New York State Education Department

Renewal Site Visit Report
2018-2019

Williamsburg Charter High School

Visit Date: November 8, 2018
Date of Report: April 4, 2019

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Williamsburg Charter High School
Board Chair	Lourdes Rivera-Putz
District of location	NYC CSD 14
Opening Date	Fall 2004
Charter Terms	• Initial: February 23, 2004 – February 22, 2009 • First renewal: February 23, 2009 – July 27, 2009 • Second renewal: July 28, 2009 – July 27, 2014 • Third renewal: July 28, 2014 – June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12/ 963 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12/ 963 students
Comprehensive Management Service Provider	None
Facilities	198 Varet Street, Brooklyn, NY 11206 (Private Space)
Mission Statement	*The Williamsburg Charter High School unites youth, families, staff, teachers and the community at large in providing young people with the tools necessary to make sense of the world, preparing them in their journey to become citizens of the local and global community.* *Young people will accomplish this through participation in a liberal arts education that includes language, literature, writing, science, history, mathematics, the visual and performing arts, technology and explorations in disciplines designed to teach justice, independent-thinking, respect and compassion for themselves and others as well as the skills of critical thinking, communication and research.*
Key Design Elements	• Student Centered and Therapeutically Supportive Environment • Rigorous, Responsive Educational Program • College and Career Readiness Culture • Community Oriented • Literacy Across the Content Areas and Support for Struggling Readers • Interdepartmental Collaboration • Collaborative, Data-Driven Academics • Multifaceted Learning Opportunities and Experiences • Course Sequence and Academic Program Diversity
Requested Revisions	None

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

Noteworthy: In addition to the core curriculum, Williamsburg Charter High school offers students a wide selection of course offerings in literature and writing, music, the visual arts, dance, theater, and world languages. As a result of partnerships that the school has developed with such organizations as Betty's Daughter Arts Collaborative and New Beginnings, the school is able to offer its students a unique variety of experiences in art and dance.

Renewal Outcomes

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

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

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal**,** which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

  (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**

  (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

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

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2014 to 2015	Year 2 2015 to 2016	Year 3 2016 to 2017	Year 4 2017 to 2018	Year 5 2018 to 2019
Grade Configuration	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
Total Approved Enrollment	963	963	963	963	963

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

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12	Grades 9 - 12
Total Approved Enrollment	963	963	963	963	963

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

METHODOLOGY

A one-day renewal site visit was conducted at Williamsburg Charter High School (WCHS) on November 8, 2018. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees and school leadership team. In cooperation with school leadership, the CSO administered two anonymous online surveys, one to teachers and one to parents of WCHS.

The team conducted twelve classroom observations in Grades 9-12. The observations were approximately 20 minutes in length and conducted jointly with the head of school and the academy leaders.

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

- **Renewal Application**
- **Academic data**
- **Renewal Site Visit Workbook**
- **Current organizational chart**
- **A master school schedule**
- **Map of school with room numbers and teacher names**
- **Board materials (roster and minutes)**
- **Board self-evaluation processes and documents**
- **Student/family handbook**

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

BENCHMARK ANALYSIS

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

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

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

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

For the site visit conducted on November 8, 2018 at the Williamsburg Charter High School, see the following Performance Framework benchmark scores and discussion.

New York State Education Department
Charter School Performance Framework Rating

	Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Approaches
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	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.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	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.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Summary of Findings

- WCHS is in its 15th year of operation and serves students in Grades 9-12. In May 2018 the Board of Regents approved WCHS's request to transfer authorizers. This is the school's first year as a Board of Regents-authorized school.
- For its current charter term, the school is rated in the following manner: *meeting 7 benchmarks and approaching 3 benchmarks*. Additional details regarding those ratings are provided below.

- **Areas of Strengths**:
  Over the course of the charter term, WCHS has displayed many areas of strength. The board of trustees provides strong governance to the school. Members bring a range of expertise and skills to the board and show their commitment to the school by providing close oversight. The school collects, analyzes, and shares data with the school community, which then informs strategic planning. After the Board of Trustees identified improving math curriculum and instruction as an annual goal for the 2017-18 school year, the head of school identified external partnerships to assist the school in increasing the rigor and alignment of the school's math curriculum and instruction to the New York State Learning Standards. Additionally, WCHS has expanded its English as a New Language program, offering new strategies and opportunities for students in their progress toward achieving English language proficiency. The school has also focused its attention on improving the school climate. During the charter term, school leaders noticed a trend in rising suspension rates. In response to this observation, WCHS has incorporated restorative justice practices and created an Alternative Learning Lab to significantly reduce the number of students receiving out of school suspensions.

- **Areas in Need of Improvement**:
  One area for growth at WCHS is to more effectively provide support to teachers as they continue to develop and implement a curriculum that introduces complex materials and provides differentiated opportunities for students to master grade-level skills and concepts. One challenge in achieving this is the school's high rate of teacher attrition, which has been an issue over the course of the charter term, but most notably in the last year. The high rate of teacher turnover has also brought about challenges in the area of instruction. As evidenced on site by classroom observations and discussions with school leadership, teachers are working toward developing and implementing instructional practices that align with the school's understanding of high-quality instruction. WCHS needs to closely monitor cohort graduation rates to ensure it remains above the NYSED Charter School Performance Framework target and that there is positive growth.

Benchmark 1: Student Performance

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

Finding: Meets

- WCHS is a high school program currently serving Grades 9-12.
- The school's academic and social emotional programming focuses on enhancing its students' college and career readiness.
- The school has a strong focus on literacy across content areas for all grade levels.
- The school, led by its Student Needs and Academic Services Department, utilizes integrated co-teaching (ICT), self-contained classes, and Special Education Teacher Support Services (SETSS) to support students with disabilities (SWDs) enrolled at the school.
- The school meets the educational needs of English language learners/multi-lingual learners (ELLs/MLLs) by offering designated ENL classes based on students' English language proficiency levels and push-in and pull-out services in core subject areas.
- The school offers a wide variety of courses to provide its students with a culturally relevant twenty-first century academic program.

Summative Evidence for Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:
In the 2017-2018 school year, the ESEA Accountability designation for the Williamsburg Charter High School was Good Standing.

1.b.i. Similar Schools Comparison – Comparative Proficiency:
In a comparison with similar schools, WCHS has a graduation rate that is higher than the average peer public school. In addition, the school awards a higher rate of Advanced Regents diplomas than charter and public schools with similar student populations.

Indicator 2: Elementary/Middle School Outcomes

- *2.a.i. Trending Toward Proficiency – Aggregate Standards-Based Trend Toward Proficiency*: N/A
- *2.a.ii. Trending Toward Proficiency - Subgroup Standards-Based Trend Toward Proficiency*: N/A
- *2.b.i. Proficiency - Aggregate School Level Proficiency for All Students*: N/A
- *2.b.ii. Proficiency – Subgroup School Level Proficiency*: N/A
- *2.b.iii. Proficiency – Grade Level Proficiency*: N/A

Indicator 3: High School Outcomes
A "." in any table indicates that the data is suppressed, no student sat for the exam, or the exam was not given.

3.a.i. Regents Testing Outcomes – Aggregate Annual Regents Outcomes: See Table 1 below.

Table 1: Annual Regents Outcomes – Aggregate

	2015-2016			2016-2017			2017-2018		
	Williamsburg Charter High School	NYS	Variance to NYS	Williamsburg Charter High School	NYS	Variance to NYS	Williamsburg Charter High School	NYS	Variance to NYS
Algebra I (Common Core)	50%	72%	-22	44%	75%	-31	45%	70%	-25
Algebra II (Common Core)	28%	74%	-46	26%	81%	-55	28%	83%	-55
Algebra II/Trigonometry	14%	55%	-41	0%	34%	-34	.	.	.
Comprehensive English	44%	53%	-9	.	.	.	.	.	.
English Language Arts (Common Core)	79%	86%	-7	75%	84%	-9	53%	79%	-26
Geometry	17%	38%	-21	.	.	.	.	.	.
Geometry (Common Core)	20%	63%	-43	14%	63%	-49	8%	67%	-59
Global History	60%	68%	-8	57%	68%	-11	54%	39%	+15
Global History Transition	.	.	.	.	.	.	47%	73%	-26
Integrated Algebra	48%	58%	-10	.	.	.	.	.	.
Living Environment	59%	78%	-19	46%	74%	-28	55%	73%	-18
Physical Setting/Chemistry	48%	76%	-28	22%	74%	-52	18%	72%	-54
Physical Setting/Earth Science	48%	71%	-23	37%	69%	-32	33%	73%	-40
Physical Setting/Physics	39%	79%	-40	33%	82%	-49	41%	83%	-42
US History and Government	85%	82%	+3	75%	81%	-6	70%	81%	-11

NOTES:

(1) Data in the table above represents all students who passed the Annual Regents and Regents Common Core Examinations (score of 65 or better).

(2) In some cases the all students subgroup did not have enough tested students to form a representative sample (<5 students). In those cases the testing data was withheld.

3.a.ii. Regents Testing Outcomes – Subgroup Annual Regents Outcomes: See Table 2 below.

Table 2: Annual Regents Outcomes: All Subgroups

Subject	School Year	Students with Disabilities (Variance to the State)	ELL/MLL (Variance to the State)	Economically Disadvantaged (Variance to the State)
Algebra I (Common Core)	2015-2016	8% (-34)	29% (-18)	51% (-12)
	2016-2017	29% (-18)	41% (-9)	44% (-23)
	2017-2018	21% (-20)	32% (-16)	44% (-16)
Algebra II (Common Core)	2015-2016	. .	. .	29% (-33)
	2016-2017	33% (-29)	40% (-27)	25% (-45)
	2017-2018	. .	. .	29% (-43)
Algebra II/Trigonometry	2015-2016	. .	. .	15% (-30)
Comprehensive English	2015-2016	18% (-18)	0% (-37)	40% (-10)
English Language Arts (Common Core)	2015-2016	47% (-14)	47% (-5)	80% (0)
	2016-2017	38% (-22)	22% (-26)	75% (-2)
	2017-2018	21% (-31)	33% (-13)	52% (-19)
Geometry	2015-2016	0% (-22)	. .	23% (-10)
Geometry (Common Core)	2015-2016	19% (-12)	21% (-15)	19% (-29)
	2016-2017	3% (-31)	14% (-25)	15% (-36)
	2017-2018	0% (-38)	0% (-45)	8% (-47)
Global History	2015-2016	27% (-10)	48% (+8)	61% (+3)
	2016-2017	14% (-24)	29% (-10)	54% (-3)
	2017-2018	37% (+14)	42% (+12)	55% (+19)
Global History Transition	2017-2018	18% (-27)	36% (-8)	44% (-18)
Integrated Algebra	2015-2016	0% (-34)	43% (-7)	50% (-7)
Living Environment	2015-2016	29% (-20)	46% (-2)	61% (-8)
	2016-2017	27% (-19)	22% (-15)	47% (-17)
	2017-2018	36% (-9)	27% (-17)	54% (-8)
Physical Setting/Chemistry	2015-2016	. .	. .	46% (-17)
	2016-2017	13% (-39)	50% (+1)	21% (-40)
	2017-2018	0% (-49)	. .	17% (-42)
Physical Setting/Earth Science	2015-2016	31% (-11)	39% (+2)	48% (-9)
	2016-2017	13% (-28)	8% (-26)	40% (-16)
	2017-2018	25% (-20)	26% (-18)	34% (-27)
Physical Setting/Physics	2015-2016	. .	. .	36% (-34)
	2016-2017	. .	. .	29% (-45)
	2017-2018	. .	. .	50% (-25)
US History and Government	2015-2016	65% (+10)	63% (+6)	85% (+10)
	2016-2017	43% (-13)	44% (-7)	76% (+3)

	2017-2018	42%	(-14)	59%	(+1)	71%	(-2)

NOTES:
(1) Data in the table above represents students within their respective subgroups who passed the Annual Regents and Regents Common Core Examinations (score of 65 or better).
(2) For the students with disabilities and ELL/MLL subgroups, both current and former members of the subgroups have been combined.
(3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups the testing data was withheld.

3.a.iii. High School Outcomes – Aggregate Total Cohort Regents Testing Outcomes: See Table 3 below.

Table 3: High School 4-year Cohort Outcomes for All Students: School and NYS Level Aggregates

Subject	**2012 Cohort**			**2013 Cohort**			**2014 Cohort**		
	School	State	Variance	School	State	Variance	School	State	Variance
ELA	81%	85%	-4	89%	85%	+4	83%	84%	-1
Global History	75%	78%	-3	83%	78%	+5	82%	77%	+5
Math	86%	86%	0	80%	85%	-5	80%	83%	-3
Science	84%	84%	0	90%	84%	+6	85%	83%	+2
US History	86%	81%	+5	90%	81%	+9	80%	80%	0

NOTE:
(*1) Data in the table above represents the percentage of students within each cohort passing Annual Regents tests or equivalents (score of 65 or better).*

3.a.iv. High School Outcomes – Subgroup Total Cohort Regents Testing Outcomes: See Table 4 below.

Table 4: High School Total 4-year Regents Cohort Outcomes by Subgroups

Subject	School Year	Students with Disabilities (Variance to the State)	ELL/MLL (Variance to the State)	Economically Disadvantaged (Variance to the State)
ELA	2012 Cohort (2015-2016)	48% (-4)	64% (+14)	82% (+3)
	2013 Cohort (2016-2017)	64% (+9)	0% (-41)	90% (+10)
	2014 Cohort (2017-2018)	40% (-14)	56% (+5)	81% (+3)
Global History	2012 Cohort (2015-2016)	42% (0)	64% (+24)	76% (+6)
	2013 Cohort (2016-2017)	53% (+11)	11% (-23)	82% (+12)
	2014 Cohort (2017-2018)	37% (-5)	63% (+19)	77% (+8)
Math	2012 Cohort (2015-2016)	61% (+9)	79% (+17)	87% (+6)
	2013 Cohort (2016-2017)	50% (0)	0% (-53)	82% (+2)
	2014 Cohort (2017-2018)	26% (-23)	56% (-3)	77% (-1)
Science	2012 Cohort (2015-2016)	45% (-6)	71% (+23)	86% (+8)
	2013 Cohort (2016-2017)	64% (+12)	33% (-9)	92% (+14)
	2014 Cohort (2017-2018)	49% (-3)	56% (+6)	83% (+7)
US History	2012 Cohort (2015-2016)	65% (+16)	79% (+32)	86% (+12)
	2013 Cohort (2016-2017)	69% (+20)	22% (-18)	90% (+15)
	2014 Cohort (2017-2018)	46% (-2)	81% (+32)	79% (+6)

NOTES:
(1) Data in the table above represents the percentage of students within each cohort passing Annual Regents tests or equivalents (score of 65 or better).
(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
(3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups the testing data was withheld.

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates: See Tables 5 and 6 below.

Table 5: High School Total 4-Year Graduation Rates: School and Target Level Aggregates

Student Population	2012 Cohort			2013 Cohort			2014 Cohort		
	Williamsburg Charter High School	State Target	Variance	Williamsburg Charter High School	State Target	Variance	Williamsburg Charter High School	State Target	Variance
All Students	84%	80%	+4	83%	80%	+3	83%	80%	+3
Students with Disabilities	77%	80%	-3	81%	80%	+1	71%	80%	-9
ELL/MLL	71%	80%	-9	11%	80%	-69	94%	80%	+14
Economically Disadvantaged	84%	80%	+4	83%	80%	+3	82%	80%	+2

NOTES:
(1) Graduation rates reported in the table above include August graduations.
(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
(3) In some cases, student subgroups did not have enough students to form a representative sample (<5 students). For these subgroups the graduation rate data was withheld.

Table 6: High School Total 5-Year Graduation Rates: School and Target Level Aggregates

Student Population	2011 Cohort			2012 Cohort			2013 Cohort		
	Williamsburg Charter High School	State Target	Variance	Williamsburg Charter High School	State Target	Variance	Williamsburg Charter High School	State Target	Variance
All Students	88%	80%	+8	88%	80%	+8	92%	80%	+12
Students with Disabilities	81%	80%	+1	84%	80%	+4	89%	80%	+9
ELL/MLL	93%	80%	+13	86%	80%	+6	22%	80%	-58
Economically Disadvantaged	91%	80%	+11	87%	80%	+7	91%	80%	+11

NOTES:
(1) Graduation rates reported in the table above include August graduations.
(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
(3) In some cases, student subgroups did not have enough students to form a representative sample (<5 students). For these subgroups the graduation rate data was withheld.

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

3.b.iii: The 2015 cohort of all students at Williamsburg Charter High School is 73% on-track towards graduation as evidenced by the number of students in the cohort who have successfully passed at least three of the five required Regents exams by the end of their third year of high school. This fails to meet the target of 75% on-track.

3.b.iv: The 2015 cohorts of students with disabilities, ELLs/MLLs, and economically disadvantaged subgroups at Williamsburg Charter High School are, respectively, 42%, 62%, and 54% on-track towards graduation as evidenced by the number of students in the cohort who have successfully passed at least three of the five required Regents exams by the end of their third year of high school. Each subgroup fails to meet the target of 75% on-track.

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

"3.b.v: The 2013 cohort of all students at Williamsburg Charter High School had a 75% persistence rating from 9th grade to a 4 year graduation. This fails to meet the target persistence rate of 85%.

3.b.vi: The 2013 cohorts of students with disabilities, ELLs/MLLs, and economically disadvantaged subgroups at Williamsburg Charter High School had, respectively, an 69%, 35%, and 75% persistence rating from 9th grade to a 4-year graduation. All three subgroups failed to meet the target persistence rate of 85%."

Benchmark 2: Teaching and Learning

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

Finding: Approaches

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to the NYSLS. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.
2. Instruction	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program, and modifies the program accordingly.
4. Supports for Diverse Learners	a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, multi-lingual learners/English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Summative Evidence for Benchmark 2:

1. Element: ***Curriculum***:
    - Indicator a: According to the school's renewal application, WCHS offers students a rigorous, culturally relevant, twenty-first century course sequence and academic program. In addition to the core subjects, the school offers students the opportunity to choose from a wide range of subjects in the arts and humanities; it also provides instruction in Spanish, French, and Latin. WCHS uses a combination of proven curricula and teacher-created content. The school ensures that curriculum standards and sequencing are aligned with the New York State Learning Standards. Additionally, as described in both the renewal application and discussions with school leadership, the school responded to data showing student deficiencies in math by developing partnerships with the New York City Department of Education District Charter Collaborative and STEM Strategies to improve their curriculum and instruction in mathematical thinking and skills development. School leadership also mentioned the need to bolster students' literacy skills by providing a strong focus on literacy across content areas for all grade levels.
    - Indicator b: The renewal application states that teachers are expected to create daily lesson plans that consist of an agenda, a 3-part objective, materials required, and the strategies for student engagement. Teachers upload their lesson plans digitally, and then school leadership provides feedback via digital response.
    - Indicator c: As stated in the renewal application and reported in the school leadership focus group, leadership and staff use time during the summer professional development retreat in August and weekly two-hour professional development sessions for curriculum alignment. According to the NYSED CSO Teacher Survey, sixty-three percent of teachers agreed or strongly agreed that the curriculum is aligned horizontally across same grade level classrooms and vertically among grade levels. An average of twenty-three percent of teachers reported 'not sure' in response to both questions about curriculum alignment. It was unclear how staff who started after the beginning of the school year were incorporated into this goal.
    - Indicator d: In the focus group, school leaders reported that differentiation – by group and by individual student – was an instructional strategy of focus for the school year. However, during classroom visits, the CSO team observed inconsistent use of differentiated instruction to provide opportunities for all students to master grade-level skills and concepts.
2. Element: ***Instruction***:
    - Indicator a: In both the school leadership focus group and on the CSO Teacher Survey, members of the leadership team and teachers, respectively, reported that clearly defined learning objectives, differentiated instruction, and questioning are components of an academically rigorous lesson. However, the CSO team noted that rigorous instruction was not observed in several of the classrooms visited on site. School leadership explained that many of the teachers in need of improvement receive ongoing coaching by school leadership in order to develop more effective instructional practices. The efficacy of this coaching, though, was not readily observable in many of the classrooms.
    - Indicator b: In many of the classrooms visited, students were generally engaged and participating in learning activities. School leadership accompanying the CSO team during observations noted that certain techniques, such as rigorous questioning, use of scaffolds, and checks for understanding, were instructional tools that some of the teachers could better employ. One of the stated goals of the school is to increase student voice in classes. While this is a laudable goal, it was rarely observed by the CSO team in classes.

3. Element: ***Assessment and Program Evaluation***:
    - Indicator a: According to the renewal application, the school uses a variety of school-wide assessments to drive the academic program. The STAR assessment is administered quarterly to diagnose student grade level proficiency in math and ELA. Interim assessments in the four core content areas, used as summative assessments, are administered three times a year. Additionally, twice annually, the school administers mock Regents exams. The school's renewal application reports that teachers routinely administer a variety of summative and formative assessments, such as quizzes and end of unit assessments. The use of exit tickets or other data elements to determine student progress in grasping learning standards was infrequently observed on site.
    - Indicator b: The school uses a student satisfaction survey to evaluate the effectiveness of its academic program. The school's academy leaders also host student focus groups to gather data on student perspectives around teachers, the rigor of classes, social emotional well-being, etc. This data, along with student academic data, is used by leadership and staff to inform changes in instructional practices.
    - Indicator c: In the focus group, school leadership reported using end of year data from the STAR exam to evaluate the academic program and, subsequently, to make instructional and structural changes. Additionally, on a quarterly basis the data manager develops academic reports for the head of school and academy leaders. These reports disaggregate data by grade level, special populations and by individual teachers. This information is also used to drive instructional and structural decisions.
4. Element: ***Supports for Diverse Learners***:
    - Indicator a: During the focus group, school leadership reported that the Student Needs and Academic Services Department provides instruction and social emotional support for students with disabilities. This support includes SETSS, self-contained classes and integrated co-teaching, depending on the requirements of students' IEPs. During the 2017-2018 school year, the school expanded its supports for ELLs/MLLs. The newly expanded English as New Language (ENL) department has a designated ENL class which is organized by English language proficiency level. Integrated co-teaching, push-in and pull-out services are also used. Based on data collected from the STAR assessment, students needing intervention are identified and programmed for additional classes and academic supports.
    - Indicator b: The school reports that the Student Needs and Academic Services Department uses annual goal progress reporting to facilitate conversations between service provides and general education teachers. The English as New Language department uses teacher progress reports and co-teacher meetings to plan for and monitor student growth.

Benchmark 3: Culture, Climate and Family Engagement

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

Finding: Meets

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

Summative Evidence for Benchmark 3:

1. Element: **Behavior Management and Safety**:
   - Indicator a: The Community Covenant document, that is reviewed with parents, students and teachers at the start of each school year, offers an overview of the school's approach to behavioral management and discipline policy. The school uses a Positive Behavioral Interventions and Supports System to track and reward student behavior. The school reports an increased amount of out-of-school suspensions during the 2014-2015 and 2015-2016 school years. In reaction to that, the school has implemented more restorative justice practices. The school has also established an Alternate Learning Lab where students, who might otherwise be eligible for out-of-school suspension, are able to remain in school and learn. At the time of the site visit, school leadership reported that the ninth grade had only one suspension for the school year so far.

- Indicator b: Ninety-five percent of parents completing the NYSED CSO Parent Survey agreed or strongly agreed that the school provides a safe environment for their students. In the focus group, school leadership indicated that students explicitly talk and learn about creating a safe school environment in their advisory classes. The school also works positively and proactively to promote a safe environment by encouraging student leadership, collaboration, responsibility, and tolerance of diversity.
- Indicator c: According to the NYSED CSO Teacher Survey, 63% of teachers reported that the school is generally free of bullying, discrimination and harassment for students. Although 65% of teachers reported having received a copy of the school's DASA policy this school year and 61% of teachers received a DASA training within the last two years, about 50% of teachers completing the survey were unable to name the school's DASA Coordinator. In the focus group, school leadership described a process, arranged by the head of school and led by the DASA Coordinator, for an investigation into any reports of bullying, harassment or discrimination.
- Indicator d: According to the NYSED CSO Parent Survey, 92% of parents agreed that the classroom environments support learning and are generally free from disruption. In ten of the twelve classrooms visited, the classroom environment was observed to be safe and well-managed.

2. Element: ***Family Engagement and Communication***:
   - Indicator a: According to the NYSED CSO Teacher Survey, 83% of teachers agree that teachers regularly communicate with families regarding academic issues, whereas 93% of parents who took the NYSED CSO Parent Survey attest to receiving regular and timely information regarding their children's academic progress. Additionally, the school offers a variety of opportunities – from Parent Association meetings to grade orientations to musical and theatrical events – for parents to be involved with the school.
   - Indicator b: In their respective focus groups, school leadership and board members indicated a couple of ways through which the school assesses family, teacher and student satisfaction. Data from the NYCDOE School Surveys has been a consistent source for feedback from these stakeholders. School leadership and board members reported using this data to develop action plans. The school also gathers satisfaction data after orientations, Parent Association meetings, etc. The school's data manager is responsible for reviewing the results and sharing them with school leaders. According to the NYSED CSO Teacher Survey, 70% of staff members agree that school leadership has systems in place to solicit staff feedback. Some of the examples provided by teachers who completed the survey listed such methods as surveys, emails, one-on-one meetings with administrators, all-staff meetings, personalized notebooks, and an anonymous suggestion box.
   - Indicator c: In the renewal application, the school describes its process of collecting, analyzing and developing action plans for teacher and parent survey data. It also highlights its grievance process that outlines the steps parents, students, teachers and the community can take if they are dissatisfied with the results.
   - Indicator d: In the renewal application, the school reports using all-staff meetings, Board of Trustees meetings, in addition to electronic communication, as opportunities to share school-level academic data with the broader community. Recently, in the summer of 2018, the school hosted Curriculum Retreats as an opportunity for teachers to analyze Regents exam results. Advisors share interim assessment and Regents exam scores with students, and graduation rates and test scores are publicly available on the school's website.

3. Element: ***Social Emotional Supports***:
    - Indicator a: As stated in both the renewal application and the school leadership focus group, the Social Emotional Support Team is primarily responsible for collecting and disseminating weekly grade and attendance reports from the Positive Behavioral Intervention Supports system to monitor student performance and behavior. Additionally, members of this team conduct classroom observations, cafeteria visits, field trips and mediation sessions to both monitor and support the social emotional progress of students.
    - Indicator b: During the visit, school leadership reported regularly offering a wide range of social-emotional programming. Student and staff input is used to determine the content of some of this programming. Attendance reports, incident reports, and post-event surveys are used to monitor the impact of the programming.

Benchmark 4: Financial Condition

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

Finding: Meets

Important Notes:

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

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

Summative Evidence for Benchmark 4:

<u>Financial Condition</u>

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

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-

term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

Overall Financial Outlook

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. Williamsburg Charter High School's 2017-18 composite score is 3.0.

Williamsburg Charter High School's Composite Scores
2014-2015 to 2017-2018

Year	*Composite Score*
2014-2015	1.0
2015-2016	1.1
2016-2017	0.8
2017-2018	3.0

Source: NYSED Office of Audit Services

Near-Term Indicators

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

The *current ratio* is a financial ratio that measures whether or not a charter school has enough resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the school is of paying its obligations, with a ratio under 1.0 indicating concern. For 2016-2017, Williamsburg Charter High School had a current ratio of 9.4.

Unrestricted cash measures, in days, whether the charter school can meet operating expenses without receiving new income. Charter schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2016-2017, Williamsburg Charter High School operated with 141 days of unrestricted cash.

Enrollment maximization measures whether or not a charter school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. Williamsburg Charter High School's enrollment maximization for 2016-2017 was at 99 percent.

Long-Term Indicators

A charter school's *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2016-2017, Williamsburg Charter High School's debt to asset ratio was 0.8.

Total margin measures the deficit or surplus a charter school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2016-2017, Williamsburg Charter High School's total margin was 1 percent.

Benchmark 5: Financial Management

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

Finding: Meets

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

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

Summative Evidence for Benchmark 5:

The Charter School Office reviewed Williamsburg Charter High School's 2016-17 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

Element	*Indicators*
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

1. Element: ***Board Oversight and Governance***:
   - Indicator a: Over the course of the charter term, the school recruited five new board members and had four board members resign. In the board focus group, members stated that, over the course of the charter term, they have offered their community relationships and skills connected to IT and infrastructure and visual and performing arts to help meet the school's needs. As a group, current board members have a breadth of experience in the areas of supporting children with disabilities, legal and financial services, technology and school-based expertise, the arts, and philanthropy.
   - Indicator b: The board reports engaging in an annual strategic planning process and setting priorities for the head of school. For example, two years ago the goal was for the head of school to improve relationships between the school and the parent body. Last year, the goal was to improve student outcomes in math. For the 2018-2019 school year, the board decided to modify the operations manager role and change it to the head of operations. This was a strategic decision, allowing the head of school the opportunity to focus on academics.
   - Indicator c: In accordance with charter law, the board meets monthly. Additionally, the board reports having weekly phone calls on Fridays to discuss time-sensitive issues. A review of board meeting minutes indicates that the board routinely reviews and discusses academics, operations, enrollment, finances, facilities, human resources and accountability.
   - Indicator d: The board reports that, during the charter term, school-based staff review policies like the code of conduct and the personnel policies during the summer. The next step in the process is for the school's counsel to review the policies for legal compliance. After that, the board then reviews the policies and votes to approve the changes.

- Indicator e: The board provided the templates for the Board of Trustees Self Evaluation and reports conducting a self-evaluation annually. The board also conducts an annual evaluation for the head of school. At the time of the visit, the board was unable to share the head of school evaluation with the visit team. Subsequent to the visit, however, the school's counsel provided a summary of the points addressed in the head of school's evaluation from the 2017-2018 school year.
- Indicator f: The board has legal counsel that works directly with the head of school and the head of operations. Additionally, the school contracts with outside advisors that provide human resources and finance support related to legal issues and policies.

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

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

Summative Evidence for Benchmark 7:

1. Element: ***School Leadership***:
    - Indicator a: The school leadership team is comprised of a head of school, a head of operations, two instructional academy leaders and two social-emotional academy leaders. The head of operations role was created for the 2018-2019 school year. The board reports creating this position, a promotion from the school based operations manager position, to increase capacity in the head of school role and ensure a focus on student learning.
    - Indicator b: The school reports having clearly defined roles and responsibilities for staff members, school leaders, management, and the board of trustees. Job descriptions for the school leadership roles outline the primary responsibilities and required skills for each position.
    - Indicator c: In the focus group, the school leadership team reported using a variety of methods to communicate to various stakeholders. A daily newsletter is shared with staff – outlining school initiatives, upcoming events, and general updates. The school leadership team also noted the use of recurring weekly meetings such as grade-level meetings, department meetings, and staff meetings as places to communicate information with staff. A weekly newsletter is shared with students, and parent communication occurs via email, auto-calls and in-person meetings.
    - Indicator d: According to the 2017-2018 Annual Report, 61% of teachers departed by the end of the 2017-2018 school year. The three years prior to this, the rates were 37%, 33%, and 28%. In the school leadership and board focus groups, members of the school leadership team and the board reported a variety of reasons for this increased level of teacher attrition. Changes in culture and the introduction of multiple innovative methods brought in by the new head of school was one factor. The board generally regards these changes positively, although admits the need for them to be more deliberately spaced out and effectively evaluated. Another factor cited by the board was the competition from other schools in the district that offer higher teacher compensation.
2. Element: ***Professional Climate***:
    - Indicator a: At the time of the site visit, the school had two teacher vacancies that were being covered by long-term substitute teachers. The head of school reported that there are vacancies this year for positions within the leadership team as well. According to the school's organizational chart, the school should have a social emotional academy leader and an instructional academy leader at each grade level. Due to staffing challenges, the leadership structure being implemented this school year divides the two social emotional academy leaders and the two instructional academy leaders among the four grades served; each academy leader supports one grade.
    - Indicator b: In the focus group, school leadership described how WCHS's scheduling gives each department three common planning periods a week that are dedicated to collaboration. Department leaders and academy leaders lead these meetings and also give teachers opportunities to work in sub-groups. Time is allocated for one weekly two-hour staff meeting and for one weekly grade level meeting. According to the NYSED CSO Teacher Survey, 77% of staff agreed that faculty members frequently collaborate on matters of curriculum and instruction.
    - Indicator c: The school reports having weekly professional development sessions that are differentiated for staff to meet their differing skill levels and expertise. For example, if a

teacher demonstrates mastery of a skill, they are able to access a different series of professional development. Forty-three percent of teachers responding to the NYSED CSO Teacher Survey indicated that faculty and grade-level meetings were well organized, 51% reported that these meetings were focused on relevant content, and 23% indicated that these meetings were recognized by all faculty as valuable.

- Indicator d: During the focus group, school leadership reported that teachers are observed between eight and twelve times a year using a modified version of the Kim Marshall rubric to evaluate their effectiveness. The teacher evaluation process includes a formal walkthrough, during the second semester, where teachers are observed and evaluated on a four-point scale. The scores are averaged and teachers falling below that average are placed on probation. During the third trimester, additional formal walkthroughs are conducted for teachers with a probationary status. In the NYSED CSO Teacher Survey, about one-third of teachers who responded expressed dissatisfaction with the evaluation process.
- Indicator e: In the renewal application, the school reports administering an internal climate survey to staff twice annually. Key trends and relevant action steps are reviewed at staff meetings and also reported to the board.

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

1. Element: ***Mission and Key Design Elements***
    - Indicator a: Stakeholders share a common and consistent understanding of the school's mission and key design elements. In the Board of Trustees focus group, members highlighted several ways in which WCHS is fulfilling these, such as preparing students to be global citizens who are college and career ready upon graduation, developing innovative strategies to connect with the community, offering a well-rounded educational program, and providing a comfortable and stable environment for students. In the NYSED CSO Teacher Survey, teachers expressed several ways in which the school's mission and key design elements are fulfilled at WCHS. These include: focusing on students' social-emotional health, preparing students for success in college and beyond, fostering in students a sense of social responsibility and empowerment within the local and global community, connecting with families and support systems within the community, and creating a variety of opportunities for students through offering a diverse set of academic programs.
    - Indicator b: The school reports providing multiple opportunities – from staff trainings to board retreats – for members of the school community to learn about and reflect on the school's mission and key design elements. The school provides evidence of implementation for each of the key design elements in the approved charter. For example, to provide a *College and Career Readiness Culture*, the school offers students college-credit bearing classes through partnerships with the NYC College of Technology and Syracuse University. In creating a *Student Centered and Therapeutically Supportive Environment*, the school utilizes a unique staffing structure that, in addition to social workers and counselors, employs social emotional academy leaders to provide students with personalized attention and additional support.

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, multi-lingual/English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

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

Table 7: Student Demographics – Williamsburg Charter High School Compared to District of Location

	2016-2017			2017-2018		
	Williamsburg Charter High School	NYC CSD 14	Variance	Williamsburg Charter High School	NYC CSD 14	Variance
Students with Disabilities	17%	21%	-4	17%	21%	-4
ELL/MLL	7%	12%	-5	10%	15%	-5
Economically Disadvantaged	83%	79%	+4	80%	83%	-3

NOTES:
(1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

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

According to NYSED data, in the 2017-2018 school year, 89% of students were retained in Williamsburg Charter High School compared with 92% in the district of location.

Summative Evidence for Benchmark 9:

- Indicator a: The school is consistently maintaining an enrollment of special population groups that is nearly comparable to that of the district of location.
- While subgroup population numbers remain only slightly lower than those of NYC CSD 14, WCHS continues to employ recruitment efforts that are targeted and specific. According to the school's renewal application, these efforts include: conducting outreach to community organizations, places of worship, and both local and out-of-district middle schools; strengthening their marketing to focus specifically on the school's connection to community and family; participation in recruitment fairs; and hosting school tours. The renewal report also stated that the development and flexibility of their special education and ENL programs, which are catered directly to students' needs, assist in the recruitment of SWDs and ELLs/MLLs. In order to increase the enrollment of ED students, the school highlights its improved social-emotional framework, ongoing connection with community organizations through established partnerships, and support for families. Lastly, the school makes all prospective students aware of the variety of career readiness programming, such as the Career Development and Occupational Studies opportunities, which can serve as an alternate pathway for students who are struggling to meet their Regents requirements.
- WCHS has a systematic process for evaluating its recruitment strategies and program services for the three special populations groups. The school collects data and analyzes trends in enrollment, employs a recruitment manager, and continually evaluates and modifies its academic programming to meet the specific needs of specialized populations.

Benchmark 10: Legal Compliance

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

Finding: Meets

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

Summative Evidence for Benchmark 10:

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

- Indicator a: At the time of the renewal site visit there was no evidence that the school was out of compliance with its charter, rules, regulations or laws.
- Indicator b: The school conducts regular independent audits of its finances and employs an attorney to review policies and advise on decision-making.
- Indicator c: Since its transfer in the summer of 2018 to the Board of Regents, WCHS has sought CSO approval for non-material revisions to the school's mission and organizational structure. No material revisions were requested.