



New York State Education Department

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

Mott Hall Charter School

Renewal Site Visit Dates: October 19-20, 2021

Date of Report: May 18, 2022

[Charter School Office](#)

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Table of Contents

SCHOOL DESCRIPTION	3
METHODOLOGY	5
BENCHMARK ANALYSIS	7
SUMMARY OF FINDINGS.....	9
BENCHMARK 1: STUDENT PERFORMANCE.....	10
BENCHMARK 2: TEACHING AND LEARNING.....	11
BENCHMARK 3: CULTURE, CLIMATE, AND STUDENT AND FAMILY ENGAGEMENT	17
BENCHMARK 4: FINANCIAL CONDITION	24
BENCHMARK 5: FINANCIAL MANAGEMENT	25
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE	26
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	29
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	34
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION	36
BENCHMARK 10: LEGAL COMPLIANCE	38

ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Mott Hall Charter School
Board Chair	Natalie Thompson
District of location	NYC CSD 9
Opening Date	Fall 2012
Charter Terms	<ul style="list-style-type: none"> • Initial Charter: August 12, 2012 - June 30, 2017 • First Renewal: July 1, 2017 - June 30, 2019 • Second Renewal: July 1, 2019 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	Grades 6 - 8 / 280 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6 - 8 / 280 students
Facilities	1260 Franklin Avenue, Bronx - Public Space
Mission Statement	<i>The mission of the Mott Hall Charter School is to prepare our scholars in mind, body, and character to succeed in top high schools, colleges, and careers by becoming inquisitive, open-minded, and compassionate citizens of the world.</i>
Key Design Elements	<ul style="list-style-type: none"> • 21st Century Teaching and Learning Model • Proficiency • Special population Support • College and Career Readiness Program • Social and Emotional Health Programming
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	To revise the school's organizational chart to better reflect roles and responsibilities.

Noteworthy: To ensure strong recruitment for the 2020-2021 school year, Mott Hall Charter School (MHCS) created a recruitment committee to develop remote strategies to reach the community. When there were not in-person restrictions due to the COVID-19 pandemic the school participated in neighborhood events and in the surrounding neighborhoods. In response to event closures the school used social media to take the place of live events. One event was a collaborative project with its co-located school entitled Clothing Project for Families. Students and their families donated gently used clothing for others in their community. Other events included developing relationships with New York City Housing Authority (NYCHA) and local community health organizations. In a dedicated effort to meet with needs of English language learner (ELL) families, the school staff worked with charter support organizations to send information about the school's remote adult ESL (English as a Second Language) Initiative, which provided Zoom classes for adults across the city. The school reached over 100 registrants and enabled the school to be seen as a partner in education for their ELL students and adults. The school is now offering a Civics class to families to support their citizenship process.

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.

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

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 <http://www.nysed.gov/charter-schools/law-regulations-memos>. Benchmark 1 allows for the use of longitudinal data. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the [memo](#) (See Monitoring Plan section).

Renewal Outcomes

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

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

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

and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Approved Enrollment	280	280	280

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	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Proposed Enrollment	280	280	280	280	280

METHODOLOGY

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

The team conducted remote nine classroom observations in Grades 6 - 8. The observations were approximately 20 minutes in length and conducted jointly with the executive director/principal and the assistant principal of instruction. 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:

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

- **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;**
- **2021 CSO 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, midterm, renewals);**
- **School's 2021 renewal application;**
- **School's February 2020 Notice of Concern and December 2021 Notice of Deficiency**
- **Any supplementary evidence or data submitted to NYSED by the school.**

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

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

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

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher. 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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	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.	Approaches
	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.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. . High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

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

Summary of Findings

- MHCS is in year ten of operation and serves students in Grades 6 - 8. During its current charter term, the school is rated in the following manner: meeting six benchmarks and approaching four benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** Over the years the school has demonstrated a strong commitment to meeting the social emotional needs of all students. Although the school has yet to hire new leadership staff to continue the established social emotional programs it has partnered with community-based organizations to support the program and current staff as students transition back into in-person instruction.
- **Summary of Areas in Need of Improvement:** Based on the Notice of Deficiency issued by the NYSED CSO, the school is under a corrective action plan (CAP) for governance, organizational, and legal deficiencies. It will continue to work with the CSO to rectify these areas of non-compliance.

Benchmark 1: Student Performance

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

Finding: 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 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:

Although pre-pandemic there was a decline in both trending toward proficiency and overall proficiency on the New York State 3-8 ELA and math Assessments the NYSED CSO does not have recent state assessment data for any elementary or middle schools and as such, the rating for this benchmark remains a Meets. For 2018-2019, this school was 29 percent proficient in ELA, +1 percentage point above the district of location and 34 percent proficient in math, +10 percentage points above the district of location. The school was still below the NYS proficiency rates for ELA and math, -16 and -8 percentage points, respectively.

During the three-year charter term, Mott Hall Charter School has been designated as a school in Good Standing under New York State criteria as defined by the Elementary and Secondary Education Act.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (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

<i>Element</i>	<i>Indicators</i>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to current New York State learning standards.b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.d. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.c. The school differentiates instruction to ensure equity and access for all students.d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a system of formative, diagnostic, and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Middle School:

- MS:
 - The school's renewal application states that MHCS utilizes the International Baccalaureate Middle Years Program (IB MYP) as a framework and implements components of the program to deliver a college and career readiness program, one of the school's key design elements. This was confirmed in focus groups with leadership and teachers.
 - MHCS reports having a strong focus on literacy and has double blocks of ELA instruction using the balanced literacy approach for all grade levels. The school schedule confirms this.
 - MHCS reports that it utilizes a co-teaching model and this was evident during classroom observations

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

- SWDs:
 - The renewal report states that MHCS utilizes Integrated Co-Teaching (ICT) to support students with disabilities enrolled in the school.
 - Leadership stated during the focus group MHCS provides related services including in-house counseling, and speech therapy, physical therapy (PT), occupational therapy (OT) through the New York City Department of Education (NYCDOE).
- ELLs:
 - School leadership stated that the learning needs of ELLs are met through an ESL push-in/pull-out model. The school uses components of the Sheltered Instruction Observation Protocol (SIOP) approach and Translanguaging in each classroom.

Summative Evidence for Benchmark 2:

Over the current charter term, the trajectory for this benchmark has been consistent as a Meets.

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

- **Indicator a:** MHCS reports in its renewal application that its curriculum, which is a combination of teacher-created and boxed curricula, is aligned to the New York State Learning Standards (NYSLs) and the Next Generation Learning Standards (Next Gen). The school also reported that it continues to implement components of the IB MYP. The school's renewal application states that the school fully implements *Ready New York* for its ELA and math curricula, Amplify Science for its science curriculum, and NYS Social Studies Framework for its social studies curriculum. During

the school leadership focus group, the school leaders mentioned that they are piloting Houghton Mifflin Harcourt's *Into Literature* for 6th and 8th grades and McGraw Hill's social studies curriculum in 6th grades social studies. The school leadership team confirmed in the focus group that teachers also create their own curriculum, especially to scaffold for high-level abilities. The 2021 CSO Annual Survey of Charter School Parents/Guardians, Teachers, and Students was administered by schools in April 2021. On the 2021 CSO Teacher Survey (22 of 25 possible responses; 88 percent response rate), 91 percent of teachers who responded somewhat or strongly agreed that the school has a documented curriculum that is aligned to the NYSLS.

- **Indicator b:** MHCS reported in its renewal application that ongoing horizontal alignment occurs for all core subjects through weekly grade team meetings, as well as a school-wide emphasis on ELA standards, with school-wide instructional goals for vocabulary and annotation. During the school leadership focus group, the school leaders spoke about the teachers weekly break down of learning standards to ensure similar pacing and progression of standards as a method for horizontal alignment. In the school's renewal application, the school states that vertical alignment occurs through weekly professional learning communities (PLC) meetings led by department leads, using ORID (Objective, Reflective, Interpretive, and Decisional) protocol. Other forms of vertical alignment include the school's use of the IB MYP framework and Understanding by Design (UBD), as mentioned in the school leadership focus group. On the 2021 CSO Teacher Survey, 87 percent of teachers somewhat or strongly agreed that the school's curriculum is aligned horizontally and 86 percent of teachers somewhat or strongly agreed that the school's curriculum is aligned vertically.
- **Indicator c:** The school self-reports in its renewal application that the MHCS curriculum is tiered, scaffolded, and differentiated to address issues of diversity, equity, and inclusion, specifically citing that the social studies and ELA curricula includes social justice standards. In the lesson plan template, differentiation is encouraged to be considered for general education, special education, and ELLs. A CSO SV team review of submitted lesson plans showed evidence of differentiation. The school leadership team spoke about how the school started implementing Read 180 and System 44 in the 2020-2021 school year as its intervention programs, which helps address issues of learning loss due to the COVID-19 pandemic. On the 2021 CSO Teacher Survey, 91 percent of teachers somewhat or strongly agreed that the curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
- **Indicator d:** MHCS outlines its curriculum review process in its renewal application, stating that it includes the PLCs, ORID protocol, and inquiry meetings, with revisions based on student data. Further, the school notes that it utilizes curriculum specialists from the published curricula to support the staff on implementation. On the 2021 CSO Teacher Survey, 82 percent of teachers somewhat or strongly agreed that the curriculum is systematically reviewed and revised.

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

- **Indicator a:** According to MHCS's renewal application, the school utilizes the workshop model for instruction, keeping direct instruction to a minimum. In eight out of nine classrooms visited with the school's instructional leaders, the leader reported that the teacher's practice appeared to be aligned to the school's expectations of high-quality instruction. On the 2021 CSO Teacher Survey, 87 percent of teachers who responded somewhat or strongly agreed that the school staff has a shared understanding of high-quality instruction that supports all learners. On the 2021 CSO Parent Survey, which only garnered a 16 percent response rate, 86 percent of the parents who responded somewhat or strongly agreed that the teaching quality at this school is very high.

- **Indicator b:** During the CSO remote site visit, the classes observed were fully in-person instruction. In the classrooms observed, most students appeared to be engaged in the lesson through verbal responses, participation in lesson activities, and independent practice. During both the school leadership and board focus groups, the stakeholders discussed the transition to remote and hybrid learning over the past year and a half, due to the COVID-19 pandemic, before returning to in-person at the beginning of the 2021-2022 school year, and that they faced those challenges by already having had a one-to-one device set up in place, already working through the platform of Google Classroom, and teachers having previous training on platforms, which allowed for teachers to pivot with the least amount of instructional disruption and focus on engagement. On the 2021 CSO Teacher Survey, 86 percent of teachers who responded somewhat or strongly agreed that the school's instructional delivery fosters engagement with all students.
- **Indicator c:** Differentiation observed during classroom visits included small group instruction informed by assessment data, leveled source materials, graphic organizers, and translation into Spanish. On the 2021 CSO Teacher Survey, 86 percent of teachers who responded somewhat or strongly agreed that the school differentiates instruction to ensure equity and access for all students.
- **Indicator d:** According to the school's renewal application and supported by discussion with the school leadership team focus group, the school uses UBD to create all unit plans, which are then used to create daily lesson plans. The school leadership team spoke about the expectation of teachers to write a reflection on the unit plan when they reach the end of a unit for review and discussion of the unit plans at the end of the school year. The renewal application further reports that the school supports best practices through informal classroom observations and feedback conducted by instructional leadership and coaches. On the 2021 CSO Teacher Survey, 81 percent of teachers who responded somewhat or strongly agreed that the school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups.

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

- **Indicator a:** The school self-reports in its renewal application that MHCS administers formative, diagnostic, and summative assessments, including baseline diagnostic and progress monitoring assessments that accompany the published curricula in ELA and math, project-based assessments (PBA), exit slips, iReady end of unit assessments, and prior years' NYS ELA and math exams. On the 2021 CSO Teacher Survey, 100 percent of teachers who responded somewhat or strongly agreed that the school uses a system of formative, diagnostic, and summative assessments.
- **Indicator b:** The school reported in the renewal application that it reviews and analyzes quantitative and qualitative student data through data meetings to identify trends in student learning. The renewal application further explains the quantitative data comes from daily exit tickets, unit exams, interim assessments, and classroom exam scores. The data informs student grouping and differentiation strategies to improve student outcomes. In addition, the qualitative data the school gathers come from informal observation, surveys, and student self-reflections. The school leadership team discussed that it has focused on its iReady and Lexile assessments to monitor student proficiency, and teachers use the data to determine the groupings for small group instruction. On the 2021 CSO Teacher Survey, 100 percent of teachers who responded somewhat or strongly agreed that the school uses qualitative and quantitative data to inform instruction and improve student outcomes.
- **Indicator c:** According to the renewal application, the school uses the quantitative and qualitative student data to determine overall program efficacy and make any modifications to its program to

address any deficiencies and increase student performance. During the board focus group, the board members mentioned that the school had been utilizing disaggregated data on its ELLs to make decisions about its ELL programming. On the 2021 CSO Teacher Survey, 96 percent of teachers who responded somewhat or strongly agreed that the school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program. MHCS self-reported data on its local assessments of iReady and Reading Inventory for the 2020-2021 school year. Notably, the school reported that in iReady ELA, 47 percent of all students met projected growth targets and 31 percent of all students met stretch growth targets. The school also shared the disaggregated data for its ENL subgroup population for 7th grade students, 56 percent met projected growth targets and 33 percent met stretch growth targets, and for 8th grade students, 57 percent met projected growth targets and 43 percent met stretch growth targets. The school's Reading Inventory data included 76 percent of total student population and 83 percent of the SWD subgroup demonstrated growth in reading Lexile scores.

- **Indicator d:** The school self-reports in its renewal application that MHCS it conducts mock state exams, along with its progress monitoring interim assessments to assess student progress toward State learning standards. On the 2021 CSO Teacher Survey, 96 percent of teachers who responded somewhat or strongly agreed that the school uses multiple measures to assess student progress toward state learning standards

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

- **Indicator a:** According to the renewal application, the school reports that it works collaboratively with families and the Committee on Special Education (CSE) to develop a student's Individual Education Plan (IEP). According to the renewal application, the school reports that it employs the Home Language Questionnaire (HLQ), student interviews, and NYSITELL to identify its ELLs. On the 2021 CSO Teacher Survey, 82 percent of teachers somewhat or strongly agreed that the school follows the NYSED approved identification process for SWDs and 95 percent of teachers who responded somewhat or strongly agreed that the school follows them for ELLs.
- **Indicator b:** MHCS reported in the renewal application that it supports SWDs through ICT and SETSS models, employing two special education teachers per grade level, one for ELA and one for math, and a special education teacher support service (SETSS) provider. The school ensures students receive mandated speech services, occupational and physical therapy, and other related services, provided through the NYCDoE. For ELLs, MHCS reports in its renewal application that it uses elements of SIOP and Translanguaging through either push-in to classrooms for support or pull students out for small group instruction. The school reports that the school's social-emotional programming, employing a support staff team, and training all staff in trauma and attachment responsiveness, supports its economically disadvantaged (ED) students who may be facing chronic stress and trauma. In the 2021 CSO Teacher Survey, 91 percent of teachers who responded somewhat or strongly agreed that the school provides supports to meet the academic needs for its SWD and ELL subgroups, and 77 percent of teachers who responded somewhat or strongly agreed that the school provides them for ED students.
- **Indicator c:** MHCS reported in the renewal application that it utilizes the Multi-Tiered Systems of Supports (MTSS) structure to monitor the progress of individual students and determine targeted interventions. As part of the MTSS process, the MTSS team members include teachers and interventionists and meet regularly to discuss the progress of each individual student receiving intervention, which facilitate communication between interventionists and classroom teachers. During the classroom observations, the school leadership spoke about the school's use of Read

180, a research-based program, and Lexile scores for its literacy interventions and the school's schedule of an A day and B day to alternate large group lessons with stations and independent practice with online adaptive tools that supports the data gathering for determining targeted interventions and groupings. On the 2021 CSO Teacher Survey, 96 percent of teachers who responded somewhat or strongly agreed that the school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

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

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Measures of Culture, Climate, and Student Engagement	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40 percent of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside.⁴</p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside.⁵</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
2. Behavior Management and Safety	<p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses</p>

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

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRpptGuiderev3.6.18.pdf.

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

	educational program. The school has a McKinney-Vento Coordinator that staff can identify.
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Summative Evidence for Benchmark 3:

Over the current charter term, the trajectory for this benchmark has been consistent as a Meets.

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

- **Indicator a:** According to MHCS's renewal application, the school uses its MTSS process to address any issues of regular absenteeism or tardiness. The renewal application further explains that when the school moved to remote learning due to the COVID-19 pandemic, the school put in place additional interventions to address chronic absenteeism including teachers taking attendance in every period, deans assigned to cohorts of students for phone calls home when a student was absent, weekly review and analysis of attendance data by the dean of school culture and assistant principal of guidance, weekly attendance committee meetings to review data and create action plans for students of concern, and if escalated to severe attendance concerns, the principal and a dean conduct home visits. On the 2021 CSO Teacher Survey, 77 percent of teachers who responded somewhat or strongly agreed that the school has processes and procedures in place to address chronic absenteeism for all students. The renewal application and school website include an AP of Guidance and a director of social emotional health that lead the Social Emotional Health Team. During the site visit the former AP of guidance met with the CSO during the leadership focus group. The school had yet to fill either position. Guidance newsletters created by the former staff are posted on the school's website for the 2020-2021 school year as well listing them on the school's leadership webpage.
- **Indicator b:** According to MHCS's renewal application, the school has decreased its number of suspensions over the course of the charter term, with only one out-of-school suspension in the 2020-2021 school year. Further, the renewal application explains that the school will provide alternative instruction for a student, either in an alternative setting or at an off-site location or if remote, through asynchronous instruction or with a teacher in a separate Zoom classroom. On the 2021 CSO Teacher Survey, 64 percent of teachers who responded somewhat or strongly agreed that the school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.
- **Indicator c:** MHCS reported in the renewal application that it utilizes surveys, focus groups, and town hall meetings to measure and evaluate school climate and culture. The school provided an example in the renewal application of utilizing two staff-centered focus groups to gather feedback on the impact of the COVID-19 pandemic on teachers, parents, and the school-wide culture and climate. On the 2021 CSO Teacher Survey, 86 percent of teachers who responded somewhat or strongly agreed that the school has a process in place to measure and evaluate school climate culture.

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

- **Indicator a:** According to MHCS's renewal application, the school takes a positive school culture approach to the school's community, which they implement through a positive behavior incentive system (PBIS) and a restorative approach to behavior management. Documentation review shows

the school's current discipline policy and code of conduct incorporate the school's values, infractions by level, the respective range of school responses, interventions, and consequences for those levels, and the school's technology, internet safety, and acceptable social media use policy. The school employs a dean of culture and a school culture team that includes assistant deans, as evidenced by the school's organization chart and staff roster, who are responsible for any escalated student behavior management and oversight of the school's disciplinary processes, including implementation of PBIS principles, behavior referrals, disciplinary hearings, and suspensions. On the 2021 CSO Teacher Survey, 77 percent of teachers who responded somewhat or strongly agreed that the school's discipline policy is clear and is enforced by all teachers and staff. Looking at similar data points on the 2021 CSO Parent Survey, which only garnered a 16 percent response rate, (44 out of 272 expected response) 82 percent of the parents who responded somewhat or strongly agreed that the school's discipline policy is clear and 84 percent of parents who responded what or strongly agreed that it and is enforced by all teachers and staff.

- **Indicator b:** In the school's renewal application, the school states that it has continued to solidify its school-wide behavior management systems over the course of the charter term. MHCS self-reports that the systems include a tiered approach to address student behavior, with escalation to a dean and the creation of a behavior modification plan. The school mentions that teachers are trained on the impact of trauma on student behavior and de-escalation techniques to manage the behaviors. On the 2021 CSO Teacher Survey, 82 percent of teachers who responded somewhat or strongly agreed that the school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.
- **Indicator c:** In the school's renewal application, the school states that it utilizes *The Sanctuary Model*, supplemented by the school's own in-house trauma approach, to develop a safe school community. In addition, the renewal application notes that teachers use the "Trauma-Sensitive School Checklist" to ensure that classrooms are safe. Since the CSO site visit was remotely held, the school-wide environment was not directly observed. However, most of the classrooms observed during the CSO remote site visit showed consistent approaches to behaviors and maintained safe spaces. During the support staff focus group, the staff spoke about how they saw their roles as not only providing physical safety to students, but emotional safety as well and that they had been building a school culture where every student has a voice. On the 2021 CSO Teacher Survey, 91 percent of teachers who responded somewhat or strongly agreed that the school provides a safe environment, and 100 percent of teachers who responded somewhat or strongly agreed that teacher-student interactions could typically be described as supportive and respectful. On the 2021 CSO Parent Survey, which only garnered a 16 percent response rate, 77 percent of the parents who responded somewhat or strongly agreed that the school provides a safe environment.
- **Indicator d:** In MHCS's 2020-2021 NYSED Annual Report, the school submitted its homepage url for its required authorizer-approved DASA policy and its district-wide safety plan. Upon checking the link, although the safety plan was posted and current, the DASA policy is not on the homepage and is a link to NYSED's DASA webpage. Looking at a similar data point on both of the 2021 CSO Surveys, 91 percent of the teachers and 75 percent of the parents who responded somewhat or strongly agreed that the school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.
- **Indicator e:** The CSO remote site visit included nine classroom observations with in-person instruction. Most of the observed classes appeared to create an environment conducive to learning and generally free from disruption. On the 2021 CSO Teacher Survey, 91 percent of teachers who responded somewhat or strongly agreed that the classroom environments support

learning and are generally free from disruption, and 91 percent of teachers somewhat or strongly agreed that there is a uniform expectation for all teachers' classroom management in your school. On the 2021 CSO Parent Survey, which only garnered a 16 percent response rate, 75 percent of the parents who responded somewhat or strongly agreed that the classroom environments support learning and are generally free from disruption.

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

- **Indicator a:** According to MHCS's renewal application, teachers communicate with families to discuss students' strengths, progress, and needs through weekly phone calls, text messaging, and emails. The school attempts to communicate in the families' preferred language and Spanish translation is available. The school's website has links for the CSO survey and student enrollment in both English and Spanish. In addition, the renewal application mentions that the school holds three parent-teacher check-ins each year, and that they still held them virtually when the school was remote in the 2020-2021 school year. The school reports in its renewal application that it engages families through monthly parent dinners, monthly town halls, and in-person event, as well as creating a parent-teacher organization in the 2019-2020 school year to further build community through meetings, breakfast with the principal, parent-to-parent dinners. During the support staff focus group, the staff mentioned that they encourage parents to be an active participant in their children's education. During the parent focus group, which included six parents/guardians of current MHCS students, they spoke about how hands-on the school had been through the COVID-19 pandemic, by teachers and deans frequently communicating with them. The parents shared various examples of how teachers or deans had been in touch with them to provide support to both them and their child.
- **Indicator b:** According to MHCS's renewal application, the school utilizes multiple forms of communication with families including monthly newsletters from the guidance department, a new student information system, and the school's website. The school also mentioned in the renewal application that with the COVID-19 pandemic, it has added weekly Facebook Lives and meetings they call 'Parent Space' to provide additional communication with and support to families. During the school leadership team focus group, the school leaders confirmed those additional forms of communication, as well as noting that they sent out weekly newsletters that shared resources for families, continued to hold the school's Rise Assemblies and parent-to-parent dinners virtually, and had deans focus on attendance with daily calls to families, to increase their communication with families. During the support staff focus group, they mentioned that through their work with Project Hope they had been adding access to resources to support the whole family, such as rental assistance, food assistance, and workshops on coping skills and stress management. Looking at a similar data point on both of the 2021 CSO Surveys, 95 percent of the teachers and 89 percent of the parents who responded somewhat or strongly agreed that the school uses many methods of communication with families.
- **Indicator c:** MHCS typically assesses family and student feedback and satisfaction through school-created surveys administered throughout the year. MHCS notes in its renewal application that it sent out additional surveys when the COVID-19 pandemic began to determine family needs for technology and internet access, as well as preferences for school options. Other feedback mechanisms the school employs include the parent teacher organization, virtual Parent Space meetings, and parent task forces, as per the school's renewal application. Looking at a similar data point on both of the 2021 CSO Surveys, 96 percent of the teachers and 84 percent of the parents who responded somewhat or strongly agreed that the school seeks feedback from parents through surveys, meetings, or some other way.

- **Indicator d:** In MHCS's renewal application, the school explains it employs a parent coordinator, who assists in addressing any family and community concerns. The school submitted its "Family Concern Process" as Attachment C: Complaint Policy, which gives a detailed step-by-step process to escalate any concern or complaint. However, the policy has not been updated to reflect that the currently executive director and the principal positions are combined into one role. On the 2021 CSO Teacher Survey, 91 percent of teachers somewhat or strongly agreed that the school has a systematic and transparent process for responding to family or community concerns. On the 2021 CSO Parent Survey, which only garnered a 16 percent response rate, 70 percent of the parents who responded somewhat or strongly agreed that the school has a complaint policy that is easy to find and 75 percent of them who responded somewhat or strongly agreed that it is easy to understand.
- **Indicator e:** In MHCS's renewal application, the school leadership notes that they communicate school-level performance with the community through progress reports, which includes data from Read 180, Reading Inventory, iReady ELA and math, parent-teacher check ins, and data reports presented and discussed at the public board of trustees' monthly meetings. Document review confirmed that the school's website links to the NYSED's data webpage for the school. Further, the board meeting minutes submitted with the school's 2020-2021 Annual Report include mention of the executive director/principal's reporting on student assessments.
- **Indicator f:** In MHCS's renewal application, the school leadership notes that it shares its New York State exam participation rate compared to the district of location through the public board of trustees' monthly meetings. In the board meeting minutes submitted with the school's 2019-2020 Annual Report, they show that the executive director/principal updated the board monthly using an accountability dashboard, as well as the minutes for the November 2019 board meeting noted the executive director/principal's updating the board on the school's NYC DOE School Snapshot results. Looking at a similar data point on both of the 2021 CSO Surveys, 72 percent of the teachers and 70 percent of the parents who responded somewhat or strongly agreed that the school informs parents about how it performs compared to other schools in the district and New York State.

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

- **Indicator a:** The school employs an assistant principal of guidance, a director of social and emotional health, and a social worker, which along with the school culture team comprise the school's guidance department, as per the school's organizational chart and staff roster, to provide social-emotional supports for the students. According to the support staff focus group, comprised of the school social worker, dean of student culture, a dean, the parent coordinator, and a representative and crisis counselor from Project Hope, they address the social, emotional, behavioral, and mental health needs of the students by providing counseling, safety and disciplinary management, school community events and activities, school culture programs, group resources and information about community services/agencies, referrals to appropriate agencies, crisis interventions, and home visits. The support staff focus group mentioned that mental health has become a big focus for the school, due to the COVID-19 pandemic, and that the school has been identifying what is affecting the community and how the school can best support them to address the issues. During the school leadership team focus group, the school leaders spoke about how they are working to incorporate social emotional learning into the core curriculum, instead of having it as a stand-alone, separate character program. During the student focus group, comprised of 12 students in Grades 6 to 8, the students noted that the school cared about their mental health, specifically mentioning the presence of the social worker and staff from

Project Hope and that the counselors helped them through the COVID-19 pandemic and remote learning. On the 2021 CSO Teacher Survey, 87 percent of teachers somewhat or strongly agreed that the school has social, emotional, and mental health programs and supports for all students. On the 2021 CSO Parent Survey, which only garnered a 16 percent response rate, 79 percent of the parents who responded somewhat or strongly agreed that the school has social, emotional, and mental health programs and supports for all students.

- **Indicator b:** According to the renewal application, MHCS primarily utilizes the Behavioral and Emotional Screening System (BASC-3), EPOCH Measure of Adolescent Well-being, a student counseling survey, and a small group survey to collect and track the social-emotional needs of students. On the 2021 CSO Teacher Survey, 86 percent of teachers who responded somewhat or strongly agreed that school leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.
- **Indicator c:** According to the school's renewal application, the school leaders utilize the social emotional student data, as well as students' feedback on counseling services and observations of trauma-informed practices, to evaluate the school's social emotional support program. On the 2021 CSO Teacher Survey, 87 percent of teachers who responded somewhat or strongly agreed that school leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.
- **Indicator d:** MHCS's renewal application mentions that all of the data the school uses to evaluate the impact of its social and emotional health programs, also informs the school leadership's decisions for professional development topics. The school shared in the renewal application the example that in the 2020-2021 school year, the social emotional student data indicated that top areas of concern were depression, sense of inadequacy, and anxiety, which the school then ensured were focus topics for staff professional development. Further, the school self-reports that the guidance department leads a series of professional development sessions annually and that some of the topics have included trauma and attachment, supporting students during the COVID-19 pandemic, and understanding mental health. On the 2021 CSO Teacher Survey, 86 percent of teachers who responded somewhat or strongly agreed that the school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.
- **Indicator e:** According to the school's renewal application, the school's trauma-informed practices address the learning and social-emotional needs of McKinney-Vento eligible students. Further the renewal application notes that additional supports for McKinney-Vento eligible students include providing them with school supplies, school uniforms, assistance with transportation, remote learning technology, as well as having the school social worker connect families with external resources. Although the school states its McKinney-Vento coordinator in its renewal application, the staff member is not on the school's website. On the 2021 CSO Teacher Survey, 54 percent of teachers who responded somewhat or strongly agreed that the school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.

Benchmark 4: Financial Condition

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

Finding: Meets

Over the current charter term, the trajectory for this benchmark has been consistent as a Meets.

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

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

Overall Financial Outlook

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

**Mott Hall Charter School's Composite Scores
2016-2017 to 2020-2021**

<i>Year</i>	<i>Composite Score</i>
2016-2017	3.00
2017-2018	1.85
2018-2019	1.47
2019-2020	1.72
2020-2021	3.00

Benchmark 5: Financial Management

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

Finding: Meets

Since the 2018-2019 renewal site visit report, the trajectory for this benchmark has been consistent as a Meets rating.

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

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Mott Hall Charter School'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.

However, the auditor did identify certain deficiencies in internal controls that would be considered significant deficiency. During audit testing, the auditor noted that 6 out of 25 student files selected lacked the documentation for proof of residency. The auditor recommends that the enrollment documents, including proof of residency, be collected prior to the student's admittance and maintained in a student file. Student files should be kept in a central location and reviewed for accuracy and completeness by someone other than the person who maintains the file.

Benchmark 6: Board Oversight and Governance

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

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none">a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.c. The board demonstrates active oversight of the charter school's management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and charter.e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.f. The board engages in ongoing professional development.g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school's charter.h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over the current charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. This is due to governance issues outlined in the school's Notice of Deficiency sent by the CSO on December 13, 2021, for which the school submitted a Corrective Action Plan.

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

- **Indicator a:** In the renewal application, MHCS describes that it conducts a board self-evaluation survey, which includes a board member report card with metrics on attendance, active participation, volunteerism, contributions, and overall character, as its tool to evaluate the board. In the renewal application, MHCS explains that the board conducts the formal evaluation of the executive director/principal annually and includes a customized evaluation tool based on exemplars and the NYSED Charter School Performance Framework and created in collaboration with a consultant. Review of board meeting minutes submitted as part of the school's 2020-2021 Annual Report shows mentions of the board members' self-evaluations.
- **Indicator b:** The board currently is comprised of seven members with relevant and diverse experience, including backgrounds in education, finance, human resources, law, and fundraising, according to the school's BoT Membership Table in Attachment G of the renewal application. The school also shows in its renewal application that over the course of the charter term, three board members left and three members joined. Five of the seven board members were present for the board focus group, including the board president. During the board focus group, the board members present spoke about how they always are looking for new board members, they regularly discuss how to re-position the board, and that they would like to bring on two or three more board members. They also noted that they usually seek diverse board members, who can serve as role models for the students.
- **Indicator c:** The board's committee structure is set up to provide oversight of academics and fiscal management, with finance and audit, and executive committees, as indicated in the school's submitted BoT Membership Table in Attachment G of the renewal application. The board and school leadership stated that the executive director/principal updates the board monthly using pre-board meetings, dashboards and presentations, reporting on academic, operational, and financial data, such as attendance, enrollment, retention, grants, and survey data, as discussed in MHCS's renewal application. However, since the CSO remote renewal site visit, the CSO issued a Notice of Deficiency to the school in December 2021, stating that "the board of trustees has not demonstrated active oversight of school leadership and does not have internal controls in place sufficient to verify the reports it receives." The school was required to develop a Corrective Action Plan (CAP) to identify strategies it will use to address these deficiencies. The board has developed six strategies to address the deficiencies and is working with the CSO.
- **Indicator d:** MHCS's renewal application describes that ongoing improvement planning and mission alignment happens through the use of NYSED Charter School Performance Framework and working with the executive director/principal to ensure all the school's programs are aligned with the mission and key design elements. Further, the renewal application states that the board's continued focus is on four priorities aligned to the mission: to be a model of 21st century teaching and learning, social emotional learning, and college and career readiness at the middle school level and improve the school's facility. During the board focus group, the board members present discussed the focus on the facility and that one of the newest board members, who has experience in commercial real estate, was brought on to support them through the process.
- **Indicator e:** According to the school's renewal application, the school retains legal counsel for review of the school's general policies and discipline procedures. Further, the renewal application states that school leadership conducts an annual review of all school policies, including all found in the parent-scholar handbook, personnel handbook, and fiscal policies and procedures handbook, and the board reviews policies on a rolling basis to update and approve, when applicable. The renewal application states as part of the process, any policy revision or repeal is presented to and voted on by the full board. Documentation review of the board minutes found that motions and approvals are noted each month in the board meeting minutes, and an example

of a policy approval included a board review and unanimous approval of the school's updated social media policy.

- **Indicator f:** During the board focus group, the present board members discussed that prior to the COVID-19 pandemic, they had held an onsite fundraising training with a consultant for the board. At the time of the CSO remote site visit, the board stated that they intended to bring a consultant in to work with the board on strategic planning in November 2021.
- **Indicator g:** As per the school's renewal application, the board maintains its awareness of its legal obligations by requiring new members to read the MHCS charter and all members adhere to the MHCS code of ethics and complete the annual conflict of interest disclosure forms. MHSCS reports in its renewal application that it has legal counsel from Lawyers Alliance for New York for general services, from Bond, Schoeneck, and King for disciplinary concerns, and TriNet for human resource legal consultation. The board submitted all its annual conflict of interest requirements in its 2020-2021 Annual Report.
- **Indicator h:** As stated in Indicator a, the NYSED Charter School Performance Framework informed the new evaluation tool the board uses to formally evaluate the executive director/principal, which allows for a familiarity with the standards, as well as being a component of the school's accountability measures to ensure that the school meets these standards.

Benchmark 7: Organizational Capacity

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

Finding: Approaches

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

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

Summative Evidence for Benchmark 7:

Over the current charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. This is due to governance issues outlined in the school's Notice of Deficiency sent by the CSO on December 13, 2021, for which the school submitted a Corrective Action Plan.

1. Element: *School Leadership:*

- **Indicator a:** An executive director/principal serves as the school lead for MHCS and reports to the MHCS board of trustees, as detailed in the school's organization chart. The executive director/principal is in their seventh year with the school. Along with the executive director/principal, the school has an assistant principal of instruction, assistant principal of guidance, director of social emotional health, and a director of operations. All of those positions, with the exception of the director of social emotional health, report into the executive director/principal, as detailed in the school's organization chart. However, the submitted organization chart also included a position, titled director of special education and compliance, that does not seem to be a current, existing position (school leadership provided email verification that a director of special education was hired on November 11, 2021, which was after the site visit) and the school does not currently have a director of operations. This information was confirmed by school leadership and is addressed in the school's CAP. During the CSO remote site visit, the school leadership shared that the assistant principal of guidance position was vacated for the 2021-2022 school year and that they had identified a new person for the role, but they had not started by the time of the visit. For the CSO remote site visit, the person previously in the role participated in the school leadership team focus group. The school's leadership team communicates the school's mission and goals through the hiring process, professional development, and the work of the PLCs. On the 2021 CSO Teacher Survey, 68 percent of the 22 teachers who responded to the survey somewhat or strongly agreed that the school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.
- **Indicator b:** MHCS utilizes various communication systems including its PLC meetings, professional development, surveys, board meetings, and family Q&A sessions to ensure effective communication and decision-making across the school. On the 2021 CSO Teacher Survey, 68 percent of teachers somewhat or strongly agreed that the school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. The CSO SV team identified issues with the operations team, school leadership, and sharing information with the board. These issues were discovered due to a lack of fingerprinting clearances, onboarding issues, and the director of operations conducting its hiring procedures incorrectly. Since the CSO remote renewal site visit, the CSO issued a Notice of Deficiency to the school in December 2021, stating that "the school does not have clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school." The school was required to develop a CAP to identify

strategies it will use to address these deficiencies. The board acknowledged the issues and noted in the CAP that it will be revising the school's organizational structure and will be re-develop the hiring, onboarding, and transition process.

- **Indicator c:** MHCS's recruitment methods include attending job fairs, offering referral bonus for teachers or other staffs, and posting open jobs on the school's website, as described in the school's renewal application and evident on the school's website. The school's renewal application noted that the school utilizes hiring committees that have included students, teachers, deans, and parents to get all stakeholders' perspectives. According to MHCS's renewal application, some of the school's retention strategies include assisting teachers in acquiring or extending areas of certification and offering reimbursement for professional development. If needed, the school will utilize a Performance Improvement Plan for staff members with challenges, after first receiving individualized coaching and feedback. On the 2021 CSO Teacher Survey, 64 percent of teachers somewhat or strongly agreed that the school successfully recruits, hires, and retains key personnel and makes decisions- when warranted- to remove ineffective staff members. However, since the CSO remote renewal site visit, the CSO issued a Notice of Deficiency to the school in December 2021, stating that "the school has failed to recruit, hire, and retain staff sufficient to meet the needs of all students and subgroups, and is not fully staffed with personnel who are able to meet all operational needs." Because of this notice, the school was required to develop a CAP to identify strategies it will use to address these deficiencies.
- **Indicator d:** According to the school's renewal application, one of the executive director/principal's responsibilities is ensuring the attainment of the performance goals set forth in the school's charter. During the school leadership team focus group, the school leaders noted that one example of how the school community collaborates was through the process of completing the renewal application. Teachers and staff, with representation from every team and department, participated in completing the school's renewal application, which is aligned to the NYSED Charter School Performance Framework. The school leaders spoke about how that also indicates the staff's investment in the school's renewal and commitment to accountability derived from the framework. Another example of collaboration shared by teachers and leadership was the decision to provide time for teachers to have shared planning times to plan and modify lessons to meet student needs.

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

- **Indicator a:** MHCS submitted an organization chart illustrating reporting structure and staff role titles. MHCS's organization chart clearly delineates staffing of the entire school. On the 2021 CSO Teacher Survey, 64 percent of teachers who responded somewhat or strongly agreed that roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.
- **Indicator b:** The MHCS's renewal application describes its summer institute, weekly professional development sessions, program consultants for implementation of specialized programs, and social and emotional health training, as the school's primary professional development opportunities. The school leadership team discussed in the focus group how during the COVID-19 pandemic they prioritized technology as topics for professional development, such as the platforms they used to deliver remote learning and how to engage students. Another prioritized area for professional development due the COVID-19 pandemic the school leadership noted is the social-emotional health of staff. During the school leadership team focus group, the school leaders spoke about supporting staff members as they returned to being in person in the 2021-2022

school year, with check ins with the social worker, giving them voice when creating school schedules, adding two mental health days, employing a full-time substitute teacher to the staff, and implementing affinity groups, such as one for staff members of color and one for staff members with young children. During the board focus group, the board members present noted that as part of the school's efforts towards increased community voice and improved DEI practices, the school required all members of the school community attend anti-bias training. According to the 2021 CSO Teacher Survey, the school has a teaching staff with a range of teaching experience with 72 percent having 7 years or more, 18 percent having 4-6 years, and 9 percent having 1-3 years. On the 2021 CSO Teacher Survey, 82 percent of teachers who responded somewhat or strongly agreed that the school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.

- **Indicator c:** In addition to the executive director/principal and the director of operations, the school employs a senior operations manager, a parent coordinator, and a main office associate, as detailed in the school's organization chart, to meet its operational needs. However, not all positions are currently filled or have been continuously filled. The renewal application explains that the school also contracts with BoostEd Finance for financial services and TriNet for human resources and payroll services. On the 2021 CSO Teacher Survey, 63 percent of teachers who responded somewhat or strongly agreed that the school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.
- **Indicator d:** The school's renewal application describes its PLC model, including department meetings, grade team meetings, and daily co-teaching team planning periods, as its methods for teacher collaboration. During the school leadership focus group, the school leaders elaborated on the school's methods for collaboration including its grade team leads and department leads responsibilities to develop agendas and action tasks for the grade-level and department team meetings. Further, they discussed the PLCs expectation setting and review of student work. According to the 2021 CSO Teacher Survey, teachers reported that staff collaborate through team meetings (95 percent of respondents), department meetings (100 percent of respondents), staff meetings (86 percent of respondents), informal planning time (77 percent of respondents), and teacher/professional leadership meetings (73 percent of respondents). On the 2021 CSO Teacher Survey, when asked to describe school meetings, such as faculty, staff, grade-level, curricular, child study, and the like, 55 percent of teachers who responded said they were well-organized, 68 percent who responded said they were well attended, 50 percent who responded said they focused on relevant content, and 23 percent who responded said they were recognized by all faculty as valuable. On the 2021 CSO Teacher Survey, 82 percent of teachers who responded somewhat or strongly agreed that the school has established procedures for effective collaboration among teachers.
- **Indicator e:** The school leadership team reported in the focus group that the school continues to utilize the Danielson Framework for its teacher evaluations, but they updated the evaluations to account for remote learning and the school's cultural goals. Further, they mentioned the school began utilizing a platform, called TeachBoost, to set teacher goals developed with their supervisor, review indicators, and provide formal feedback three times a year, with an overall rating determined at the end of the year. The school leaders noted that TeachBoost also includes coaching for teachers and that teacher goals include one professional development and one instructional goal that is tied to student data. In MHCS's renewal application, school leadership states that its teacher evaluations are grounded in SMART goals set by departments, grade-level teams, and school leadership, coaching cycles conducted by the instructional leadership team,

formal mid-year and end-year evaluations based on improvement following feedback from coaches. On the 2021 CSO Teacher Survey, 91 percent of teachers who responded somewhat or strongly agreed that the school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.

- **Indicator f:** Based on the renewal application and CSO remote site visit focus groups, MHCS's methods to gather teacher feedback and determine teacher satisfaction seem to be through internal teacher surveys, conversations between the leadership staff and teachers, and professional development feedback surveys. The school states in its renewal application that it measures teacher satisfaction through its teacher retention rates. On the 2021 CSO Teacher Survey, 68 percent of teachers somewhat or strongly agreed that the school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction. However, since the CSO remote renewal site visit, the CSO issued a Notice of Deficiency to the school in December 2021, stating that "the school does not have adequate mechanisms to solicit staff feedback and to gauge their satisfaction." This finding is based on complaints received by the CSO during the 2021-2022 school year.

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

- **Indicator a:** N/A
- **Indicator b:** As part of the renewal application, MHCS submitted that it contracts with TriNet for human resource and payroll services and BoostEd for financial services. MHCS renewal application explains that the board actively monitors the contracted services through regular updates from the director of operations and executive director/principal at board meetings. Further it notes that the director of operations presents contracts during the spring for renewal decisions and for new vendors will present a comparison chart for recommendations to the board, in addition to the findings reports of the executive director/principal, who is the primary evaluator of service providers based on pricing, responsiveness, and product quality. As an example of board approval of contracts, the board meeting minutes for the June 2020 board meeting included the board unanimously approving contracts with Little Bird, BoostEd, and EdiT for the 2020-2021 school year.

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

Over the current charter term, the trajectory for this benchmark has been consistent as a Meets.

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

- **Indicator a:** During the CSO remote site visit, school stakeholders expressed a shared understanding of the school's mission and key design elements. All the school stakeholders focus groups spoke about various components of the school's social and emotional health programming, which is one of the school's key design elements. The school leadership team also spoke about the key design element of the school's focus on proficiency and how the school remained committed to it during the remote learning periods and that they saw some growth in proficiency. Seventy-five percent of parents reported on the 2021 CSO Parent Survey, which only garnered a 16 percent response rate, that they felt the school is fulfilling its mission. During the student focus group, they spoke about elements of the school's social emotional programming, such as the presence of social workers and the program with Project Hope, and that they felt they had at least one teacher or staff member they could go to for emotional support. The school's website includes its mission, a page on "Our Approach," which includes a brief description of the school's social emotional health supports, a page on the school's "Academic Approach," which includes a brief description of the school's implemented elements for a 21st Century teaching and learning model, and a page on "College Readiness," which includes brief descriptions of components of the school's programming that emphasize college and career readiness.
- **Indicator b:** MHCS continues to implement its key design elements, through its transition to remote learning and returning to an in-person schedule in the 2021-2022 school year. During the classroom observations as part of the CSO remote site visit, the school leaders noted in the post-observation debriefs how key design elements were present in the lesson. Some examples include teachers used peer review and analysis of other student work (college and career readiness), activities that build critical thinking skills and research using technology (21st century skills), and an ENL teacher pushing into a class to work with students in small groups (special population support). In addition, the school's schedule includes the double blocks of ELA and math and daily

intervention blocks, illustrating the school's emphasis on student proficiency. With regard to special population support, the school leadership team focus group spoke about how they intend to support ELL students to be a big emphasis for professional development for teachers in the 2021-2022 school year, wanting staff to understand the entire process from intake on for an ELL student.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over the current charter term, the trajectory for this benchmark has been consistent as an Approaches.

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

- Overall, MHCS maintains sufficient enrollment demand and maintains a waitlist of students. During the 2020-2021 school year, the school was at 97 percent of its contracted enrollment.

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

- **Indicator a:** The school lags behind its district of location in its enrollment of SWD and ELLs (-7 and -10 percentage points, respectively) and enrolls comparable percentages of its ED students (-2 percentage points) to its district of location. MHCS retains comparable percentages of its total student body and ED students to its district of location. The school currently lags behind the district of location for retention of SWDs and ELL students by -8 and -9 percentage points, respectively.
- **Indicator b:** According to the school's renewal application, the school's recruitment efforts include:

- outreach to parent coordinators of elementary schools in the school's district of location,
- distribution of admissions information to local community-based organizations, shelters, clinics, libraries, churches, and food banks,
- collaboration with local schools on community events,
- attendance at local community board meetings by MHCS parents, and
- online information session options through Facebook and Instagram Lives and Zoom meetings.

During the school leadership team focus group, the school leaders spoke about their use of social media and print media to recruit students, as well as a new campaign to rebrand the school, which includes creating a marketing video.

NYSED CSO issued the school a Notice of Concern in February 2020 because the school failed to enroll a comparable number of SWDs and ELLs, as compared to its district of location, for the 2019-2020 school year. Since MHCS struggles to enroll ELLs, the efforts the school noted specifically for that subgroup included translating recruitment materials, mailings, and application in Spanish, offering Zoom, Google Meets, Instagram and Facebook weekly meetings and town halls that were translated, offering a remote adult ESL class, and discussing best practices with authorizer-recommended charter school leaders.

In addition, as per the school's admissions policy, MHCS has a preference for ELL students. MHCS also discussed in its renewal application its targeted efforts to recruit SWD, which includes collaborating with the Collaborative for Inclusive Education and the NYC Charter School Center.

- **Indicator c:** According to MHCS's application, the school created an enrollment and outreach committee in the 2020-2021 school year to review the school practices, identify the effective recruitment strategies, and develop a plan for improved outreach activities. During the school leadership team focus group, the school leaders mentioned that an example of a strategy they had found to be ineffective was virtual open houses because the interest did not translate into follow through of submitting an application, despite efforts to re-engage them after the open house.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. Legal Compliance	<ul style="list-style-type: none">a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over the current charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. This is due to the non-compliance issues outlined in the school's Notice of Deficiency issued by the CSO in December 2021. The school submitted a CAP and has met virtually with the CSO to update progress.

1. Element: **Legal Compliance:**

- **Indicator a:** The school has not compiled a record of substantial compliance with applicable State and federal laws, regulations, and the provisions of its charter. For example, the school does not routinely submit reports in a timely manner such as the ESSA Financial Transparency Report for 2020-2021. Many of the school's policies require revisions to comply with the law, charter, or CSO policy. The school needs to reference the CSO Revision Guidance document and submit revision requests to the CSO. CSO will work with the school on this process; and the school should note this as a strategy in its 2022-2023 Action Plan. The school has had uncategorized uncertified

teachers during the charter term, and they did not provide proof of posting the required links to documents on their website as part of its 2020-2021 Annual Report. The CSO has received numerous complaints about the school over the course of the 2021-2022 school year. None of the complaints became formal and information was shared about the complaint process.

- **Indicator b:** NYSED CSO issued the school a Notice of Concerns in March 2019 for failing to enroll a comparable number of ELLs when compared to the district of location. NYSED CSO issued a Notice of Deficiency in December 2021 for governance, organizational and legal compliance deficiencies. The Notice of Deficiency issued in December 2021 arose from reviews of the school's 2020-2021 Annual Report, documents submitted for the renewal site visit, as well as additional requests for information submitted to the school between August 1, 2021 and December 7, 2021. The December 2021 Notices of Deficiency required the school to submit a CAP; and the school is working with the CSO to rectify the deficiencies. A meeting to update the progress of the school was held between the board chair and CSO on March 15, 2022. Additional work is ongoing.
- **Indicator c:** In the NYSED CSO issued December 2021 Notice of Deficiency related to staff fingerprint clearances, these areas were outlined:
 - a failure to “acquire and maintain policies and procedures designed to ensure that all staff obtain NYSED fingerprint clearance prior to employment”;
 - permitting “individuals to work at the school prior to receiving NYSED fingerprint clearance”
 - not maintaining “records sufficient to confirm that all personnel currently working at the school have received NYSED fingerprint clearance”; and
 - “the school’s records fail to confirm that teachers are certified in accordance with applicable laws and regulations, and that uncertified teachers fall into one of the four statutorily required categories.”
- **Indicator d:** During the three-year charter term, MHCS has not had material or non-material revisions.
- **Indicator e:** The school has met its overall enrollment obligation each year of the current term and is currently, for 2020-2021, at 97 percent of its contracted student enrollment.
- **Indicator f:** According to the renewal application, the school retains and seeks legal counsel guidance for both general services for disciplinary concerns, and external human resource legal consultation.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

MOTT HALL CHARTER SCHOOL

BEDS Code

320900861004

2020-2021 Enrollment

272

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:	NEW YORK CITY GEOGRAPHIC DISTRICT # 9
Total Public School Enrollment of Resident Students attending Charter Schools:	22%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	Middle
Address:	1260 FRANKLIN AVE BRONX NY 10456
Website:	www.motthallcs.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BRONX
Regent:	ARAMINA FERRER
Active Date:	7/1/2012
Authorizer:	NYS BOR
CEO:	CONNIE LOBDELL
CEO Phone:	(718) 991-9139
CEO Email:	clobdell@motthallcs.org
BOT President:	NATALIE THOMPSON
BOT President Phone:	(917) 687-7008
BOT President Email:	natalie.f.thompson@gmail.com
Institution ID:	800000071085

BoR Charter School Office Information

Regional Liaison:	Kimberly Santiago
Performance Framework:	2019
Current Term:	7/1/19-6/30/22
2017-2018	Check-in
2018-2019	Renewal
2019-2020	Check-in
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	272	44	16%
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	-	22	-

*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

MOTT HALL CHARTER SCHOOL

2018-2019

MOTT HALL CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Middle School	+/- 5	MILTON L OLIVE MIDDLE SCHOOL	+6	+22	+9	.
		SENATOR JAMES H DONOVAN MIDDLE SCH	+2	+10	-15	.
		WESTSIDE ACADEMY AT BLODGETT	+22	+31	+22	.
		Mean	+10	+21	+5	.
	+/- 7.5	ATMOSPHERE ACADEMY PUBLIC CHARTER	-15	-14	-23	.
		BRONX DANCE ACADEMY SCHOOL	-16	+2	-10	.
		BRONX GREEN MIDDLE SCHOOL	-4	+13	+11	.
		BRONX PARK MIDDLE SCHOOL	-10	+8	-8	.
		EDMUND J O'NEAL MS OF EXCELLENCE	+18	+27	+24	.
		EVERGREEN MS-URBAN EXPLORATION	+2	+15	+6	.
		HIGHLAND PARK COMMUNITY SCHOOL	-3	+16	-1	.
		IS 349 MATH, SCIENCE & TECHNOLOGY	-3	+5	-17	.
		LEGACY COLLEGE PREPARATORY CHARTER	-10	-7	.	.
		MOTT HALL III	-35	-18	-44	.
		SCIENCE AND TECHNOLOGY ACADEMY	-21	-16	-37	.
		VISTA ACADEMY	-14	-1	.	.
		Mean	-9	+3	-10	.
	+/- 10	DANFORTH MIDDLE SCHOOL	+27	+33	+20	.
		EMOLIOR ACADEMY	-5	+13	-18	.
		ESMT-IS 190	+4	+19	-6	.
		FORTE PREPARATORY ACADEMY CHARTER	-21	-40	.	.
		FREDERICK DOUGLASS ACAD V MIDDLE SCH	+8	+21	-6	.
		GRANT MIDDLE SCHOOL	+10	+23	+12	.
		IS 347 SCHOOL OF HUMANITIES	+9	+22	+7	.
		IS 93 RIDGEWOOD	-16	-2	-29	.
		JHS 118 WILLIAM W NILES	-17	-6	-28	.
		JHS 162 WILLOUGHBY (THE)	-2	+8	+5	.
		JHS 292 MARGARET S DOUGLAS	-6	+3	-9	.
		JOHN F KENNEDY MIDDLE SCHOOL	0	+16	-19	.
		LIBERTY AVENUE MIDDLE SCHOOL	-1	0	+12	.
		LINCOLN MIDDLE SCHOOL	+18	+27	+8	.
		MS 301 PAUL L DUNBAR	+13	+23	+18	.
		PARKSIDE PREP ACADEMY	-8	+10	-36	.
		PELHAM ACAD-ACADEMICS AND COMMUNITY	-13	-6	-30	.
		ST HOPE LEADERSHIP ACAD CHARTER SCH	-5	+1	.	.
		THOMAS C GIORDANO MS 45	-2	+22	-6	.
		Mean	-0	+10	-6	.
	Mean		-3	+8	-6	.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

MOTT HALL CHARTER SCHOOL

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

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

Mott Hall CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	44%	21%	33%	43%	32%	13%	31%	31%
2016-2017	32%	22%	17%	31%	15%	9%	12%	14%
2017-2018	57%	51%	44%	57%	48%	38%	39%	48%
2018-2019	43%	43%	40%	43%	50%	22%	41%	50%

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

2022 NYSED Charter School Information Dashboard

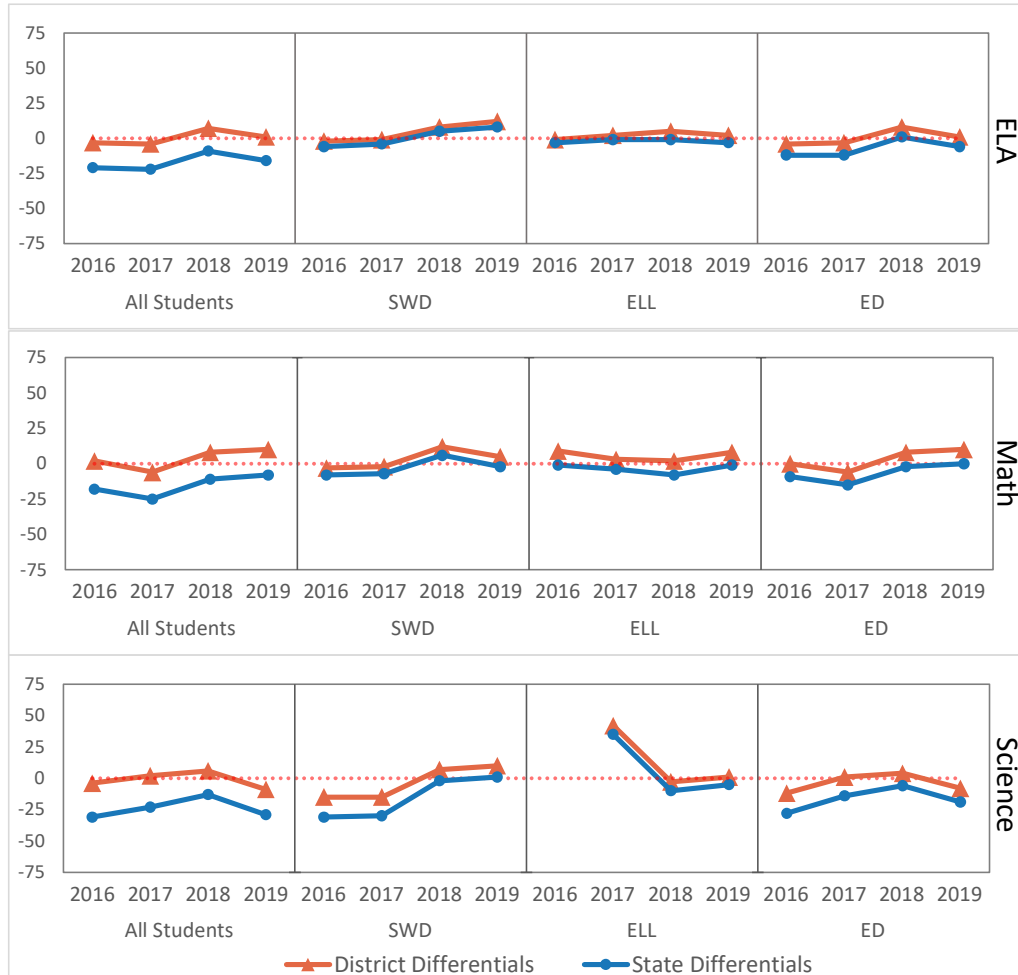
Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time

Comparison of

Mott Hall Charter School and New York City CSD 9



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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
All Students	2015-2016	16%	19%	-3	37%	-21	16%	14%	+2	34%	-18	29%	33%	-4	60%	-31
	2016-2017	18%	22%	-4	40%	-22	9%	15%	-6	34%	-25	35%	33%	+2	58%	-23
	2017-2018	37%	30%	+7	46%	-9	29%	21%	+8	40%	-11	45%	39%	+6	58%	-13
	2018-2019	29%	28%	+1	45%	-16	34%	24%	+10	42%	-8	26%	35%	-9	55%	-29
SWD	2015-2016	2%	4%	-2	8%	-6	0%	3%	-3	8%	-8	0%	15%	-15	31%	-31
	2016-2017	6%	7%	-1	10%	-4	2%	4%	-2	9%	-7	0%	15%	-15	30%	-30
	2017-2018	19%	11%	+8	14%	+5	18%	6%	+12	12%	+6	30%	23%	+7	32%	-2
	2018-2019	21%	9%	+12	13%	+8	11%	6%	+5	13%	-2	30%	20%	+10	29%	+1
ELL	2015-2016	5%	6%	-1	8%	-3	13%	4%	+9	14%	-1	-	-	-	-	-
	2016-2017	7%	5%	+2	8%	-1	8%	5%	+3	12%	-4	57%	15%	+42	22%	+35
	2017-2018	19%	14%	+5	20%	-1	13%	11%	+2	21%	-8	21%	24%	-3	31%	-10
	2018-2019	16%	14%	+2	19%	-3	22%	14%	+8	23%	-1	22%	21%	+1	27%	-5
ED	2015-2016	15%	19%	-4	27%	-12	15%	15%	0	24%	-9	22%	34%	-12	50%	-28
	2016-2017	18%	21%	-3	30%	-12	9%	15%	-6	24%	-15	35%	34%	+1	49%	-14
	2017-2018	37%	29%	+8	36%	+1	28%	20%	+8	30%	-2	43%	39%	+4	49%	-6
	2018-2019	29%	28%	+1	35%	-6	33%	23%	+10	33%	0	27%	35%	-8	46%	-19

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	13%	16%	-3	34%	-21	9%	16%	-7	40%	-31	-	-	-	-	-
	2016-2017	10%	14%	-4	32%	-22	10%	15%	-5	40%	-30	-	-	-	-	-
	2017-2018	46%	32%	+14	49%	-3	24%	22%	+2	44%	-20	-	-	-	-	-
	2018-2019	30%	27%	+3	47%	-17	31%	25%	+6	47%	-16	-	-	-	-	-
Grade 7	2015-2016	17%	17%	0	35%	-18	20%	14%	+6	36%	-16	-	-	-	-	-
	2016-2017	15%	21%	-6	42%	-27	10%	16%	-6	38%	-28	-	-	-	-	-
	2017-2018	24%	24%	0	40%	-16	30%	20%	+10	41%	-11	-	-	-	-	-
	2018-2019	26%	26%	0	40%	-14	32%	24%	+8	43%	-11	-	-	-	-	-
Grade 8	2015-2016	21%	24%	-3	41%	-20	26%	13%	+13	24%	+2	29%	33%	-4	60%	-31
	2016-2017	33%	29%	+4	45%	-12	8%	14%	-6	22%	-14	35%	33%	+2	58%	-23
	2017-2018	43%	32%	+11	48%	-5	31%	21%	+10	30%	+1	45%	39%	+6	58%	-13
	2018-2019	32%	33%	-1	48%	-16	39%	22%	+17	33%	+6	26%	35%	-9	55%	-29

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	0%	4%	-4	7%	-7	0%	4%	-4	11%	-11	-	-	-	-	-
	2016-2017	6%	4%	+2	7%	-1	6%	4%	+2	11%	-5	-	-	-	-	-
	2017-2018	33%	11%	+22	16%	+17	50%	7%	+43	14%	+36	-	-	-	-	-
	2018-2019	27%	9%	+18	15%	+12	13%	6%	+7	15%	-2	-	-	-	-	-
Grade 7	2015-2016	14%	3%	+11	7%	+7	0%	2%	-2	8%	-8	-	-	-	-	-
	2016-2017	4%	7%	-3	11%	-7	0%	5%	-5	9%	-9	-	-	-	-	-
	2017-2018	8%	9%	-1	12%	-4	17%	6%	+11	12%	+5	-	-	-	-	-
	2018-2019	27%	7%	+20	10%	+17	10%	7%	+3	12%	-2	-	-	-	-	-
Grade 8	2015-2016	0%	4%	-4	9%	-9	0%	3%	-3	6%	-6	0%	15%	-15	31%	-31
	2016-2017	10%	10%	0	13%	-3	0%	2%	-2	5%	-5	0%	15%	-15	30%	-30
	2017-2018	19%	13%	+6	16%	+3	10%	7%	+3	9%	+1	30%	23%	+7	32%	-2
	2018-2019	8%	12%	-4	15%	-7	8%	7%	+1	10%	-2	30%	20%	+10	29%	+1

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	8%	6%	+2	9%	-1	4%	5%	-1	16%	-12	-	-	-	-	-
	2016-2017	0%	2%	-2	6%	-6	14%	6%	+8	15%	-1	-	-	-	-	-
	2017-2018	14%	17%	-3	24%	-10	13%	13%	0	23%	-10	-	-	-	-	-
	2018-2019	23%	14%	+9	22%	+1	27%	16%	+11	26%	+1	-	-	-	-	-
Grade 7	2015-2016	0%	4%	-4	7%	-7	33%	3%	+30	14%	+19	-	-	-	-	-
	2016-2017	0%	4%	-4	8%	-8	0%	3%	-3	12%	-12	-	-	-	-	-
	2017-2018	10%	10%	0	15%	-5	15%	10%	+5	20%	-5	-	-	-	-	-
	2018-2019	0%	10%	-10	14%	-14	6%	13%	-7	21%	-15	-	-	-	-	-
Grade 8	2016-2017	43%	7%	+36	9%	+34	14%	5%	+9	10%	+4	57%	15%	+42	22%	+35
	2017-2018	32%	15%	+17	20%	+12	11%	11%	0	18%	-7	21%	24%	-3	31%	-10
	2018-2019	28%	17%	+11	19%	+9	33%	13%	+20	21%	+12	22%	21%	+1	27%	-5

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS	Mott Hall CS	NYC CSD 9	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	12%	16%	-4	25%	-13	9%	16%	-7	28%	-19	-	-	-	-	-
	2016-2017	9%	14%	-5	23%	-14	8%	15%	-7	28%	-20	-	-	-	-	-
	2017-2018	46%	32%	+14	39%	+7	24%	22%	+2	32%	-8	-	-	-	-	-
	2018-2019	31%	27%	+4	37%	-6	30%	24%	+6	36%	-6	-	-	-	-	-
Grade 7	2015-2016	17%	17%	0	25%	-8	21%	14%	+7	25%	-4	-	-	-	-	-
	2016-2017	15%	21%	-6	31%	-16	9%	15%	-6	26%	-17	-	-	-	-	-
	2017-2018	24%	24%	0	31%	-7	31%	19%	+12	30%	+1	-	-	-	-	-
	2018-2019	25%	25%	0	30%	-5	31%	23%	+8	32%	-1	-	-	-	-	-
Grade 8	2015-2016	16%	25%	-9	31%	-15	18%	13%	+5	19%	-1	22%	34%	-12	50%	-28
	2016-2017	34%	30%	+4	37%	-3	8%	14%	-6	18%	-10	35%	34%	+1	49%	-14
	2017-2018	40%	32%	+8	39%	+1	28%	20%	+8	25%	+3	43%	39%	+4	49%	-6
	2018-2019	31%	32%	-1	39%	-8	39%	22%	+17	28%	+11	27%	35%	-8	46%	-19

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

MOTT HALL CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes: Pre-High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Mott Hall CS	NYS	Differential to NYS	Charter Total Tested	Mott Hall CS	NYS	Differential to NYS	Charter Total Tested	Mott Hall CS	NYS	Differential to NYS	Charter Total Tested	Mott Hall CS	NYS	Differential to NYS
Algebra I (Common Core)	2018-2019	14	93%	89%	+4	-	-	-	-	-	-	-	-	14	93%	80%	+13
	2019-2020	95	100%	100%	0	17	100%	100%	0	18	100%	100%	0	91	100%	100%	0
Living Environment	2016-2017	5	100%	100%	+13	-	-	-	-	-	-	-	-	-	-	-	-
	2017-2018	10	100%	100%	+14	-	-	-	-	-	-	-	-	9	100%	77%	+23
	2018-2019	7	100%	100%	+15	-	-	-	-	-	-	-	-	7	100%	76%	+24
	2019-2020	94	100%	100%	0	17	100%	100%	0	17	100%	100%	0	90	100%	100%	0

*See NOTES (1), (2), (4), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

MOTT HALL 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

MOTT HALL CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Mott Hall CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	315	292	93%
2017-2018	280	254	91%
2018-2019	280	269	96%
2019-2020	280	263	94%
2020-2021	280	272	97%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Mott Hall CS	NYC CSD 9	Differential to District	Mott Hall CS	NYC CSD 9	Differential to District	Mott Hall CS	NYC CSD 9	Differential to District
2016-2017	19%	26%	-7	15%	27%	-12	94%	89%	+5
2017-2018	20%	26%	-6	21%	30%	-9	98%	94%	+4
2018-2019	16%	26%	-10	20%	29%	-9	98%	93%	+5
2019-2020	21%	26%	-5	19%	29%	-10	92%	93%	-1
2020-2021	22%	29%	-7	22%	32%	-10	93%	95%	-2

*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		
	Mott Hall CS	NYC CSD 9	Differential to District	Mott Hall CS	NYC CSD 9	Differential to District	Mott Hall CS	NYC CSD 9	Differential to District	Mott Hall CS	NYC CSD 9	Differential to District
2016-2017	87%	87%	0	83%	84%	-1	84%	89%	-5	89%	88%	+1
2017-2018	80%	88%	-8	78%	85%	-7	84%	88%	-4	81%	88%	-7
2018-2019	90%	89%	+1	79%	88%	-9	97%	89%	+8	90%	89%	+1
2019-2020	89%	88%	+1	93%	86%	+7	84%	89%	-5	89%	88%	+1
2020-2021	90%	92%	-2	82%	90%	-8	83%	92%	-9	90%	92%	-2

*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

MOTT HALL CHARTER SCHOOL

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

2016-17	2017-18	2018-19	2019-20	2020-21
6-8	6-8	6-8	6-8	6-8
315	280	280	280	280
280	280	280	280	280
292	254	269	263	272

ASSETS

Current Assets

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

1,649,296	1,329,348	1,013,833	1,444,466	1,625,743
-	-	-	16,957	-
-	-	19,340	5,507	1,853
264,090	252,103	169,373	147,491	351,535
1,913,386	1,581,451	1,202,546	1,614,421	1,979,131

Non-Current Assets

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

253,452	226,461	176,573	169,886	177,047
76,661	76,691	101,722	100,067	100,299
-	-	-	-	-
-	-	-	-	-
330,113	303,152	278,295	269,953	277,346
2,243,499	1,884,603	1,480,841	1,884,374	2,256,477

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

457,538	575,819	631,906	489,106	404,191
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
89,190	20,948	45,307	-	69,346
546,728	596,767	677,213	489,106	473,537

Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities

-	-	-	-	-
-	-	-	633,822	-
-	-	-	633,822	-
546,728	596,767	677,213	1,122,928	473,537

NET ASSETS

Unrestricted
Restricted

1,696,771	1,287,836	803,628	761,446	1,782,940
-	-	-	-	-
1,696,771	1,287,836	803,628	761,446	1,782,940
2,243,499	1,884,603	1,480,841	1,884,374	2,256,477

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

4,067,802	3,736,344	4,075,841	4,206,353	4,283,381
571,561	455,263	492,296	557,556	558,452
-	-	-	-	-
362,059	373,357	316,101	353,834	433,947
-	-	-	-	-
-	-	-	-	-
5,001,422	4,564,964	4,884,238	5,117,743	5,275,780

EXPENSES

Program Services

Regular Education
Special Education
Other Expenses

2,802,006	3,131,185	3,425,212	2,902,629	2,795,388
1,001,352	1,294,454	1,257,507	1,535,439	1,399,321
-	-	-	-	-
3,803,358	4,425,639	4,682,719	4,438,068	4,194,709

Supporting Services

Management and General
Fundraising

502,082	551,675	643,219	681,190	681,998
64,004	11,081	50,119	52,565	63,352
566,086	562,756	693,338	733,755	745,350
4,369,444	4,988,395	5,376,057	5,171,823	4,940,059
631,978	(423,431)	(491,819)	(54,080)	335,721

SUPPORT AND OTHER REVENUE

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

-	-	-	-	-
20,046	-	-	8,819	47,724
-	-	-	-	-
7,548	14,496	7,611	3,079	638,049
27,594	14,496	7,611	11,898	685,773

Change in Net Assets

Net Assets - Beginning of Year

Net Assets - End of Year

659,572	(408,935)	(484,208)	(42,182)	1,021,494
1,037,199	1,696,771	1,287,836	803,628	761,446
1,696,771	1,287,836	803,628	761,446	1,782,940

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue

17,128	17,972	18,157	19,459	19,396
95	57	28	45	2,521
17,223	18,029	18,185	19,504	21,917

Expenses - Per Pupil

Program Services
Management and General, Fundraising

13,025	17,424	17,408	16,875	15,422
1,939	2,216	2,577	2,790	2,740
14,964	19,639	19,985	19,665	18,162

Total Expenses

% of Program Services

% of Management and Other

% of Revenue Exceeding Expenses

87.0%	88.7%	87.1%	85.8%	84.9%
13.0%	11.3%	12.9%	14.2%	15.1%
15.1%	-8.2%	-9.0%	-0.8%	20.7%

FINANCIAL COMPOSITE SCORE

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

3.00	1.85	1.47	1.72	3.00
Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio

1,366,658	984,684	525,333	1,125,315	1,505,594
3.5	2.7	1.8	3.3	4.2

BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

DEBT TO ASSET

Debt to Asset Ratio

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

0.2	0.3	0.5	0.6	0.2
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION

Days of Cash

BENCHMARK and FINDING:

Ratio should be equal to or greater than 60 days

137.8	97.3	68.8	101.9	120.1
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

TOTAL MARGIN

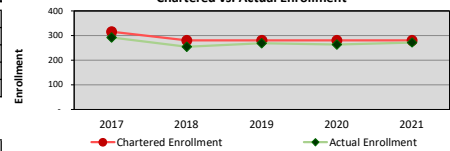
Total Margin Ratio

BENCHMARK and FINDING:

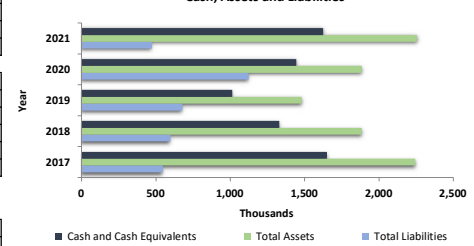
Ratio should be equal to or greater than 0.0

0.1	(0.1)	(0.1)	(0.0)	0.2
Meets Standard	Does Not Meet Standard	Does Not Meet Standard	Does Not Meet Standard	Meets Standard

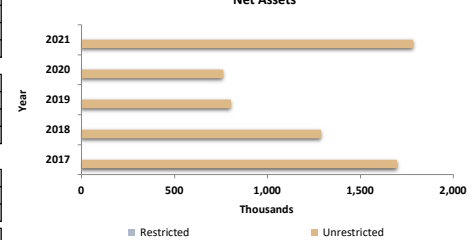
Chartered vs. Actual Enrollment



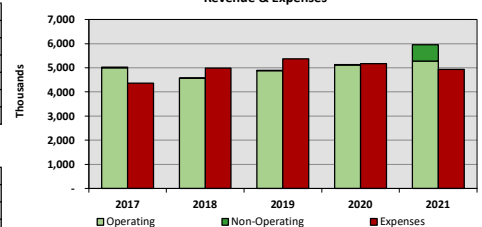
Cash, Assets and Liabilities



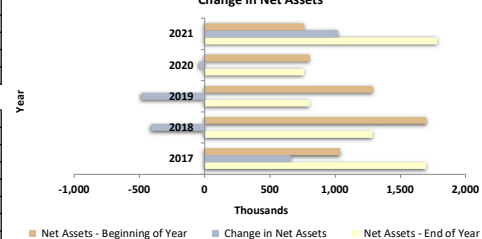
Net Assets



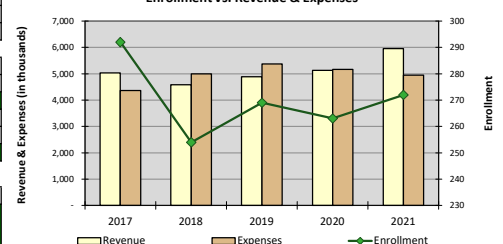
Revenue & Expenses



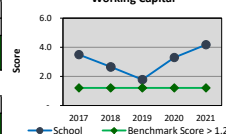
Change in Net Assets



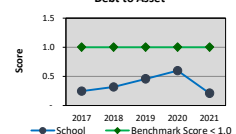
Enrollment vs. Revenue & Expenses



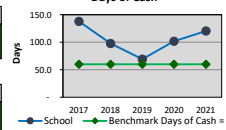
Working Capital



Debt to Asset



Days of Cash



Total Margin

