



## New York State Education Department

### ***Renewal Site Visit Report 2018-2019***

### **Global Community Charter School**

**Visit Dates: 11/29-11/30/2018**

**Date of Report: April 4, 2019**

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## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	Global Community Charter School
<b>Board Chair</b>	James Zika
<b>District of location</b>	NYC CSD 5
<b>Opening Date</b>	Fall 2012
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial: September 4, 2012 – June 30, 2017</li> <li>• First Renewal: July 1, 2017 – June 30, 2019</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	K – Grade 5 / 465 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K – Grade 5 / 465 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	2350 5 <sup>th</sup> Avenue, New York, NY 10037 – Private Space
<b>Mission Statement</b>	<i>Global Community Charter School (GCCS) serves the communities of Harlem by providing students in grades K-5 with an education that is rigorous, inquiry-based, and that teaches students and their families to work successfully together across differences in language, culture, economic background, age, and nationality. Our school prepares students for admission to a challenging secondary education and to exhibit the courage and conviction to make a difference.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Multiple forms of evidence</li> <li>• Two teachers in each classroom</li> <li>• Visual and performing arts integration</li> <li>• International Baccalaureate Primary Years Programme (PYP)</li> </ul>
<b>Requested Revisions</b>	None

**Noteworthy:** GCCS has made significant gains in academic outcomes over their current charter term for all students as well as subgroup populations. In the 2017-2018 school year, students at GCCS outperformed the district in ELA and math by 12 and 16 percentage points, respectively, after performing near or just below the district two years prior. When comparing students’ performance in ELA and math with New York State (NYS) averages for the same years, GCCS has decreased the variance in both subjects for all students as well as students with disabilities (SWDs) and students who are economically disadvantaged (ED). One increase to note is with the school’s ED student population, which outperformed both the district and NYS in ELA and math in 2018.

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

## Renewal Outcomes

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

- **Full-Term Renewal:** A school’s charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school’s charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the 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
<b>Grade Configuration</b>	K – Grade 5	K – Grade 5
<b>Total Approved Enrollment</b>	465	465

### \*Proposed Renewal Term Grade Levels and Approved Enrollment Requested by the School

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
<b>Grade Configuration</b>	K – Grade 5				
<b>Total Approved Enrollment</b>	465	465	465	465	465

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

## METHODOLOGY

A two-day renewal site visit was conducted at GCCS on November 29<sup>th</sup> and 30<sup>th</sup> 2018. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, and the special populations and culture/climate team. In cooperation with school leadership, the CSO administered two anonymous online surveys, one to teachers and one to parents of GCCS.

The CSO team conducted fifteen classroom observations in kindergarten through Grade 5. The observations were approximately 20 minutes in length and conducted jointly with the chief academic officer, the assistant chief academic officer of teaching and learning, and the instructional coach.

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

- **Renewal Application**
- **Academic data**
- **Renewal Site Visit Workbook**
- **Current organizational chart**
- **A master school schedule**
- **Map of school with room numbers and teacher names**

- **Board materials (roster and minutes)**
- **Board self-evaluation processes and documents**
- **Student/family handbook**
- **Staff handbook and personnel policies**
- **A list of major assessments**
- **Teacher and administrator evaluation processes**
- **Interventions offered at the school**
- **NYSED CSO teacher and parent surveys**
- **School-conducted surveys of teachers and parents**
- **New York City Department of Education (NYC DOE) surveys**
- **Professional development plans and schedules**
- **Efforts towards achieving enrollment and retention targets**
- **School submitted Annual Reports**

## BENCHMARK ANALYSIS

The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

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

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

For the site visit conducted on November 29 – 30, 2018 at the Global Community Charter School, see the following Performance Framework benchmark scores and discussion.

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

	<b>Performance Benchmark</b>	<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	<b>Benchmark 2: Teaching and Learning:</b> 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
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> 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
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	<b>Benchmark 5: Financial Management:</b> 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
	<b>Benchmark 6: Board Oversight and Governance:</b> 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
	<b>Benchmark 7: Organizational Capacity:</b> 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
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

## Summary of Findings

- GCCS is in its sixth year of operation and serves students in kindergarten through Grade 5. For its current charter term, the school is rated in the following manner: meeting *8 benchmarks* and approaching *2 benchmarks*. Additional details regarding those ratings are provided below.

- **Areas of Strengths:**

Between 2016-2017 and 2017-2018, GCCS made several changes to strengthen the school's leadership, governance, and academic program. Under the guidance of a new instructional leader and a veteran co-leader, the school's overall academic performance in ELA and math has steadily increased since 2014-2015. In 2017 and 2018, students outperformed the district of location as well as continuously decreasing the variance between GCCS and NYS schools. With the support of new leadership, the instructional program has been bolstered with standard-aligned lesson planning, data collection and analysis, and a co-teaching model in every classroom. The school has revised and expanded intervention programs that take place during the school day, afterschool, on Saturdays, and during the school's summer program. GCCS proactively supports students' social-emotional health and encourages parent involvement through workshops and parent organizations. The board has strengthened and reestablished itself by adding members with varying areas of expertise, setting up taskforce committees, and creating opportunities to socialize with faculty and parents.

- **Areas in Need of Improvement:**

Although GCCS does equip every classroom with two teachers, it has struggled to hire enough certified teachers to satisfy its mission of having two certified teachers in every classroom. Additionally, the school's enrollment and performance of SWDs remains below that of the district of location. Since the last renewal term, GCCS has enhanced the personnel and interventions used to support this sub-group population. While the trends in academic outcomes for SWDs over the past few years is generally positive, the enrollment of this population is a challenge that persists.

## 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

- GCCS currently serves students in kindergarten through Grade 5.
- In August 2017, GCCS earned certification as an International Baccalaureate (IB) World School, which requires, in part, that the school displays evidence of a rigorous, inquiry-based program.
- GCCS uses the Primary Years Programme (PYP) framework. The school's curriculum aligns PYP's transdisciplinary inquiry units with the New York State Learning Standards (NYLS).
- GCCS uses a co-teaching model with two teachers in every classroom.
- GCCS's curriculum consists of transdisciplinary units that use multiple disciplines, such as the arts, science, history, and character education, to explore specific topics.
- In addition to encountering multiple disciplines within their study of core content areas, GCCS's students have the opportunity to attend stand-alone art, dance, music, Spanish, science, physical education, and library classes.
- GCCS employs an English as a New Language (ENL) coordinator and an ENL specialist who support teachers in implementing strategies for instruction, which, for English language learners (ELLs)/multi-lingual learners (MLLs), includes both push in and pull out instruction.
- GCCS's special education (SPED) program is led by the SPED coordinator who works with teachers, the special education teacher support services (SETTS) provider, school counselors, the reading specialist, and agencies that provide the school with other services as required by students' individualized education plans (IEPs). The school's students with disabilities (SWD) population is also supported by the presence of two teachers in every classroom, designated integrated co-teaching (ICT) classrooms that include one SPED certified teacher, and the extensive use of small group instruction across all classrooms.

### Summative Evidence for Benchmark 1:

#### Indicator 1: All Schools

##### *1.a.i. Accountability – ESEA Accountability Designation:*

According to the 2017-2018 school year ESEA accountability designations, GCCS was a *Focus Charter*. This designation was given to GCCS in 2016, after which time the school had to show two years of consecutive growth in order to be considered in Good Standing. **According to the 2018-2019 ESSA accountability designations, GCCS is now in Good Standing.**

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

As addressed in Benchmark 9 (see Table 5 and Benchmark 9 summary below), the number of ED students enrolled in the school for the 2016-2017 school year was incorrectly reported by the school. Therefore, the similar schools comparison for that year is reflective of a school with a reported 68% ED student population as opposed to a school with an ED student population of 93% (as self-reported by the school in the renewal application). To draw a more accurate comparison, GCCS generated a list of 14 schools whose 2017-2018 enrollment of ED students was comparable. According to this list, out of the 14 schools

identified, GCCS ranked 7<sup>th</sup> in ELA proficiency and 4<sup>th</sup> in math proficiency for the 2016-2017 school year and increased its rank to 4<sup>th</sup> and 2<sup>nd</sup> in ELA and math proficiency, respectively, the following school year.

## Indicator 2: Elementary/Middle School Outcomes

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

In 2015-2016, 29% of students attending Global Community Charter School were trending towards proficiency in ELA. In 2016-2017, the rate was 28%, and in 2017-2018, the rate was 48%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

In 2015-2016, 3% of students attending Global Community Charter School were trending towards proficiency in math. In 2016-2017, the rate was 33%, and in 2017-2018, the rate was 46%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

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

In 2015-2016, 13% of students with disabilities attending Global Community Charter School were trending towards proficiency in ELA. In 2016-2017, the rate was 27%, and in 2017-2018, the rate was 23%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework. In 2015-2016, 0% of students with disabilities attending Global Community Charter School were trending towards proficiency in math. In 2016-2017, the rate was 23%, and in 2017-2018, the rate was 26%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

In 2015-2016, 9% of English language learners/multi-lingual learners attending Global Community Charter School were trending towards proficiency in ELA. In 2016-2017, the rate was 24%, and in 2017-2018, the rate was 39%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework. In 2015-2016, 0% of English language learners/multi-lingual learners attending Global Community Charter School were trending towards proficiency in math. In 2016-2017, the rate was 29%, and in 2017-2018, the rate was 28%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

In 2015-2016, 26% of economically disadvantaged students attending Global Community Charter School were trending towards proficiency in ELA. In 2016-2017, the rate was 26% and in 2017-2018, the rate was 48%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework. In 2015-2016, 4% of economically disadvantaged students attending Global Community Charter School were trending towards proficiency in math. In 2016-2017, the rate was 33%, and 46% in 2017-2018. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

*NOTE: A “.” in any of the tables below indicates that the data has been suppressed, no student sat for the exam, or the exam was not given.*

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

School year 2017-2018 academic outcomes are the only outcome measures reported in Table 1 that are applicable to the current charter term. For additional context, outcome measures for prior academic years are also reported.

Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students:  
School, District & NYS Level Aggregates

	ELA					Math				
	Global Community CS	NYC CSD 5	Variance to District	NYS	Variance to NYS	Global Community CS	NYC CSD 5	Variance to District	NYS	Variance to NYS
2015-2016	14%	21%	-7	41%	-27	21%	20%	+1	44%	-23
2016-2017	26%	23%	+3	40%	-14	34%	21%	+13	45%	-11
2017-2018	40%	28%	+12	45%	-5	42%	26%	+16	49%	-7

NOTE:

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

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

Table 2: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup

		ELA					Math				
		Charter	District	Variance to District	NYS	Variance to NYS	Charter	District	Variance to District	NYS	Variance to NYS
Students with Disabilities	2015-2016	0%	8%	-8	12%	-12	9%	9%	0	17%	-8
	2016-2017	8%	9%	-1	12%	-4	18%	11%	+7	18%	0
	2017-2018	13%	15%	-2	18%	-5	21%	15%	+6	22%	-1
ELL/MLL	2015-2016	7%	8%	-1	19%	-12	22%	14%	+8	26%	-4
	2016-2017	14%	8%	+6	15%	-1	22%	14%	+8	23%	-1
	2017-2018	20%	16%	+4	28%	-8	27%	19%	+8	34%	-7
Economically Disadvantaged	2015-2016	14%	20%	-6	30%	-16	22%	20%	+2	33%	-11
	2016-2017	21%	22%	-1	29%	-8	32%	21%	+11	33%	-1
	2017-2018	39%	25%	+14	35%	+4	41%	24%	+17	38%	+3

NOTES:

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

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

Table 3: Grade Level Proficiency for All Students: **ELA**

	SY 2015-2016			SY 2016-2017			SY 2017-2018		
	Global Community CS	NYC CSD 5 / NYS	Variance to NYC CSD 5 / NYS	Global Community CS	NYC CSD 5 / NYS	Variance to NYC CSD 5 / NYS	Global Community CS	NYC CSD 5 / NYS	Variance to NYC CSD 5 / NYS
Grade 3	19%	21% / 42%	-2 / -23	40%	23% / 43%	+17 / -3	37%	32% / 51%	+5 / -14
Grade 4	9%	21% / 41%	-12 / -32	23%	24% / 41%	-1 / -18	46%	29% / 47%	+17 / -2
Grade 5	.	. / .	. / .	13%	21% / 35%	-8 / -22	36%	22% / 37%	+14 / 0

NOTE:

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

Table 4: Grade Level Proficiency for All Students: **Math**

	SY 2015-2016			SY 2016-2017			SY 2017-2018		
	Global Community CS	NYC CSD 5 / NYS	Variance to NYC CSD 5 / NYS	Global Community CS	NYC CSD 5 / NYS	Variance to NYC CSD 5 / NYS	Global Community CS	NYC CSD 5 / NYS	Variance to NYC CSD 5 / NYS
Grade 3	37%	22% / 44%	+15 / -7	47%	25% / 48%	+22 / -1	52%	33% / 54%	+19 / -2
Grade 4	3%	18% / 45%	-15 / -42	35%	18% / 43%	+17 / -8	34%	23% / 48%	+11 / -14
Grade 5	.	. / .	. / .	18%	21% / 43%	-3 / -25	38%	23% / 44%	+15 / -6

NOTE:

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

Indicator 3: High School Outcomes

3.a.i. Regents Testing Outcomes – Aggregate Annual Regents Outcomes: N/A

3.a.ii. Regents Testing Outcomes – Subgroup Annual Regents Outcomes: N/A

3.a.iii. High School Outcomes – Aggregate Total Cohort Regents Testing Outcomes: N/A

3.a.iv. High School Outcomes – Subgroup Total Cohort Regents Testing Outcomes: N/A

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

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

3.b.v. and 3.b.vi. Graduation Outcomes – Aggregate and Subgroup Student Persistence: N/A

**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: Meets**

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none"> <li>a. The school has a documented curriculum that is aligned to the NYSL.</li> <li>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.</li> <li>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li> <li>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</li> </ul>
2. Instruction	<ul style="list-style-type: none"> <li>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</li> <li>b. Instructional delivery fosters engagement with all students.</li> </ul>
3. Assessment and Program Evaluation	<ul style="list-style-type: none"> <li>a. The school uses a balanced system of formative, diagnostic and summative assessments.</li> <li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li> <li>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</li> </ul>
4. Supports for Diverse Learners	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>

## Summative Evidence for Benchmark 2:

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

- Indicator a: The school's renewal application states that GCCS's curriculum is based on the IB PYP framework, which incorporates project-based learning, critical thinking, and complex problem solving. The school then aligns the transdisciplinary inquiry units from the PYP framework with the New York State Learning Standards (NYSLs). According to the NYSED CSO (CSO) teacher survey, 100% of teachers agreed or strongly agreed that the school's curriculum is aligned to the NYSLs.
- Indicator b: In the focus group, school leadership explained that lesson planning at the school is a collaborative effort. The curriculum coordinator meets with grade level teachers to create a scope and sequence which includes daily objectives that teachers use to create the lessons.
- Indicator c: As noted in the renewal application, to ensure vertical alignment of its curriculum, GCCS checks the progression of grade-level content and goals by referencing the PYP framework, Teachers College Reading and Writing Project, and the NYSLs. In the focus group, school leadership reported that grade team leaders meet with the curriculum coordinator several times per year to assure priority standards are being covered sequentially at each grade level. Horizontal alignment is addressed during weekly grade-level team meetings and also at the start of each new unit. School leadership described what they refer to as "unpacking sessions," where grade-level teams meet to review standards, rubrics, and expected student outcomes. In the NYSED CSO Teacher Survey, 96% of teachers agreed or strongly agreed that the school's curriculum is aligned horizontally across same grade levels. Ninety-two percent of teachers agreed or strongly agreed that there is vertical alignment among grade levels.
- Indicator d: GCCS incorporates differentiation into its curriculum and lesson planning. According to the renewal application, two essential features of instruction at the school are the use of differentiated, small group instruction and the presence of two teachers in every classroom. In addition, at least one teacher in every ICT classroom is special education certified. In the focus group, school leadership noted the use of leveled texts for guided reading and frequent assessments, such as iReady, Fountas & Pinnell, and post-unit exams, that teachers use to assess student progress. When teachers were asked in the NYSED CSO Teacher Survey how differentiation occurs in their classrooms, many reiterated the above methods while others included the use of centers, differentiated tasks and rubrics, leveled texts, and multimodal instruction.

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

- Indicator a: According to the NYSED CSO teacher survey, 93% of teachers agreed or strongly agreed that there is a uniform expectation for teachers' implementation of academic rigor at GCCS. Many teachers noted the importance of differentiation, use of standards and objectives, questions that promote critical thinking, and student engagement in regard to rigorous instruction. Others noted that rigor is established by the effectiveness of a lesson structure that includes teacher modeling, small group instruction or centers, independent work, and exit tickets. Weekly lesson plans reviewed by the CSO team show lessons that are grade level appropriate and emphasize problem-solving and critical thinking.
- Indicator b: The CSO team observed 15 classrooms during the school site visit. The instruction observed fostered student engagement, in part, through the use of hands-on activities, group sharing, and the presence of more than one adult interacting with students in each classroom. The positive classroom culture observed throughout the school also fosters student engagement

by minimizing the reservation and frustration many students feel when they are struggling to master the content; the CSO team noted on site that teachers at GCCS provide a safe space for students to share their work with the class and to work through errors together.

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

- Indicator a: One of the Key Design Elements (KDEs) at GCCS is the use of *multiple forms of evidence* to measure student academic growth. The school uses a balanced system of formative, diagnostic and summative assessments. The renewal application outlines the assessments that are administered at the school. iReady interim assessments are given three times per year as a diagnostic measure of students' progress in meeting the standards. Students' reading levels are assessed using Fountas & Pinnell. Mock state exams serve as one means of formative assessment. Summative assessments used at the school include post-unit exams, New York State ELA and math exams, student portfolios that encompass a student's work throughout the year, and projects based on interdisciplinary units that allow students to present what they have learned in a way that reflects meaningful knowledge and growth.
- Indicator b: In the renewal application, GCCS reports the primary focus of the 2016-2017 school year was increasing the use of data through the introduction of iReady interim assessments. In 2017-2018, schoolwide teacher professional development focused on the use of student assessments to guide the development of differentiated instruction and supports. During the focus group, school leadership explained that data collected from iReady and Fountas & Pinnell are used to create small groups within classrooms based on academic student scores. Data is further analyzed to create reading interventions for students reading two or more years below grade level.
- Indicator c: In the focus group, members of the school leadership team described how they approach the analysis of data, and subsequent program evaluation, on multiple levels: schoolwide, by grade level, and by individual students. The renewal application provides examples of program modifications that have been made based on the evaluation of data. For example, the data gathered from the 2015-2016 state assessments revealed that the majority of students did not exhibit grade-level proficiency. As a result, the school added iReady interim assessments and began using the Wilson intervention program to support students at the Tier 3 level. Additional time for intervention was built into the schedule as well. An example of program evaluation stemming from a qualitative assessment involves annual student portfolios. Based on the portfolios compiled by the students over the course of the year, teachers and school leaders are able to discover which aspects of the school year most effectively yield growth and engagement in student learning.

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

- Indicator a: GCCS provides support to meet the academic needs of all its students. Staff members who focus specifically on one or more groups of diverse learners, including SWDs and ELLs/MLLs, are the assistant chief academic officer (ACAO) for intervention, the SPED coordinator, the ENL coordinator, the ENL specialist, the reading specialist, and three guidance counselors. As noted above, the school provides both push in and pull out service for SWDs and ELLs/MLLs. In the special populations and culture/climate focus group, the SPED coordinator explained that one of his roles was to support teachers in planning for and effectively implementing differentiated instruction. To do this, he regularly visits classrooms and meets with teachers individually. In addition, GCCS offers professional development for its teachers weekly; topics related to differentiated instruction, guided reading, and co-teaching strategies are included in these. Support within the classrooms includes the placement of two teachers in every classroom. ICT classrooms are also led by two teachers, one of which is special education certified. Additionally, as stated in the renewal application, there are several interventions offered for struggling learners

including intervention blocks twice a week for students in kindergarten through Grade 5, writing intervention and test preparation for students in Grades 3-5, and extra support for students in kindergarten to Grade 2 who are struggling to meet the requirements for promotion. In addition to the invention programs listed above, economically disadvantaged students also benefit from the longer school day, parent workshops, optional Saturday and summer programs, and enrichment programs that offer students access to useful and engaging activities that they otherwise would not be able to participate in, like coding.

- GCCS uses an intervention tracker to monitor the progress of individual students. This tool facilitates communication among classroom teachers, interventionists, and school leaders. The school uses a Response to Intervention (RTI) model to support and monitor student progress in relation to academics and behavior. When students require more support, the counseling coordinator, the SPED coordinator, parents, classroom teachers, and other teachers who provide individualized support meet to discuss the students' needs and to develop a plan.

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

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

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> <li>a. The school has a clear approach to behavioral management, including a written discipline policy.</li> <li>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</li> <li>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</li> <li>d. Classroom environments are conducive to learning and generally free from disruption.</li> </ul>
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> <li>a. Teachers communicate with parents to discuss students' strengths and needs.</li> <li>b. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</li> <li>c. The school has a systematic process for responding to parent or community concerns.</li> <li>d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</li> </ul>
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> <li>a. School leaders collect and use data to track the socio-emotional needs of students.</li> <li>b. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.</li> </ul>

**Summative Evidence for Benchmark 3:**

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

- Indicator a: As evidenced in the school's discipline policy and CSO observations on site, GCCS maintains a positive, proactive approach to behavior management. The school reports that teachers receive training in the Responsive Classroom method during summer professional development sessions as well as throughout the year. The renewal application describes the connection between behavior management and social and emotional supports at the school. In the special populations and culture/climate focus group, staff reiterated this view, explaining that sometimes behavior issues are a result of conditions beyond a students' control, such as coming to school hungry or needing a break to move around. They also noted that each classroom creates its own charter at the beginning of the year, agreeing upon a set of rules. Finally, every day during morning meeting, one of the 10 traits of IB's Learner Profile is highlighted and discussed; this core value is then returned to at the end of the day, when students are asked to reflect on how their choices for that day have or have not aligned with this trait.

- Indicator b: During the site visit, the CSO team observed that the school environment was safe and nurturing. Staff and students exhibited respectful behavior toward one another. Throughout the day, students were observed quietly and independently walking through the halls. School leadership explained that students are given the freedom to greet one another in the halls when traveling in a group or individually if they do not disrupt others while doing so. As evidenced on site, this sense of independence and personal responsibility is fostered both in the classrooms and throughout the school. According to the CSO parent survey, 93% of parents agreed or strongly agreed that the school provides a safe environment.
- Indicator c: According to the renewal application, the guidelines specified in both the GCCS Family Handbook and Personnel Handbook are in compliance with the Dignity for All Students Act. Character education is integrated throughout the school's curriculum, with weekly lessons built in that align with the 10 traits of IB's Learner Profile and *the Ackerman Institute Competent Kids Caring Communities curriculum*. In the CSO teacher survey, teachers explained that members of the culture and counselling teams are responsible for teaching students about bullying and harassment and dealing with any issues that may arise. Eighty-five percent of teachers agreed or strongly agreed that the school is generally free of bullying, discrimination, and harassment for all students. In the CSO parent survey, 91% of parents agreed or strongly agreed that the school has an effective process for dealing with bullying and harassment.
- Indicator d: According to the CSO teacher survey, 81% of teachers agreed or strongly agreed that there is a uniform expectation for all teachers' classroom management at GCCS. Responses in the CSO parent survey show that 94% of parents agree or strongly agree that the classroom environment at the school supports learning and is generally free from disruption. While conducting classroom observations during the site visit, the CSO team found the classrooms to be well managed and conducive to learning.

## 2. Element: Family Engagement and Communication

- Indicator a: Ninety-six percent of teachers responding to the CSO teacher survey agreed or strongly agreed that the teachers at GCCS regularly communicate with families on issues related to academics. According to the CSO parent survey, 90% of parents agree or strongly agree that teachers and other staff communicate regularly with parents and families. As stated in the renewal application, teachers communicate with parents at the Fall Open House, two parent-teacher conferences scheduled during the year, and through the three progress reports and three report cards sent home. Additionally, teachers hold "office hours" every Friday morning and use Class Dojo software to communicate with parents as a group or individually. Parents are also invited to participate in the Holistic Team that meets as a component of the RTI process. Finally, GCCS invites parents in for workshops that cover topics related to academics, behavior, social media guidelines, and nutrition. In the special populations and culture/climate focus group, the family coordinator described one of these workshops offered by the school, "Levels and Legos." This event, in which over 200 parents participated last year, organized parents into different classrooms based on their child's reading level. They were then provided with various reading strategies they could use at home with their children. During this event, the school also reserved two classrooms where the workshop was conducted in Spanish and one where it was conducted in French. Children were provided with their own space during the workshop where they were able to play with Legos.
- Indicator b: According to the CSO parent survey, 93% of parents agree or strongly agree that the school seeks feedback from parents through surveys, meetings, or some other forum. In the special populations and culture/climate focus groups, staff members noted that GCCS utilizes a family participation tracker, which is managed by the family coordinator. Results gathered from

this are discussed with school leadership every two weeks. The renewal application states that student and family satisfaction is measured through the the NYC DOE annual parent satisfaction survey and from feedback provided by the Parents as Partners Association and the Parent Advisory Team, two groups by which parents are able to discuss and plan events, address schoolwide issues, and engage with school leadership.

- Indicator c: The GCCS's complaint policy, as outlined in the Family Handbook, describes the process for families who wish to file a complaint. This policy was revised this past summer, and approved by the CSO, to provide clarifications and updates. According to the CSO parent survey, 90% of parents agree or strongly agree that the school has a clear complaint policy.
- Indicator d: Eighty-six percent of parents surveyed by the CSO believe the school informs them about how it performs compared to other schools in the district and state. The renewal application states that an overview of the school's performance on the states ELA and math exams is presented to parents at the Back to School Night. According to the CSO teacher survey, 81% of teachers agree or strongly agree that administrators regularly communicate with families and the community on issues related to academics.

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

- Indicator a: GCCS has various staff members dedicated to supporting students' social-emotional needs. As reported by staff during the special populations and culture/climate focus group, the chief academic officer (CAO) oversees the general social-emotional program. With the assistance of the SPED coordinator, the ACAO of support and intervention manages the intervention tracker and the dean of students monitors the discipline tracker. The leadership team meets and analyzes the data, noting trends and developing action plans. The school employs three guidance counselors, who also have their own database to track more sensitive information. The school also has a character education program built into the curriculum, as noted above. According to the NYSED CSO Teacher Survey, 89% of teachers agree the school has systems in place supporting students with social-emotional needs.
- Indicator b: School leaders collect and use data in an effort to evaluate and improve programs designed to support students' social and emotional health. One example noted by staff during the special populations and culture/climate focus group showed how the school used data related to student attendance to boost overall student attendance. When analyzing trends, staff noted that attendance was particularly low on Fridays, which are half days for students. To address this, the school began to hold assemblies on Fridays, which, in turn, boosted student attendance.

## Benchmark 4: Financial Condition

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

### Finding: Meets

#### Important Notes:

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

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

### Summative Evidence for Benchmark 4:

#### Financial Condition

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

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

#### Overall Financial Outlook

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. GCCS's 2016-2017 composite score is 2.1.

**Global Community Charter School’s Composite Scores  
2014-2015 to 2016-2017**

<i>Year</i>	<i>Composite Score</i>
2016-2017	2.1
2017-2018	1.6

*Source: NYSED Office of Audit Services*

**Near-Term Indicators**

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

The *current ratio* is a financial ratio that measures whether or not a charter school has enough resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the school is of paying its obligations, with a ratio under 1.0 indicating concern. For 2016-2017, GCCS had a current ratio of 1.4.

*Unrestricted cash* measures, in days, whether the charter school can meet operating expenses without receiving new income. Charter schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2016-2017, GCCS operated with 37 days of unrestricted cash.

*Enrollment maximization* measures whether or not a charter school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. GCCS’s enrollment maximization for 2016-2017 was at 95 percent.

**Long-Term Indicators**

A charter school’s *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2016-2017, GCCS’s debt to asset ratio was 0.4.

*Total margin* measures the deficit or surplus a charter school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2016-2017, GCCS’s total margin was 4 percent.

### **Benchmark 5: Financial Management**

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

**Finding:** Meets

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

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

#### **Summative Evidence for Benchmark 5:**

The CSO reviewed GCCS's 2016-2017 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

## Benchmark 6: Board Oversight and Governance

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

### Finding: Meets

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

### Summative Evidence for Benchmark 6:

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

- Indicator a: The GCCS Board of Trustees has ten members who, together, bring a range of skills and expertise to the board. These include education, law, fundraising, finance, technology, human resources, and strategic planning. In addition, two of the members are residents of the school’s neighborhood. In the focus group, board members discussed their interest in adding new members, specifically ones with experience in fundraising and community leadership. They noted that potential board members are asked to sit in at board meetings so that they understand what the position entails. They stressed the need for the addition of quality board members, not just a larger quantity.
- Indicator b: Subsequent to being granted a short-term renewal, the board’s primary goal over the current charter term has been to strengthen the school’s academic program. The renewal application discusses the strategies that the board has focused on in order to improve academic achievement. These include: improving the academic leadership by recruiting an experienced academic leader; establishing after-school and Saturday test preparation programs; allocating resources to fund a summer program that focuses on literacy and math; offering milestone bonuses in an effort to retain more teachers; adding more board members; and working more closely to monitor and support the academic program by strengthening the Education and Accountability Committee.
- Indicator c: The board maintains active oversight, in part, through its use of the committee structure. According to the renewal application, the committees, which include the Education and Accountability Committee, the Finance Committee, and the Executive Committee, meet regularly and report at monthly board meetings. The CAO and chief operational officer (COO) communicate

regularly with the board through monthly phone calls, presentations at board meetings, and participation in committees. Topics covered in committee discussions and at board meetings include academics, operations, and finance.

- Indicator d: The board reviews existing school policies annually and new policies as they are developed. The CAO and COO provide the initial revisions and then bring the revised policies to the board for approval. When needed, the board will seek advice from outside counsel to ensure that the policies comply with state and federal laws.
- Indicator e: Prior to the visit, the board provided examples of surveys that it uses when conducting self-evaluations. As noted in the renewal application, the responses to these inform procedural changes or additional board training, as needed. The board conducts an annual evaluation of the CAO and COO. In the focus group, board members described the “360 degree review” of the school leaders that begins with the development of annual performance goals at the start of the school year. Other components of the evaluation include a self-evaluation by the CAO and COO, a survey given to the teachers and staff, monthly check-ins, and a mid-year and end-of-year formal, written evaluation.
- Indicator f: The board demonstrates full awareness of its legal obligations. In accordance with charter law, the board meets monthly. In the focus group, board members noted that they retain outside legal counsel and, in addition, seek guidance from board members who work as attorneys.

**Benchmark 7: Organizational Capacity**

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

**Finding: Meets**

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

**Summative Evidence for Benchmark 7:**

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

- Indicator a: GCCS has an effective school leadership team, which is co-led by the CAO and the COO. Additional members of the leadership team include an ACAO for teaching and learning, an ACAO for intervention and support, and other leaders who focus on such areas as instruction, curriculum, the SPED and ELL/MLL student populations, behavior, and culture/climate. According to the CSO Teacher Survey, 92% of teachers agree or strongly agree that the school’s mission is clear and shared by all stakeholders.

- Indicator b: According to descriptions found in the renewal application and the staff handbook, GCCS has clearly defined roles and responsibilities for the board of trustees, school leaders, management, and staff. These roles and responsibilities are taken into account during the hiring and evaluation processes.
- Indicator c: GCCS employs various methods for communicating with stakeholders. According to the renewal application, school leadership communicates with parents and staff through emails and text messages. Announcements and event reminders are communicated via the school's website and social media accounts. In order to reach out to families and inform them of programs that the school offers, the school publishes its Family Handbook in both English and Spanish. Families also receive a weekly newsletter, which is available in electronic and paper form and also presented in both English and Spanish. On the site visit, CSO team members noted the prevalence of translated materials and bilingual staff members available to assist parents. To communicate regularly with staff, school leadership uses daily planning sessions, weekly professional development sessions, and a weekly staff email newsletter.
- Indicator d: According to the renewal application, GCCS recruits staff members by attending charter school job fairs and using a LinkedIn.com recruiter account, Idealist.org, the school's website, and word of mouth. The school reports that its use of the inquiry approach and IB curriculum help to attract candidates. Hiring at GCCS is a multi-step process, which involves an interview, a demo lesson by the prospective teacher, and engagement in a feedback session. The school works to develop and retain high-quality teachers through the use of professional development and by offering bonuses for longevity and administrative opportunities for those interested in becoming school leaders. Teachers who are not meeting the school's standards are placed on a "performance improvement plan" and given 30 days to show growth. According to the CSO teacher survey, 70% of teachers agreed or strongly agreed that GCCS was a long-term, sustainable option for them. Lack of job security, recent administrative changes, and lack of resources and time were noted as drawbacks at the school. The majority of comments provided by teachers was positive, though, with many noting the opportunities for professional growth, improved communication with leadership, an effective educational philosophy, and overall progress that the school has made over the past couple of years.

## 2. Element: *Professional Climate*

- Indicator a: The school's organizational chart includes the position of instructional coach. However, this position has remained vacant this year. In both the board of trustees and the school leadership focus groups, members reported that, through the use of outside consultants and assistance from members of the leadership team, the responsibilities of this position were being met. Both groups noted that they are considering the possibility of eliminating this position in the future if they find that it is not necessary. In addition, the school is having difficulty recruiting enough certified teachers to equip every classroom with two. In order to deal with this, GCCS is working with its "apprentice teachers" to provide them with professional development and coaching and to encourage them to earn their certification.
- Indicator b: According to the CSO teacher survey, 93% of teachers agreed or strongly agreed that faculty members collaborate on matters of curriculum and instruction. The renewal application provides several examples of how collaboration occurs: the co-teaching model, daily common planning time, weekly grade-level planning, and Friday "data days" that occur every interim assessment cycle.
- Indicator c: According to the renewal application, GCCS provides its teachers with regularly scheduled professional development that is responsive to staff needs, non-evaluative

instructional coaching, and instructional walkthroughs. During the focus group, school leadership noted that, in addition to Friday afternoon professional development sessions, staff members receive professional development during the Summer Institute and ongoing literacy training through the Lavinia Group. In addition, all faculty members receive at least one level of training through the International Baccalaureate program. In the special populations/culture and climate focus group, the SPED coordinator and ENL coordinator described ways that they help teachers to meet student needs by observing classroom instruction and providing feedback and by offering targeted professional development focused on instructional techniques and supports to assist the SWDs and ELLs/MLLs in their classrooms.

- Indicator d: The renewal application states that GCCS uses a teacher evaluation tool that is based on the Danielson framework. Teachers receive two formal evaluations a year. Prior to their mid-year evaluations, teachers are observed frequently and provided with feedback. The school also employs a self-assessment rubric that teachers use to complete a reflection and self-assessment and to work on goal setting. According to the CSO teacher survey, 92% of teachers agreed or strongly agreed that the school has systems in place to monitor and evaluate teacher instruction.
- Indicator e: According to the CSO teacher survey, 88% of teachers agreed or strongly agreed that school leadership has systems in place to solicit staff feedback. Some examples of these systems provided by teachers taking the survey include surveys, weekly staff meetings, emails, and an “open door policy.”

## 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

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

### Summative Evidence for Benchmark 8:

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

- a. Indicator a: Stakeholders share a common and consistent understanding of the school's mission and Key Design Elements (KDEs). The renewal application states that families and new board members can learn about these by looking in the Family Handbook which is posted on the school's website along with a Spanish translation of the resource. In the focus group, board members were able to articulate the mission and KDEs and provide examples of how they help to support the implementation of these. According to the NYSED CSO Teacher Survey, 92% of teaches agree or strongly agree that the school's mission is clear and is shared by all stakeholders. When asked to describe the mission and KDEs, most of the teachers accurately described aspects of the mission but did not address the KDEs.
- b. The school provides partial evidence of its implementation of the KDEs in the approved charter. The school's use of *multiple forms of evidence* and the faithful implementation of the PYP framework were discussed in previous benchmarks. The *visual and performing arts integration* is evident as well. In addition to attending art, dance, and music classes, students are exposed to the arts through the integration of the arts in the core curriculum that is a part of transdisciplinary and project-based learning. The school's full implementation of *two teachers in each classroom* has been a challenge for GCCS. While more than one adult was observed in each classroom during the site visit, some classrooms had only one certified teacher. During the focus group, school leadership reported the challenges in recruiting certified teachers and noted that any uncertified teachers on staff are provided with multiple opportunities for support. Leadership explained that one way of supporting these "apprentice teachers" is by helping and encouraging them to earn their teaching certificates.

**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**

<i>Element</i>	<i>Indicators</i>
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.

Table 5: Student Demographics – Global Community Charter School Compared to District of Location

	2016-2017			2017-2018		
	Global Community Charter School	NYC CSD 5	Variance	Global Community Charter School	NYC CSD 5	Variance
Students with Disabilities	23%	28%	-5	22%	30%	-8
ELL/MLL	17%	14%	+3	19%	15%	+4
Economically Disadvantaged	68%	91%	-23	92%	91%	+1

NOTES:

- (1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

According to NYSED data, in the 2017-2018 school year, 79% of students were retained in Global Community Charter School compared with 89% in the district of location.

**Summative Evidence for Benchmark 9:**

- Indicator a: According to the GCCS renewal site visit workbook, total student enrollment at GCCS in 2017-2018 and 2018-2019 is reported as 415 and 420, respectively. This represents 89% and 90% of the schools maximum authorized enrollment and, therefore, meets the threshold of 85% that the school is required to maintain as a part of its charter agreement. GCCS consistently serves a larger percentage of ELLs/MLLs than NYC CSD 5. However, its population of SWDs has remained below the district of location. As mentioned in Benchmark 1, the number of ED students enrolled in the school for the 2016-2017 school year was incorrectly reported by the school. In the renewal application, the school explains that the underreporting of ED students for that year was a result of the school’s transition to offering free meals to all students as a school food authority. The school incorrectly assumed that, with this change, it would not need to collect individual family data. This reporting error was subsequently remedied the following year, resulting in accurate demographic data for the 2017-2018 school year. When taking into account ED student populations of 93% in the 2016-2017 school year (as self-reported by the school) and 92% in the 2017-2018 school year (according to NYSED data), the school is serving a slightly higher number of ED students than NYC CSD 5.
- Indicator b: GCCS has implemented a number of recruitment strategies and program services to attract and retain students from the three sub-group populations. According to the renewal application and 2017-2018 annual report, the school’s recruitment of the ED student population

includes marketing to families living in one of several public housing complexes located near the school. Staff from GCCS visit nearby daycare providers. The recruitment team also visits area preschools, some of which serve high concentrations of ELLs/MLLs and others with large populations of SWDs. Additionally, bilingual staff members offer presentations and school tours to interested families. The marketing materials used are available in English, Spanish, and French and describe the supports offered by the school. Some of the supports that aid in the retention of the three sub-group populations include:

- Intervention periods
  - Extended-day, after-school, and summer programming;
  - Parent workshops on supporting student literacy at home;
  - A hiring preference for teachers who speak multiple languages;
  - A Spanish program for all grade levels;
  - The ICT model;
  - Additional staffing at the administrative and instructional levels to support ELLs/MLLs and SWDs; and
  - Professional development for teachers on how to support the academic, social, and emotional needs of all students at GCCS.
- Indicator c: In the special populations/culture and climate focus group, staff members explained how data from student applications is collected, reviewed, and logged onto SchoolMint. They noted that SchoolMint provides a map that shows where the enrollment applications come from; the school then targets any places that are lacking enrollment for drop-offs of promotional materials. During monthly meetings, the family coordinator and chief operational officer discuss the effectiveness of recruitment strategies as well as key enrollment decisions. The board also reviews annual enrollment data that is provided in the school's dashboard. Together, the recruitment team and the board look to identify trends in enrollment and respond by making any needed changes to recruitment strategies and/or academic programming and supports.

**Benchmark 10: Legal Compliance**

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

**Finding: Meets**

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

**Summative Evidence for Benchmark 10:**

**1. Element: *Legal Compliance***

- Indicator a: At the time of the renewal site visit, there was no evidence that the school was out of compliance with its charter, rules, regulations, or laws.
- Indicator b: The school conducts regular independent audits of its finances and employs an attorney to review policies and advise on decision-making.
- Indicator c: GCCS has sought CSO approval for non-material revisions to add supplemental programs for students and to make minor revisions to its policies, KDEs, and organizational chart. No material revisions were requested.