Environments; • Balanced Literacy Approach – Literacy Focused; and • Utilizing Technology to Enhance Instruction, Engagement and Learning.
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	<ul style="list-style-type: none"> • A revision to increase the charter school's authorized enrollment for the current K through Grade 5 configuration from 480 students to 600 students.

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

	<ul style="list-style-type: none"> • A revision to expand the charter school's current grade span from K through Grade 5 to K through Grade 10, with a corresponding increase to the charter school's authorized enrollment to 1100 students.
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Noteworthy: REACH Academy Charter School (REACH) has a unique academic model, offering students the opportunity to learn grade-level content in applied, real-world situations organized around classroom themes (dinosaurs, transportation, world cultures, etc.) that change multiple times throughout the year.

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	160	240	320	400	480

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

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 9	K - Grade 10
Total Proposed Enrollment	700 ³	800	900	1000	1100

² This proposed chart was submitted by REACH in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

³ This figure represents an increase of 120 students to the existing K - Grade 5 configuration, and an additional 100 students for Grade 6.

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the 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 REACH Academy Charter school on November 3 and 4, 2021. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, and student support teams. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents/guardians in the spring of 2021.

The team conducted twelve remote classroom observations in K - Grade 5. The observations were approximately 20 minutes in length and conducted jointly with leadership team members. 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;**
- **School administered parent survey results;**
- **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); and
- School's 2021 renewal application.

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 from November 3 to November 4, 2021 at REACH see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Rating⁴**

2015 Performance Benchmark		Level
Educational Success	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). 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.	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Approaches
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

⁴ 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

- REACH is in year 5 of operation and serves students in K - Grade 5. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.

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

The school utilizes a range of methods to communicate with parents and was given very high marks from parents who responded to the CSO 2021 Parent Survey. The school follows a workshop model that includes small-group instruction differentiated for individual student needs throughout the day. The school employs a co-teaching model and several interventionists to provide small-group and individualized instruction in alignment with student need.

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

While many staff members expressed satisfaction with leadership on the CSO 2021 Teacher Survey administered in the spring of 2021, the results also indicated a need for more consistent communication. Despite the school's efforts, enrollment of English language learners (ELLs) continues to fall short of targets.

Benchmark 1: Student Performance

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

Finding: Meets

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 (LAP) to collect authorizer-approved local/interim assessment data from Board of Regents-authorized schools. More details regarding this initiative can be found in the [NYSED Local Assessment Plan memo](#). Local assessment data will be shared starting in the 2021-2022 school year.

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory with regard to this benchmark appears to be positive based on observations, and the 2021 3-8 Assessments and supported by the school's Local Assessments. Prior to the onset of the COVID-19 pandemic, REACH was serving students in K - Grade 2, and then added Grades 3 and 4 during the 2019-2020 and 2020-2021 school years. Grade 3 students entered for the first time in school year 2019-2020, thus the school has only been able to begin to administer the state ELA and math assessments in the 2020-2021 school year. The CSO analysis of the state 3-8 assessments administered in the spring of 2021 show a high level of participation for REACH students, 90% for ELA and 92% for math, with 55% and 49% proficiency levels, respectively.

2021 3-8 Assessments (FOR INFORMATIONAL PURPOSES ONLY)

REACH ACADEMY CHARTER SCHOOL		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	19	37	45	24	55%	13	.	1	90%
	Mathematics	38	27	35	28	49%	8	.	3	92%
	Science	6	9	17	7	62%	1	.	3	91%

Note: The category of 'Other Reason for not Testing' includes: No Assessment; Absent/No Valid Score; Not tested; Medically Excused; and Administrative Error.

The school also implemented its own Local Assessment Plan in which it reported 100% of eligible students took the ELA assessment and 99% took the math assessment. When participation rates were compared with the average Board of Regents-authorized charter schools' results, NYS Board of Regents authorized schools had participation rates of 93% and 92%, respectively, therefore REACH had participation rates of 7 percentage points over the average for both ELA and math. In terms of proficiency, REACH students scored 68% proficient for ELA and 36% for math.

In its 2020-2021 Annual Report, the school identified six academic goals, two each for kindergarten, first grade, and second grade, all related to reading on grade level and recognition of a prescribed number of sight words. A review of the school's progress toward meeting these goals showed that the school met all but one, for sight word recognition at the end of Grade 1 (67% rather than the 75% goal). In response, the school has added staff, hiring more interventionists.

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

Finding: Meets

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

- ES:
 - The school's academic program is structured around thematic units including the farm, the firehouse, the city of Buffalo, outer space, etc. Each classroom has a place for quiet reading, a gathering place, and numerous artifacts related to the theme. These settings provide

- authentic learning environments supported by hands-on, genuine experiences. Teachers develop unit plans collaboratively, choosing from a range of external curriculum materials.
- The school uses a balanced literacy approach incorporating components of the Readers' and Writers' Workshops with innovative uses of technology to engage students in many ways.
- The school provides regular interventions in both reading and math to all students in need of support.

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

- SWDs:
 - The majority of supports for SWDs at REACH are carried out through an inclusion model, in one or more classrooms at each grade level.
 - SWDs also receive pull-out supports, both academic and otherwise, as their IEPs require.
- ELLs:
 - The school has an ELL specialist who provides push-in and pull-out support to ELL students.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory with regard to this benchmark has been consistent with a "Meets" rating in both the mid-term report and this renewal site visit report.

1. Element: *Curriculum*:

- **Indicator a:** The leadership team and academic support team reported that the school uses teacher-developed unit plans to guide instruction but has numerous standards-aligned curriculum programs available as additional resources for teachers. School leaders reported that they review unit plans, including for standards alignment. Of the teachers who responded to the CSO 2021 Teacher Survey, 93% agreed with the statement "The school has a documented curriculum that is aligned to the New York State Learning Standards."
- **Indicator b:** The leadership team discussed a clear process for grade-level teams to develop common unit and lesson plans collaboratively with a clear structure that integrates standards, hands-on learning, and interdisciplinary components. School leaders stated that they support this planning process. Unit plans are updated regularly based on assessment data, according to the academic support team. Common planning time was confirmed by the time allotted in the school's schedule.
- **Indicator c:** Grade-level teams do all of their planning collaboratively, ensuring strong horizontal integration, according to the renewal application and confirmed by the CSO 2021 Teacher Survey on which 93% of the responding teachers agreed. Instructional coaches are responsible for reviewing plans across all grades to measure vertical alignment with a focus on priority standards. This was confirmed through focus groups discussion. Of the teachers who responded to the CSO 2021 Teacher Survey, 93% agreed with the statement "The school's curriculum is aligned vertically between grade levels."
- **Indicator d:** The school's renewal application described a focus on small-group instruction and centers, which allow for differentiated instruction in small groups and individual conferencing. This was confirmed by classroom observations. The school also offers an inclusion model to support all students' access to grade-level content in the classroom.
- **Indicator e:** Instructional coaches report that they regularly review curriculum, including scope and sequence to ensure it is meeting student needs and addressing all standards.

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

- **Indicator a:** The attachment provided by the school on innovative aspects of the school describes a wide range of instructional approaches in place. Observed classes all included key components of instruction identified by the school leadership team, including peer collaboration, small groups, vocabulary focus, and critical thinking skills. Teachers were observed changing the class groupings frequently from whole class to small groups to pairs to individual work. Student interactions were frequent and varied in purpose, including sharing ideas and drawing conclusions. Of the teachers who responded to the CSO 2021 Teacher Survey, 95% agreed with the statement “The school staff has a shared understanding of high-quality instruction that supports all learners.”
- **Indicator b:** Observed lessons had high levels of student engagement and teachers were noted using a range of engagement strategies including turn and talk, small-group instruction, and connections to students’ background knowledge. Students were encouraged to demonstrate a variety of methods to solve problems, especially in math. Of the teachers who responded to the CSO 2021 Teacher Survey, 95% agreed with the statement “Instructional delivery fosters engagement with all students.”

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

- **Indicator a:** The renewal application lists different types of formative and summative assessments. Summative assessments described are primarily teacher created but the renewal application does not articulate how the school ensures that these assessments are aligned to standards. The Local Assessment Plan showed a participation rate of a +7 percentage points over the average participation rate of Board of Regents-authorized schools for both ELA and math.
- **Indicator b:** The renewal application discusses how formative assessments are used for reteaching and summative assessments are used to measure progress toward standards. School leaders also discussed how a range of data types are used to adjust curriculum for individual student needs. Interviews with school leadership and the academic support team confirmed these practices and also confirmed that data is used to create small groups and identify students for intervention in reading and math.
- **Indicator c:** The school leadership team focus group reported that they use assessment data and school-administered parent survey feedback to identify additional themes for classrooms, as well as to determine focus standards for particular grade levels.

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

- **Indicator a:** For SWDs, the school staffing roster shows an inclusion model with one general education teacher and one special education teacher in each classroom as well as part time aides. The academic support team confirmed this approach in their focus group. The support team also discussed the oversight role of the special education coordinator, and push-in and pull-out supports employed as needed to meet students’ IEP needs. In addition, the support team discussed the role of an ELL specialist, confirmed by the organizational chart, who provides push-in and pull-out supports for these students. Of the teachers who responded to the CSO 2021 Teacher Survey, 57% agreed with the statement “The school provides supports to meet the academic needs for students with disabilities.”
- **Indicator b:** The academic support team discussed the use of data to monitor student progress toward IEP goals as well as to adjust needed support for diverse learners. Examples of data cited for this purpose included survey data, interim assessments, and classroom assessments. Adjustments cited in the interview include regrouping, skills covered in interventions, and scaffolding for in- class assignments.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Behavior Management and Safety	<ul style="list-style-type: none">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.
2. Family Engagement and Communication	<ul style="list-style-type: none">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.
3. Social-Emotional Supports	<ul style="list-style-type: none">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.

Summative Evidence for Benchmark 3:

Over the charter term, the trajectory with regard to this benchmark has improved, with a rating of Approaches at the time of the mid-term site visit and Meets at the time of renewal. Key improvements include more consistent application of the behavior management system and discipline policy.

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

- **Indicator a:** The renewal application indicated a focus on PBIS in behavior management, as well as all adults focused on ensuring that minor infractions are addressed before they escalate. Classroom observations confirmed that there were not significant behavioral disruptions and teachers regularly used incentives and positive narration to ensure students were on task. Of the teachers who responded to the CSO 2021 Teacher Survey, 81% agreed with the statement “The school's discipline policy is fair to all students.”
- **Indicator b:** The student support team discussed how they work to build relationships with all students to ensure students feel safe and have adults they can go to if they have a concern. All interviewed stakeholders confirmed that the school is a safe place and observations supported this claim. As this report will include results from the CSO 2021 Parent Survey, it is important to initially note that 421 parent/guardian responses were possible for REACH. The total number of responses received was 145, a 34% response rate. Of the parents who responded to the CSO 2021 Parent Survey, 95% agreed with the statement “The school's discipline policy is clear.” Of the parents who responded to the CSO 2021 Parent Survey, 97% agreed with the statement “The school provides a safe environment.” Of the teachers who responded to the CSO 2021 Teacher Survey, 97% agreed with the same statement.
- **Indicator c:** The renewal application states that the school has a DASA coordinator who provides all staff with annual training focused on preventing harassment and discrimination. Ninety percent of teachers responding to the CSO 2021 Teacher Survey were able to identify the DASA Coordinator. They also mentioned reinforcing policies in both parent and staff handbooks. However, of the teachers who responded to the CSO 2021 Teacher Survey, 90% agreed with the statement “The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.”
- **Indicator d:** Observed classroom environments were supportive of learning and free from disruptions; any minor behavior infractions were addressed quickly and appropriately. Of the parents who responded to the CSO 2021 Parent Survey, 89% agreed with the statement “Classroom environments support learning and are generally free from disruption.” However, of the teachers who responded to the CSO 2021 Teacher Survey, 70% agreed with the same statement.

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

- **Indicator a:** The renewal application cites a range of methods for family engagement, including community events, Family Council, and communication tools. The student support team confirmed this and discussed a proactive approach to supporting students. Of the parents who responded to the CSO 2021 Parent Survey, 93% agreed with the statement “The school provides opportunities for parent participation within the school community.”
- **Indicator b:** There are expectations for regular communication between families and teachers. The renewal application lists several examples, including both formal and informal structures, that were corroborated by stakeholders. Of the parents who responded to the CSO 2021 Parent Survey, 97% of families agreed with the statement “I receive regular and timely information on my child's academic progress in my home language.” Of the teachers who responded to the CSO 2021 Teacher Survey, 95% agreed with the same statement.
- **Indicator c:** The renewal application lists a range of ways the school collects feedback from families, and these were discussed by the school leadership team. The leadership team focus group mentioned surveys addressing the identification of additional classroom themes, feedback on out of school time programming, and individual conversations with parents as needed. Parent

input was instrumental in identifying additional classroom themes, such as the solar system and local history.

- **Indicator d:** The renewal application and the interview with the student support team provided examples of how family feedback has been used to make adjustments. One such instance was related to dismissal procedures, which were slow and cumbersome, especially for parents picking up their children. A new process resolved this issue. There is a system in place to deal with parent concerns, but most are dealt with at the classroom level, according to the renewal application.
- **Indicator e:** The renewal application states that the school's report card is linked on the school's website and that, when state assessment data is available, the school would share that as well. Of the parents who responded to the CSO 2021 Parent Survey, 87% agreed with the statement "The school informs parents about how it performs compared to other schools in the district and New York State."

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

- **Indicator a:** The renewal application describes the school's PBIS system as the foundation of SEL supports. The application also describes the "Dream Team", dedicated to supporting scholars' social-emotional health. A focus group discussion with this team confirmed that they have a mission to support social-emotional health and feel they have sufficient resources to accomplish this given current needs. They have also added a before- and after- care program focused on socialization. Of the parents who responded to the CSO 2021 Parent Survey, 97% agreed with the statement "I am aware of how the school supports student social-emotional development." Of the teachers who responded to the CSO 2021 Teacher Survey, 51% agreed with the statement "The school has social, emotional, and mental health programs and supports for all students."
- **Indicator b:** While the renewal application states data is collected and used, specifics are not provided. The discussion with the student support team focused mostly on anecdotal evidence. Of the teachers who responded to the CSO 2021 Teacher Survey, 54% agreed with the statement "School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups."
- **Indicator c:** In its focus group, the student support team reported regularly surveying families, both formally and informally, during the COVID-19 pandemic to determine needs and then working to meet these needs. Examples cited during the focus group included providing technology, resources, and guidance on how to access online learning platforms.

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, from a Falls far Below on the mid-term visit report to an Approaches on this renewal visit report. The school's composite score improved markedly in 2021.

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

REACH's fiscal condition appears to be improving steadily as evidenced by performance on the five key indicators derived from the school's independently audited financial statements. It should be noted that the school incurred a significant deferred lease liability, a non-cash expense, during the year ending June 30, 2019, which negatively impacted its composite score. The school's composite score improved markedly in 2021, in part from additional federal aid offered during the COVID-19 pandemic.

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. REACH's 2020-2021 composite score is 1.45.

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

<i>Year</i>	<i>Composite Score</i>
2017-2018	-.23
2018-2019	-.71
2019-2020	-.25
2020-2021	1.45

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 improved with a rating of Approaches during the mid-term visit and now a rating of Meets during this renewal visit, as it has satisfied the requirements of the audit.

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 absences of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed REACH'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.

In 2019, the Office of the State Comptroller conducted an audit of REACH (<https://www.osc.state.ny.us/files/local-government/audits/pdf/reach-academy-charter-2019-130.pdf>) with the objective of determining if cash disbursements were properly accounted for, supported and approved.

The auditor found that the board had not appointed a claims auditor to audit claims before payment as required by the school's cash disbursement policy, cash disbursements were not properly approved prior to payment, supported or accounted for in a timely manner, and school officials were using debit cards for cash disbursements.

The auditor recommended to the board that they appoint a claims auditor, develop procedures to preapprove purchases and document and verify that goods and services are received at the agreed upon price, quantity and in good condition and provide for an adequate segregation of these duties, and consider ending the use of debit cards.

School officials generally agreed with the recommendations and created a Corrective Action Plan (CAP) to carry them out. The CSO has the updated CAP and has determined that it satisfies the requirements of the audit.

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

Element

Indicators

1. Board Oversight and Governance

- a. The board 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 with its Meets rating at the time of the mid-term site visit as well as at renewal.

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

- **Indicator a:** The renewal application cited the addition of new board members and a partnership with an external organization (Charter Board Partners) to recruit board members, both confirmed by the board focus group. The board roster indicates board members with a range of expertise, and the renewal application identifies gaps the school is currently seeking to fill; the board focus group indicated that it has two potential board members working through the pipeline. Areas of expertise needed include finance, marketing, and legal. A retired judge is under consideration for this last seat.
- **Indicator b:** The renewal application cited several goals the board has set for itself over the course of the charter term, in part, as a response to its participation in several trainings. The board focus group confirmed an overall interest in becoming better board members through professional development on fiscal responsibilities, strategies for teacher retention, and knowledge of specific curricular areas.
- **Indicator c:** The renewal application stated that the board receives regular updates on school progress but did not provide specifics on its oversight role. The board focus group discussed a finance committee that regularly reviews financial data and also presents it to the full board. The school leader regularly updates the board on the academic progress of students.

- **Indicator d:** The renewal application named a recent revision of the school's by-laws and a plan moving forward to begin revising policies, but policy revisions have not been finalized, to date. Such revisions are necessary to comply with the law and CSO policy. The board is working with Erie I BOCES to refine school policies.
- **Indicator e:** The renewal application described annual evaluation processes, including one for the school leader, and the board's self-evaluation. The board focus group described outcomes of the board self-evaluation and actions taken in response. Recommendations included an increase in the size of the board, creation of a governance committee, and use of a dashboard by administration to communicate pertinent data to the board of trustees on a regular basis.
- **Indicator f:** The renewal application described annual processes and documents that the board references to ensure legal compliance, including consulting with a legal expert and reviewing key legal related deadlines annually. The board stated in the focus group that it has a clear understanding of its legal obligations. At its reorganizational meeting each July, trustees complete and sign conflict of interest statements. *A Board of Trustees Responsibilities and Expectations* document is also distributed each year at this meeting and signed by the board trustees and the head of school. The by-laws review that began at the governance-committee level and was then brought to the full board served as a reminder of the duties of the board of trustees and its legal obligations, according to board members participating in the focus group.

Benchmark 7: Organizational Capacity

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<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 this charter term, the trajectory with regard to this benchmark has been consistent, with a rating of Meets for both the mid-term and renewal site visit reports.

1. Element: **School Leadership:**

- **Indicator a:** The renewal application described the leadership team and its roles and responsibilities, along with a corresponding organizational chart. All stakeholder focus group

participants stated that there was a clear understanding of the roles and responsibilities and that they aligned with the organizational chart.

- **Indicator b:** The organizational chart clearly outlines roles and responsibilities, as well as the reporting structure for staff members. Of the teachers who responded to the CSO 2021 Teacher Survey, 82% agreed with the statement “Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.”
- **Indicator c:** The renewal application identifies a range of methods for communication but most of them were about communication with stakeholders beyond staff. Participants in the school leader focus group discussed how it communicates with staff, which includes a range of structures that can be used as needed. Of the teachers who responded to the CSO 2021 Teacher Survey, 71% of teachers agreed with the statement “The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.”
- **Indicator d:** The renewal application identified a number of methods for teacher recruitment, including referrals. The application also described a rigorous screening and hiring process and the process for determining retention of teachers. School leaders and board members, in their focus groups, mentioned that the school is exploring opportunities to encourage teachers to stay. discuss teacher retention strategies. Of the teachers who responded to the CSO 2021 Teacher Survey, 66% of teachers agreed with the statement “The school successfully recruits, hires, and retains key personnel who meet the needs of all students and subgroups, and make decisions – when warranted – to remove ineffective staff members.”

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

- a. **Indicator a:** The renewal application stated that the school meets this indicator and, when asked, interviewed stakeholders felt they had sufficient capacity to fully function in their areas of responsibility. Notably, the academic support team discussed the addition of more interventionists this year as being a strength of the school.
- b. **Indicator b:** Teachers and specialists have opportunities to collaborate across grades on a daily and weekly basis, cited in the schedules and confirmed by focus group participants. Teachers have daily common planning time at their grade levels and weekly grade level meetings. Coaches provide math and ELA support during team planning sessions and in the classroom.
- c. **Indicator c:** The school has made a commitment to provide quality professional learning opportunities for teachers, according to school leaders. These experiences are provided, in part, through the school’s long-standing partnership with The Lavinia Group, which focuses on strategic planning related to organizational design, data analysis and resulting goal setting, and curriculum and assessment design. The Group’s contributions include on-site training to improve instructional practice and increase accountability. The renewal application states that there is weekly professional development for all teachers. These opportunities are evaluated regularly through use of data measures such as teacher surveys that provide anonymous feedback and constructive analysis, state and benchmark assessment results, and behavior incident reports. The academic support team focus group described the value of this feedback to their practice.
- d. **Indicator d:** The renewal application discussed the process and tools the school uses to evaluate teachers and what action is taken if teachers are not meeting expectations. Teachers are observed multiple times during the school year by administrators and receive written feedback with comments and suggestions. The members of the academic support team discussed how they are able to separate coaching and evaluation duties explicitly without feeling it is a conflict.
- e. **Indicator e:** The renewal application identifies a range of methods for gathering teacher feedback and gauging teacher satisfaction, including coaches attending weekly grade level meetings where

they identify and address teacher concerns, monthly one-on-one “all ears” opportunities to meet with the administrative team, and monthly faculty meetings followed by anonymous staff surveys. Of the teachers who responded to the CSO 2021 Teacher Survey, 78% strongly agreed with the statement “The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.”

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

- **Indicator a:** N/A
- **Indicator b:** N/A
- **Indicator c:** The CSO SV team did not discuss with school staff how it monitors the efficacy of the Lavinia Group as it pertains to providing PD to staff.

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<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 improved, with a rating of Approaches at the mid-term site visit and Meets at the time of the renewal site visit. The school has implemented classroom themes through hands-on and project-based experiences now that students are learning in person once again.

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

- **Indicator a:** Of the parents who responded to the CSO 2021 Parent Survey, 97% answered yes to the question "Do you feel the school is fulfilling its mission?" All interviewed stakeholder groups spoke of the importance of the mission, how it is included in all documents, posted in the school, and used to drive decision making.
- **Indicator b:** The school has four key design elements and the renewal application described how they are currently implemented. The school's six-point plan lays out a framework for instructional success, including curriculum articulation, best practices, common assessments, and interventions, all within a consistent culture of high expectations and continuous monitoring. The key design element of authentic classroom environments is evident from classroom observations where themes are supported with furniture, artifacts, reading materials, and a 100-word vocabulary list for each theme. A clear connection to students' lives is evident. The balanced literacy approach is infused throughout all themes, all grade levels, and all classrooms. The use of technology to engage students and differentiate instruction was seen in all classes that were observed

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory with regard to this benchmark has been consistent, with a rating of Approaches at both the mid-term site visit and the renewal site visit, as the school continues to enroll fewer SWD and ELL students when compared to the district of location.

1. Element: **Target are met:**

- **Indicator a:** N/A

2. Element: **Targets are not met:**

- **Indicator a:** Overall enrollment has either come close to or exceeded 100% of the school's maximum approved enrollment since the school opened for instruction. The school exceeds targets for free and reduced lunch students but falls short for SWD and ELL students by over 5 percentage points each. It has seen increases in the population of these students, specifically for SWDs from a differential to the district of -11 percentage points to -6 percentage points over the last three years, and for ELLs an increase in the differential to the district from -17 percentage points to -18 percentage points when compared to the district. The school leaders indicated that the restrictions resulting from the COVID-19 pandemic severely limited the school's recruitment efforts, many of which rely on person-to-person interactions. Retention rates were above 95% for all groups in the 2020-2021 school year.

- **Indicator b:** The school leadership team and board articulated a range of recruitment and retention strategies, including:
 - word of mouth, fairs, advertising, and parent ambassadors;
 - With a recent influx of Afghan refugees moving into the city, students immediately enrolled in the Buffalo Public Schools. With the support of the Buffalo Board of Education, REACH is negotiating with the district to add some of those students to its roster; and
 - Utilizing a co-teaching model enables more individual attention for all students, and SWDs benefit significantly. A grant funds some interventions for occupational therapy and physical therapy services for 18 students. Small groups are used extensively in all classes, as observed on the visit. School leaders depend on personal contacts and the success of the services for SWDs to increase that population.
- **Indicator c:** The renewal application stated that enrollment data is pulled monthly and shared with the board as well as the advertising agency that provides media services for the school. The application also cited several improvements the school is planning for the next charter term, particularly as they relate to ELL student recruitment. These include publicizing additional testimonials from satisfied parents and submission of a non-material revision request to CSO for a weighted lottery specifically to address the enrollment of ELLs.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Meets

Element

Indicators

1. *Legal Compliance*

- 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 with a rating of Meets at both the mid-term and renewal site visit.

2. Element: **Legal Compliance:**

- **Indicator a:** The renewal application stated that the school's governance model has facilitated its compliance with all necessary provisions of the charter and law. The board focus group articulated that the board receives regular updates from school leaders on its current compliance status. However, several of the school's policies require revisions in order to be in compliance with CSO policy and the law. In July of 2019, the school was notified of a pending fire inspection report due date, and the school responded in a timely manner, compliance has continued.
- **Indicator b:** The CSO issued a Notice of Deficiency to the school in February of 2019, for enrollment of SWDs and ELLs below those of the district of location. As a result, the school is required to develop a corrective action plan (CAP) to address its under-enrollment deficiency. This CAP remains in effect as the school and the CSO continue to discuss the implementation of the strategies to address the deficiency.
- **Indicator c:** The school has not sought revisions during the current charter term; but is seeking two material revisions as part of its renewal term.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

REACH ACADEMY CHARTER SCHOOL

BEDS Code

140600861109

2020-2021 Enrollment

422

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:	BUFFALO PUBLIC SCHOOLS
Total Public School Enrollment of Resident Students attending Charter Schools:	23%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	Elementary
Address:	115 ASH ST BUFFALO NY 14204
Website:	N/A
RIC:	ERIE/WESTERN/WNYRIC
Regents Region:	WESTERN REGION
Regent:	CATHERINE COLLINS
Active Date:	7/1/2017
Authorizer:	NYS BOR
CEO:	LINDA MARSZALEK
CEO Phone:	(716) 248-1485
CEO Email:	lmarszalek@reachacademycharter.org
BOT President:	DOLORES PREZYNA
BOT President Phone:	(716) 674-0362
BOT President Email:	dolprz@yahoo.com
Institution ID:	800000087935

BoR Charter School Office Information

Regional Liaison:	Susan Gibbons
Performance Framework:	2015
Current Term:	8/29/17-6/30/22
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	421	145	34%
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	-	59	-

*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

REACH ACADEMY CHARTER SCHOOL

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

REACH ACADEMY CHARTER SCHOOL

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

REACH ACADEMY CHARTER SCHOOL

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

REACH ACADEMY CHARTER SCHOOL

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

REACH ACADEMY CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Reach Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	160	155	97%
2018-2019	240	244	102%
2019-2020	320	348	109%
2020-2021	400	422	106%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Reach Academy CS	Buffalo Public Schools	Differential to District	Reach Academy CS	Buffalo Public Schools	Differential to District	Reach Academy CS	Buffalo Public Schools	Differential to District
2017-2018	12%	23%	-11	5%	22%	-17	97%	84%	+13
2018-2019	18%	24%	-6	5%	23%	-18	93%	87%	+6
2019-2020	19%	25%	-6	5%	23%	-18	94%	85%	+9
2020-2021	17%	23%	-6	5%	23%	-18	95%	83%	+12

*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		
	Reach Academy CS	Buffalo Public Schools	Differential to District	Reach Academy CS	Buffalo Public Schools	Differential to District	Reach Academy CS	Buffalo Public Schools	Differential to District	Reach Academy CS	Buffalo Public Schools	Differential to District
2018-2019	84%	86%	-2	84%	86%	-2	71%	88%	-17	85%	87%	-2
2019-2020	94%	88%	+6	100%	91%	+9	92%	89%	+3	94%	88%	+6
2020-2021	93%	84%	+9	92%	81%	+11	89%	85%	+4	94%	85%	+9

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

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

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

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

REACH ACADEMY CHARTER SCHOOL

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
-	160	240	320	400
-	480	480	480	480
-	155	244	348	422

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

ASSETS

Current Assets

Cash and Cash Equivalents
Grants and Contracts Receivable
Prepaid Expenses
Other Current Assets

-	507,129	553,615	1,073,852	924,730
-	16,369	149,821	299,021	370,905
-	17,666	-	80,307	80,075
-	53,000	-	-	398,674
-	541,164	756,436	1,453,180	1,774,384

Non-Current Assets

Property, Building and Equipment, net
Restricted Cash
Security Deposits
Other Non-Current Assets

-	257,059	338,445	372,374	336,642
-	-	50,000	75,000	-
-	-	-	-	-
-	-	-	-	-
-	257,059	388,445	447,374	336,642
-	798,223	1,144,881	1,900,554	2,111,026

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Payroll Taxes
Due to Related Parties
Refundable Advances
Other Current Liabilities

-	815,203	1,123,570	493,806	95,184
-	-	178,347	180,982	636,192
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	815,203	1,301,917	674,788	731,376

Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities

-	-	-	867,600	893,880
-	-	-	560,772	-
-	-	-	1,428,372	893,880
-	815,203	1,301,917	2,103,160	1,625,256

NET ASSETS

Unrestricted
Restricted

-	(16,980)	(157,036)	(202,606)	485,770
-	-	-	-	-
-	(16,980)	(157,036)	(202,606)	485,770
-	798,223	1,144,881	1,900,554	2,111,026

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income

-	2,028,411	3,248,153	4,568,068	5,590,185
-	163,119	286,177	361,445	380,767
-	-	-	-	-
-	856,046	190,995	270,224	529,406
-	-	66,302	-	35,750
-	87,799	40,251	31,544	45,540
-	3,135,375	3,831,878	5,231,281	6,581,648

EXPENSES

Program Services

Regular Education
Special Education
Other Expenses

-	2,100,848	2,454,548	3,815,967	4,458,865
-	199,854	386,534	411,904	687,525
-	212,698	390,183	397,280	526,367
-	2,513,400	3,231,265	4,625,151	5,672,757

Supporting Services

Management and General
Fundraising

-	638,955	740,669	651,700	781,287
-	-	-	-	-
-	638,955	740,669	651,700	781,287
-	3,152,355	3,971,934	5,276,851	6,454,044
-	(16,980)	(140,056)	(45,570)	127,604

SUPPORT AND OTHER REVENUE

Interest and Other Income
Contributions and Grants
Fundraising Support
Other Support and Revenue

-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	560,772
-	-	-	-	560,772
-	(16,980)	(140,056)	(45,570)	688,376
-	(16,980)	(157,036)	(202,606)	(202,606)
-	(16,980)	(157,036)	(202,606)	485,770

Change in Net Assets

Net Assets - Beginning of Year

Net Assets - End of Year

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue

-	20,228	15,704	15,032	15,596
-	-	-	-	1,329
-	20,228	15,704	15,032	16,925

Expenses - Per Pupil

Program Services
Management and General, Fundraising

-	16,215	13,243	13,291	13,443
-	4,122	3,036	1,873	1,851
-	20,338	16,278	15,163	15,294

Total Expenses

% of Program Services
% of Management and Other

0.0%	79.7%	81.4%	87.6%	87.9%
0.0%	20.3%	18.6%	12.4%	12.1%

% of Revenue Exceeding Expenses

0.0%	-0.5%	-3.5%	-0.9%	10.7%
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FINANCIAL COMPOSITE SCORE

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

-	(0.23)	(0.71)	(0.25)	1.45
-	Needs Monitoring	Needs Monitoring	Needs Monitoring	Strong

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio

-	(274,039)	(545,481)	778,392	1,043,008
-	0.7	0.6	2.2	2.4

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
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DEBT TO ASSET

Debt to Asset Ratio

-	1.0	1.1	1.1	0.8
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BENCHMARK and FINDING:
Ratio should be equal to or less than 1.0

-	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard
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CASH POSITION

Days of Cash

-	58.7	50.9	74.3	52.3
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BENCHMARK and FINDING:
Ratio should be equal to or greater than 60 days

-	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Does Not Meet Standard
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TOTAL MARGIN

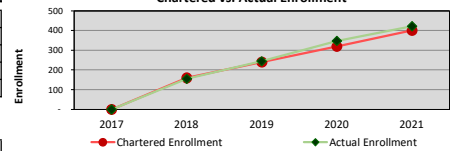
Total Margin Ratio

-	(0.0)	(0.0)	(0.0)	0.1
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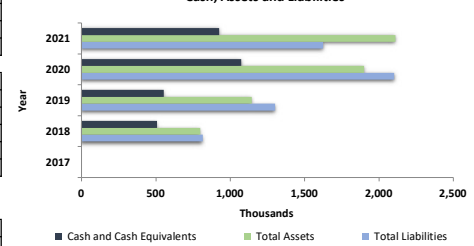
BENCHMARK and FINDING:
Ratio should be equal to or greater than 0.0

-	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard
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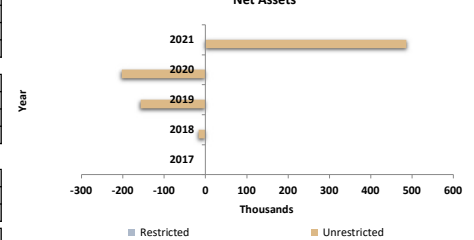
Chartered vs. Actual Enrollment



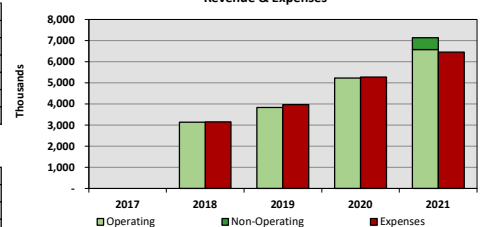
Cash, Assets and Liabilities



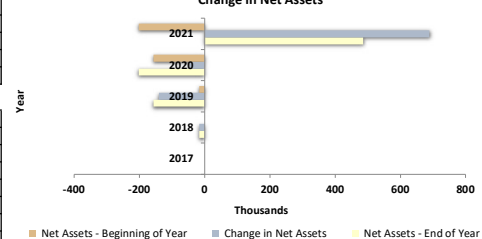
Net Assets



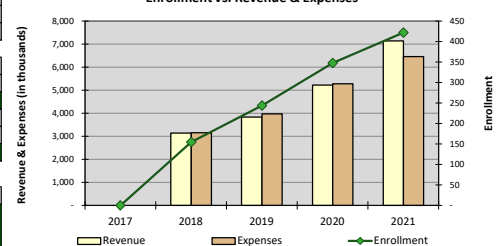
Revenue & Expenses



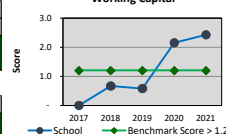
Change in Net Assets



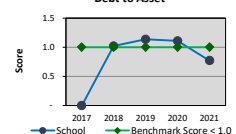
Enrollment vs. Revenue & Expenses



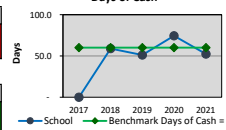
Working Capital



Debt to Asset



Days of Cash



Total Margin

