



New York State Education Department

2022-2023 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

Emblaze Academy Charter School

Renewal Site Visit Dates: October 24-25, 2022

Date of Final Draft Report: May 12, 2023

Date of Final Report: May 24, 2023

[Charter School Office](#)

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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

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ATTACHMENT 4: 2022 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Emblaze Academy Charter School
Board Chair	Geraldo Vasquez
District of location	NYC CSD 8
Opening Date	Fall 2018
Charter Terms	July 1, 2018 – June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	Grades 5-8 / 360 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 5-8 / 300 students
Comprehensive Management Service Provider	None
Facilities	1164 Garrison Avenue, Bronx - Private Space
Mission Statement	<i>The mission of Emblaze Academy Charter School is, through rigorous curriculum and high-quality instruction and within an invested and ambitious school community, to prepare students in grades five through eight to thrive in high school and graduate from the college of their choice.</i>
Key Design Elements	<ul style="list-style-type: none"> • Rigorous Curriculum <ul style="list-style-type: none"> ○ Rigor Equals Equity ○ Challenge and support are at the core of instruction ○ Start at the end • High Quality Instruction <ul style="list-style-type: none"> ○ High Impact Professional Development ○ Results, not intentions ○ Systems • Invested, Ambitious School Community <ul style="list-style-type: none"> ○ RISE (respect, initiative, scholarship, and effort) ○ Celebrate academics ○ Families are Partners
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	Decrease its authorized enrollment from the currently approved 360 students to 300 students to be fully implemented by year 1 of the renewal charter term.

¹ The information in this section was provided by the NYS Education Department Charter School Office.
Emblaze Academy Charter School – 2022-2023 RENEWAL SITE VISIT REPORT

Noteworthy: Despite the limitations of an under-resourced board and multiple changes in school leadership over the initial charter term, the Emblaze Academy Charter School (EACS) is implementing a promising instructional program and a positive, supportive school climate for teachers, students, and families. Notably, EACS strives to infuse what it describes as “the joy factor” in all aspects of teaching and learning at the school.

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic, and the exceptional efforts that staff have made to keep students safe while working to provide effective academic and social-emotional supports to students.

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 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	Grade 5	Grades 5 - 6	Grades 5 - 7	Grades 5 - 8	Grades 5 - 8
Total Approved Enrollment	90	210	300	360	360

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

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
Grade Configuration	Grades 5 - 8	Grades 5 - 8	Grades 5 - 8	Grades 5 - 8	Grades 5 - 8
Total Proposed Enrollment	300	300	300	300	300

METHODOLOGY

Purpose of the Renewal Report

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

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

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

and regulations.

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

A two-day remote renewal site visit was conducted at EACS on 10/24/2022-10/25/2022. The CSO team conducted interviews with the board of trustees, school leadership team, student support staff, teachers, and parents. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents.

The team conducted ten classroom observations in Grades 5 through 8. The observations were approximately 20 minutes in length and conducted jointly with members of the school's instructional leadership team. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

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

- **Current 2022-2023 organizational chart;**
- **A 2022-2023 master school schedule;**
- **Board materials (roster, minutes);**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **School-provided narrative curriculum overview summaries for ELA, math, science, history;**
- **School-provided narrative summaries of special education and ELL programs;**
- **School-provided narrative summaries of school culture and counseling programs;**
- **2022 CSO Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2022 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 2021-2022 Action Plan;**
- **Prior CSO monitoring reports (check-in, mid-term);**

- **School's SY 2022-2023 renewal application;**
- **School's 2020 and 2021 Notices of Deficiency/Concern; and**
- **Any supplementary evidence or data submitted to NYSED by the school.**

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

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

For the site visit conducted from October 24 to October 25, 2022 at EACS, see the following Performance Framework benchmark ratings and narrative.

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

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

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

- EACS is in year five of operation and serves students in Grades 5 through 8. During its current charter term, the school is rated in the following manner: meeting five benchmarks, approaching three benchmarks, and falling far below two benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths:**
In an initial term impacted by the many constraints of the COVID-19 pandemic, EACS has stabilized its staffing and is effectively using coaching and professional development (PD) to improve the quality of instruction in classrooms. The school is developing a robust science program and has made significant gains in students' ELA proficiency since 2018-2019. The school serves comparable percentages of students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged (ED) students as NYC CSD 8, its district of location. School leadership has created a positive and supportive academic, social, and culturally relevant climate for students, families, and staff. The EACS operations team and the academic leadership team work collaboratively with the board to continue the school's positive trajectory.

- **Summary of Areas in Need of Improvement:**
The EACS Board of Trustees has been under-resourced in number and expertise of its members for much of the initial charter term. Since the departure of the founding head of school in 2020, the board has compensated for its limitation by using contracted and consultant services to maintain its fiduciary and many of its governance functions (facilities, staffing). However, due to the board's limited membership, it has been unable to meet the expectations of the charter in the areas of strategic planning and oversight of the school's academic program and compliance with certain authorizer, charter, and statutory expectations. This year, the board is exploring the potential for a merger with an existing charter school which might offset these weaknesses and diminish the academic challenges faced by a freestanding middle school. In the interim, the board is finding success in building the school's academic capacity by promoting from within and providing staffing and PD resources to support improvement in instructional practices.

Benchmark 1: Student Performance

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

Finding: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. NYSED data for the 2018-2019 and 2021-2022 state assessments shows a significant decline in math outcomes for all students, SWDs, and ED students at EACS. ELL proficiency on the NYS math assessment, however, decreased by only two percentage points (as opposed to 19 percentage points for the district of location (DOL) and 10 percentage points for NYS), which led to EACS outperforming NYC CSD 8 for this student population by seven percentage points. EACS student proficiency in English language arts (ELA) showed significant increases from 2018-2019 to 2021-2022 by a range of nine to 16 percent. For all subgroup populations in 2021-2022, EACS student proficiency in ELA either met or exceeded NYC CSD 8, while the improved outcomes for all students in the aggregate closed the gap from 11 to 3 percentage points below the DOL. It should be noted that, for the SWD population, EACS outperformed both the DoL and NYS in ELA for both years. Finally, for the 2021-2022 administration of the science state assessment, all students as well as those from all subgroup populations at EACS outperformed NYS CSD 8 by a range of 17 to 39 percentage points. While the differential for all students at EACS was one percentage point below NYS, the proficiency rates for SWDs, ELLs and ED students at EACS were higher than those for NYS by 10, 25, and 9 percentage points, respectively.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

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

Academic Program for Middle School:

- ELA: EACS uses a school-developed curriculum based on *NYS Next Generation ELA* and *Engage NY ELA* curriculum files. The school implements the Reading and Writing Workshop model and utilizes *Fountas and Pinnell* benchmark assessments to determine guided reading levels.
- Mathematics: The school's math curriculum is derived from *Math in Focus* and the *NYS Next Generation Mathematics Learning Standards*. The school formerly used school-developed curriculum based on *Engage NY* curriculum files.
- Science: The school has developed its own science curriculum based on *NYS Science Learning Standards* and incorporates the *LabLearners* platform into its science instruction.
- Social Studies: The school has developed its own curriculum based on *NYS Social Studies Framework*.
- Supplemental/intervention programs include *i-Ready* (reading and/or math) and *Really Great Reading* (decoding).
- Social-Emotional Learning: The school's counselors create the curriculum for advisory.
- Daily enrichment courses are offered in a variety of subjects, as well as sports.

Academic Program for SWDs and ELLs:

- SWDs: EACS provides one integrated co-teaching (ICT) class at each grade level and special education teacher support services (SETSS) services in ELA and math. Targeted interventions are provided through small group instruction within or outside of the classroom.
- ELLs: Students are assessed according to NYSED protocols, and the school maintains sufficient staff to provide small group instruction in and out of classrooms.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark improved from Approaches to Meets due to improvements in curriculum, formative assessment, student engagement, and differentiation. The school uses coaching, PD, and refinement of its program for special populations to achieve these improvements.

1. Element: *Curriculum*:

- **Indicator a:** During the school's planning year and first year of operation, the ELA, math, social studies, and science curricula were created by the EACS founder and founding head of school, using backwards-mapping to align with NYS Learning Standards (NYSLs). This year, the school replaced the mathematics school-developed curriculum with *Math in Focus* (after piloting the program in eighth grade last year). It was chosen for its detailed teacher resources, including quick checks for mastery of prior skills, differentiation and acceleration materials, and hands-on activities. The ELA curriculum is taught using the reading and writing workshop model and was revamped by the academic director of humanities this year to make it culturally relevant, varied, and engaging for students. Participants in leadership and teacher focus groups described the school's priority on connecting the curriculum to current events and real-life circumstances and incorporating more project-based learning.

For social studies/history, the school uses document-based questions (DBQs), projects, and current events to make the NYS Social Studies Learning Standards meaningful and engaging for students. The science curriculum is back-mapped from NYS P-12 Science Learning Standards and supplemented with *LabLearner* science lab equipment and its hands-on curriculum and activities.

Supplemental/intervention programs, such as *Really Great Reading* and *i-Ready Phonics* are used to strengthen basic decoding skills when indicated. *Cambridge Ventures* is used as the curriculum for ELL instruction. The Drop Everything and Read (DEAR) program was brought back this school year (weekly, on Fridays) to encourage practice and joy in reading. Students choose their material based on reading level, and options include audio books and videos when appropriate.

The school leadership focus group included the head of school, director of operations, and four academic directors (humanities, math, history/enrichment, science/ELL), and noted that while the NYSLS remain the framework for all content taught at EACS, it has been their focus to refine the teaching methods and materials to make the content meaningful and engaging for all students. Academic directors commented that commercial products such as *Math in Focus* and *LabLearner* offer documented curriculum, hands-on learning opportunities, and many resources for teachers to activate prior learning, individualize lesson activities, and re-teach when indicated.

The CSO renewal site visit team notes that curricula listed in the Renewal Application differs somewhat from that described in the Benchmark 1 Narrative (submitted in October) and observed in practice at the school. For example, the renewal application lists *EngageNY* as the curricular material used in math and doesn't mention *Math in Focus*.

- **Indicator b:** According to statements made in the renewal application and during school leadership and teacher focus groups, EACS has developed lesson planning process which begins with the submission of a scope and sequence and unit plans by academic directors prior to the start of each academic year. The head of school reviews each scope and sequence before releasing unit plans to teachers to create lesson plans.

Teachers submit lesson plans a week in advance for review by their subject area academic director. The academic directors are expected to provide feedback to teachers within 48 hours. After feedback is received and incorporated, special education (SPED) and ELL teachers work with classroom teachers to add explicit differentiation strategies appropriate for specific student learning needs and/or IEPs.

Focus groups, classroom observations, and lesson plan reviews show that most plans include the lesson objective (SWBAT) or focus question related to standard(s) taught; formative assessments (do now, exit tickets); instructional groupings based on student needs; engagement techniques (the renewal application lists call and response, cold calling, turn and talks, project assignments, checks for understanding). Plans include differentiation materials, such as adapted worksheets, sentence starters, Venn diagrams, and anchor charts. Although plans are not uniform in format, they generally align with the six instructional elements described in the school's renewal application: do now; exit ticket; gradual release model (I Do, We Do, You Do); anticipated struggling students; materials and tools for SWDs, ELLs, and other students according to learning needs.

- **Indicator c:** Alignment across classrooms and grade levels is reviewed and monitored by academic directors, each of whom provides support to all the classrooms in his/her subject area, and at each grade level.

- **Indicator d:** The EACS renewal application states “*EACS teachers ensure to provide ELL and SWD with the same standard of education as general education students.*” In focus groups, teachers and the school leadership team noted that high quality instruction equates with rigor, and that modifications for students with diverse learning needs is not viewed as shortcuts, but rather as tools to help students master grade level skills, content, and understanding. According to focus group discussions, and also noted in prior site visit reports, strengthening teacher capacity to appropriately differentiate lessons has been a focus for the school over the charter term. As stated above, this year, EACS has implemented protocols that lesson plans include explicit differentiation strategies. The school has a supportive classroom staffing structure to help all students – SWDs, ELLs, and uncategorized students struggling with subject matter – to access grade-level content. PD and coaching also provides teacher support and accountability in classroom management.
- **Indicator e:** According to participants in the leadership focus group, EACS has reviewed and modified its curricula over the charter term based on performance on interim assessments, exit tickets, mock state tests, as well as the NYSTP (2018-2019 and 2021-2022). Led by academic directors and the head of school, this annual end-of-year review is focused on alignment to learning standards and achievement of learning outcomes. Examples of curricular improvements made in 2021-2022 and 2022-2023 are discussed above and as noted, include more project-based learning and access to commercial curricular resources to strengthen instruction and make content engaging and relevant.

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

- **Indicator a:** Teachers in the focus group described high-quality instruction as rigorous but differentiated teaching so that all students are supported in mastering grade level skills and content. They mentioned: active engagement with learning, the importance of varied resources to help students get to proficiency and making the curriculum relevant. They also described an emphasis on positive support, a warm and joyful environment, and speedy problem-solving as part of their learning culture. Teachers said they believe that all these elements help mitigate the potential educational gap for EACS students.

The teacher focus group descriptions of high-quality instruction echo the broad fundamental beliefs set forth in the school’s initial charter: “*Our academic program is based on our fundamental beliefs about instruction: (1) Rigor equals equity; (2) Challenge and support are at the core of who we are instructionally; (3) We start with the end; and (4) High-quality instruction is a primary driver of student achievement.*” They also echo the six instructional strategies listed in the renewal application, briefly paraphrased here: positive rapport; engaging teaching methodologies; continuous focus on student work in lesson planning; questioning to promote analytical thinking; “joy factor;” and, opportunities for students to conference with teachers about academic progress. Evidence of these six strategies was seen in classroom observations, although some are more advanced than others.

The CSO team members observed instruction in ten classrooms, accompanied by one of the academic directors or the head of school. Observations were evaluated in accordance with the Site Visit Classroom Observation Worksheet, as per CSO Renewal Site Visit Protocol. School leaders provided the CSO team with lesson plans for all classes observed. All observed classrooms

were clean, bright, and orderly. Posters, lesson objectives, anchor charts, and, in some classrooms, student work were visible. In all observed classrooms, students demonstrated awareness of expectations and were fully engaged and participating. Most classes were organized for group work and peer communication (at some level) was observed in each. Differentiation was evident in separate lesson worksheets, anchor charts, and teacher modeling. A variety of strategies were in evidence to check for understanding: questioning, classwork checks, and teacher observation. Teachers used note pads to document individual student areas of success or challenge for follow-up or re-teaching. Pacing was brisk, but teachers were observed continually checking for understanding before moving on in lessons. Generally, observations showed teachers building a positive rapport with students, and incorporating the “joy factor” – positivity and humor - into lessons. It was evident that students were relaxed and enjoying their classwork.

- **Indicator b:** In the focus group, school leaders described student engagement as one of the school’s noteworthy successes over the past two years. CSO team members noted that students in all observed classrooms appeared to be fully engaged in lessons.

School leaders credit coaching and PD with improvements in instructional delivery and classroom management across subjects and grade levels. Teachers in the focus group repeated this, emphasizing the value of coaching and support by academic directors, and access to hands-on and culturally relevant resources as they implement curriculum. EACS’s focus on “the joy factor” and positive incentives for desired learning behaviors is visible in classrooms.

The school leadership focus group indicated that a positive change in 2022-2023 is that the school has gone back to offering daily electives to all students, such as dance, art and poetry, as well as sports.

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

- **Indicator a:** As noted in the school leadership focus group and in various board minutes, EACS has implemented a system of formative, diagnostic, and summative assessments. The school’s assessment framework is described in the initial charter and in the renewal application and includes school-developed interim assessments every six to eight weeks, as well as classroom-based quizzes and tests, to measure content mastery. Fountas and Pinnell Benchmark Assessments are given to all students every six to eight weeks to monitor reading levels. NWEA MAP tests in reading and math are given three times a year to measure student mastery of grade-level skills.
- **Indicator b:** The school’s initial charter and the Renewal Application Benchmark 1 Supplement place a firm emphasis on the use of formative classroom assessments (do now, quizzes, exit tickets) as well as interim assessments in lesson planning. Teachers are expected to maintain student gradebooks and review and use the information on a weekly basis to maximize classroom groupings and instructional approaches; this is a priority in coaching by academic directors this year. Due to the disruptions of remote instruction and leadership changes, EACS is continuing to refine its practices in this area.

The school’s intensive 2022-2023 teacher PD offerings were selected by leadership to build

schoolwide capacity in the use of data to inform instruction. (See Benchmark 7 for further information about the professional climate at the school). As reported in the renewal application and confirmed in the school leadership focus group, academic directors conduct weekly reviews of teachers' gradebooks, and provide focused support to teachers in the management and use of all levels of academic data (formative classroom data, diagnostic data, summative content data).

- **Indicator c:** EACS monitors assessment data on an ongoing basis and makes modifications in curriculum and instructional practice accordingly. The instructional leadership team periodically review interim assessment, mock state test, and NWEA-MAP results to assure that the curriculum is aligned with NYSL, according to the school leadership focus group and prior site visit reports. Examples of recent modifications include the adoption of *Math in Focus* in response to the review of 2021-2022 student outcomes. Additionally, scheduling changes were made this year to create 90-minute instructional blocks in ELA and math to allow more time to implement the curriculum with appropriate pacing for deeper learning. As stated above, teachers are being supported with PD and coaching on use of data, instructional grouping and differentiation, and lesson pacing.

The renewal application designates the head of school and academic directors with maintenance of assessment data in the school's master data trackers and analysis of summative, diagnostic, and formative data with teachers. The school schedules three "data days" per year to review and discuss data trends and implications. The head of school provides an academic data summary to the board periodically, but the board has not implemented the use of a standardized summative dashboard, which would help its members oversee the school's academic trends and areas of focus over time.

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

- **Indicator a:** EACS has expanded its supports for students with special learning needs. This year, the school has appointed a dedicated director of SPED and an ESL manager who works under the leadership of a director of languages. Focus groups, lesson plans, and classroom observations, provide evidence of the school's progress in using differentiation and intervention strategies so all students can engage with content.
 - SWD supports: According to school leadership, the school operates ICT classes in ELA and math, and some other classes have two teachers or a teacher and teaching assistant. Special education teacher support services (SETSS) teachers work with students in ELA in accordance with IEPs; at the time of the site visit, the school was seeking a math SETSS teacher. The director of SPED (or director of SPARK, the name by which she references the program), new in the role this year, indicates that it is a priority to help teachers, students, and families to fully understand and implement IEP services, specially designed instruction, and accommodations. Another priority by the director of SPED is to facilitate effective communication and co-planning between general education and SPED teachers. To instill student self-advocacy skills in preparation for high school, EACS is developing a "snapshot system" by which students may carry a personal list of the accommodations they are entitled to receive. The director regularly sends out the SPARK newsletter to members of the school community for whom it is relevant to communicate important information about the program. The director also works actively with teachers to identify and assess students suspected of having a disability, and to organize appropriate interventions and progress

monitoring. The director of SPED said that she is seeking to develop a productive relationship with the CSE.

In the fall of 2022, the CSO requested and received the following feedback from the Committee on Special Education (CSE) that oversees the services for SWD's at EACS: *"The school's communication with families appears to be an area of growth. During IEP meetings, parents sometimes express that they are not notified of their child's progress often enough, and they wish that teacher communication were more frequent and positive. Parents have also raised concerns regarding the fidelity of the implementation of specially designed instruction by the school. The school's collaboration with the CSE has been inconsistent, given staff turnover at the school."* EACS's director of SPED, who worked at the school last year as a math teacher, started in her current role this academic year. Participants in the student support staff focus group noted that, last year, the school was not able to find someone to consistently fill this role. CSO discussions with the director of SPED during the site visit indicate that she had identified the same concerns as those raised in the CSE feedback when she took on the role and has developed systems and practices to address them.

- The ELL coordinator supports small groups of Level 1 students in and out of the classroom. There are about 5-7 Level 1 students and 27 Level 2-4 students at EACS. The ELL teacher also supports classroom teachers with translation. EACS has a number of staff that speak Spanish and other languages and help out with translation with families, as needed.
- Based on its diagnostic assessments in reading and math, all at-risk students are provided with *i-Ready* individualized learning. Phonics/decoding instruction is also supported with *Really Great Reading*. Small group instruction is included in the school days, and additional supplemental instruction is provided in core subjects on an after-school and/or Saturday schedule, with parental permission.
- **Indicator b:** As mentioned above, EACS is focusing on systematic teacher development through coaching and PD to help improve practice. According to focus groups and the renewal application, academic directors review lesson plans, conduct frequent (weekly) informal teacher observations with feedback, and review teacher gradebooks regularly to identify failing students prior to report card release. They work with teachers to create a plan to assist students in improving their grades. Weekly leadership meetings, individual coaching meetings and teacher prep time are means by which all staff discuss the status of individual student learning. School leadership and student support team focus group members described in detail their involvement with meetings, coaching, and individual student discussion.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

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

Summative Evidence for Benchmark 3:

2021 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

Emblaze Academy CS	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	250	78	31%	50%	-19
Student Survey (Grades 9-12)	N/A	N/A	N/A	80%	N/A
Teacher Survey	30	31	103%	80%	23

NOTE: Expected responses for parents and students is based on 2020-2021 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2021 Annual Report.

2022 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

Emblaze Academy Charter School		Response Rate	Survey Population	Total Responses
Parent	Does not meet 90% or 95% Confidence	7%	292	21
Student	Not Applicable	.	0	.
Teacher	Does not meet 90% or 95% Confidence	27%	33	9

NOTE: The survey population for parents and students is based on 2021-2022 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2022 Annual Report.

The response rate for the 2021 parent survey did not meet the target rate and the aggregate results should not be considered dependable. The response rate for the 2021 teacher survey exceeded the target rate and the aggregate results can be considered dependable. The response sample sizes for the 2022 parent and teacher surveys did not meet the minimum 90 percent confidence rate and the aggregate results should not be considered statistically dependable.

Over this charter term, the trajectory for this benchmark improved from Approaches to Meets, due to progress made in family engagement and communications, and in establishing systems that collect and track data on student social emotional learning (SEL).

1. Element: *Behavior Management and Safety:*

- Indicator a:** According to focus group discussions and a review of the school’s discipline policy, EACS’s approach to behavioral management is based on clear expectations, feedback, and support and is built on a transparent system of incentives/consequences. Students earn “scholar dollars” for individual or group positive behaviors, such as completion of classwork or demonstrating the school’s core “RISE” values (Responsibility, Initiative, Scholarship, Effort). They are demerited “dollars” for certain behavioral offenses. Students are able to check their “dollar” balance at any time and may use scholar dollars to regularly purchase small items at the student store. According to the renewal application, the system is tracked by each grade-level team leader.

The EACS discipline policy is posted on the school website. At the time of the renewal site visit, the policy had been revised, and a redlined version was submitted to the CSO for review and approval with the renewal application. Until that process is complete, the former discipline policy remains posted on the school website (the former policy is also included in the 2021-2022 Student

and Family Handbook, also posted on the website. It should be noted that, at the time of the renewal visit, a 2022-2023 handbook was still pending board approval and had not yet been released to families.)

Participants in the student support staff focus group discussed other components of behavioral management, including restorative justice strategies, the use of Kickboard, and the school's behavior tracker.

- **Indicator b:** Throughout the site visit, the climate at EACS was orderly and safe, and no behavioral disruptions were noted in classrooms, hallways, or common areas. Parents in the focus group felt that EACS offers a safe environment and expressed no safety concerns.

The director and assistant dean of culture lead schoolwide strategies to maintain a safe and productive environment. At the site visit, they shared a written overview of the department goal "...to provide a safe, positive, and structured learning environment while incorporating joy into the culture." The strategies are to build positive partnerships with and among students, teachers, and families, and to empower students to self-resolve conflicts through communication, accountability, and restorative justice practices. Participants in the school leadership focus group discussed the challenge of re-orienting students to school behavioral norms after the lengthy period of remote instruction, which came at the midpoint of the initial charter term. School leaders and teachers in focus groups expressed pride in the warm and well-structured environment that has been achieved over the past two years.

- **Indicator c:** In addition to the school climate approaches discussed above, the director and assistant dean of culture monitor the school for incidents of harassment or discrimination and address such incidents with their normal protocols. A parent focus group participant noted that, in the 2021-2022 school year, her child was being bullied at school. She wrote to the director of operations, (then serving as co-head of school) on a Friday afternoon. The parent was pleased that the situation was promptly and fully addressed by Monday, to her satisfaction and that of the student.

NOTE: Although it does appear to practice protocols to promptly resolve incidents of bullying or harassment, EACS does not appear to be operating under a CSO-approved *Dignity for All Students Act (DASA)* policy. As noted in the May 2022 CSO check-in site visit report, the CSO sent the school an email in September 2020 identifying needed revisions to bring the DASA policy to compliance with state legal requirements. The February 2021 board minutes document board approval of a revised policy. However, the school did not respond to the CSO until August 2022, when it submitted the revised DASA policy (within the redlined discipline policy now pending review as part of the renewal process). The revised policy names one of the school counselors as DASA Coordinator. The current and posted discipline policy simply states that the school complies with DASA requirements and identifies the director and assistant dean of school culture as its DASA coordinators and does not make details on DASA processes easily accessible to students and families, as is the intent of statute.

- **Indicator d:** The CSO team visited ten classrooms and also observed hallway transitions, and found all to be relaxed yet orderly, free from disruption, and conducive to learning. Hallways are well-

monitored by school staff spread over the school's three floors, and school personnel have an active system for quick communication. Students were observed to respond promptly and comfortably to behavioral reminders from teachers and directors.

In focus groups, teachers and school leaders said that the school culture team supports students in learning to use communication to avoid verbal and/or physical conflicts and holds students accountable for practicing and mastering these skills. According to participants in the student support staff focus group, the culture team conducts daily check-ins with students, maintains close contact with the school's counselors to appropriately address behavioral challenges, and diffuses negative behaviors with gentle strategies (such as giving students a brief "brain break," in a separate location, when needed). Teachers, culture team members, and counselors work with students and families to create behavior plans as indicated (sometimes tied to positive incentives, such as teacher-signed behavior trackers that students can use to earn rewards).

The school culture team also collaborates with teachers and academic directors in classroom behavior management. All staff participate in *Teach Like A Champion* PD sessions, which promote common language and an intentional, collaborative approach toward a positive school culture.

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

- **Indicator a:** Participants in the student support staff focus group described the practice of frequent communications with parents and families to strengthen the home-school connection and build a sense of community.

According to focus groups and school documents reviewed for the site visit, EACS primarily uses *ParentSquare* as a convenient platform to share information with families. Participants in the student support staff focus group noted that *ParentSquare* has a feature to automatically translate text into other languages. The ESL manager and teacher, and other bilingual teachers and staff, support school communications with families whose native language is not English. They join teachers or counselors on calls or in meetings and assist with translations of written information.

It is the school's policy, as described in its student and family handbook, to invite families to visit the school, shadow their student, and observe classes; school leaders said that some take advantage of this. EACS is seeking to re-establish its fledgling Family Association, as face-to-face school and community events grow safer and more comfortable after a prohibitive pandemic environment.

The director of SPED stated that one of her key priorities is to establish communication channels, through phone calls, emails, and meetings, with families of SWDs. She has created a monthly informational newsletter for families and is planning several family night meetings over the year, either in person or remote.

The parent focus group gave multiple examples of responsive communication and prompt actions taken by teachers and school leaders when issues came up with their students. They indicated that they feel heard by school staff and the board when they voice concerns, whether specific to

their student or broader concerns, such as the quality of NYCDOE-provided school lunch, and the long school day.

- **Indicator b:** All focus groups mentioned frequent teacher-family communication as a strength of EACS. School leaders maintain an open door for such conversations, make their cell phone numbers available, and meet students and parents at the door every day. Teachers are required to maintain up-to-date information about classwork, grades, and completion of assignments in online gradebooks, which are accessible to students and families at any time. Students and families also have access to attendance records and behavior reports. Teachers are expected to inform and bring in parents when student grades drop below passing levels, and always to respond within 48 hours to any parent concerns or questions on any subject. Parent conferences are conducted twice each year, or when indicated. The parent focus group made multiple positive comments about the responsiveness of teachers and reliably quick resolution of issues with their students.
- **Indicator c:** Board minutes in 2019-2020 report information collected that year in monthly family and student surveys, but these are no longer administered at that frequency. The renewal application mentions that EACS reviews the information gathered in annual NYCDOE and NYSED CSO surveys, and in its own annual family survey, for family satisfaction and actionable areas. Parent focus group members commented that staff is proactive and invites feedback through meetings (such as the *Cafecitos* held last year), surveys, and other ad hoc mechanisms. Also, the school has established a weekly Google-form Family Suggestion Box, and frequently reminds families to share suggestions and ideas through this mechanism.
- **Indicator d:** EACS includes a schematic diagram depicting its complaint policy in the 2021-2022 Student and Family Handbook. As stated earlier, according to anecdotal evidence shared by parent focus group members, the school is responsive to parent concerns shared at the teacher, counselor, leadership, and board levels.
- **Indicator e:** Although the school listed the initiative of hosting regular schoolwide academic data presentations throughout the year in its 2021-2022 Action Plan (submitted to the CSO on October 13, 2021), there is no evidence that this was implemented in 2021-2022. However, the published school calendar for 2022-2023 shows *Data Night and Report Card Conferences* scheduled for December 14-15, 2022, and April 5-6, 2023.

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

- **Indicator a:** EACS has two counselors (upper and lower school), both of whom have been with the school for several years. The counselors provided a written summary of the services they provide to support students' SEL, adding detail to the information in the renewal application and shared in focus groups:
 - Advisory SEL class is taught weekly in homeroom by teachers using curriculum developed by school counselors. Counselors choose or create curriculum that addresses *Collaborative for Academic, Social, and Emotional Learning (CASEL) Core Competencies*. Student support staff explained that counselors and teachers are working to improve and refine advisory lessons.
 - Academic directors and teachers are striving to integrate SEL into core academic instruction and counselors are providing them with PD and support.

- Community Circles, a bi-weekly celebration of student accomplishments, special events, or talents, are led by the school culture team and school counselors. Community Circles were included in the school’s initial charter to help build social ties within the school. Organized by grade, students have input into the content and discussion at Community Circles.
- Counselors provide IEP-mandated counseling, and counseling for students struggling or deemed at-risk (with parental agreement and input about frequency).
- Counselors conduct student mediation as requested by teachers.
- Counselors coordinate with the operations and attendance team to address absenteeism issues.
- The upper school counselor works with students and families on high school readiness and support.
- The upper school counselor offers a class in sexual education (voluntary, students may opt out).

It is of note that the ethnic, cultural demographics of the adults at this school are similar to the ethnic and cultural demographics of its student population. Participants in all focus groups described the collegial family-like environment among adults at EACS and the manner by which they communicate and support one another at the school. They feel that these behaviors serve as a model for students and help to create a calm and grounded school culture. Teachers, leaders, and parents note that the school-wide practices are focused on teaching students self-advocacy and skills to communicate appropriately and effectively with each other and with adults.

- **Indicator b:** Before this year, EACS did not systematically collect data to track the social-emotional needs, services, and progress of its students, as was noted in the EACS Mid-term Site Visit Report. This year, the school has purchased *Illuminate Education* with the goal of tracking individual and aggregate student academics, attendance, social emotional behavior, behavioral incidents and interventions. At the time of the renewal site visit, the head of school was in the process of learning the system and setting it up for schoolwide use.
- **Indicator c:** Currently, information about the effectiveness of the school’s programs that support student social and emotional health is largely individual and anecdotal. As noted above, EACS is implementing *Illuminate Education* as a dashboard for individual and aggregated information about student competencies and needs, growth in response to interventions, and the effectiveness of its programs.

Benchmark 4: Financial Condition

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

Finding: Meets

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets. At that point, the school had incurred a significant lease liability, a non-cash expense, during the year ending June 30, 2020, which impacted its composite score; the school was otherwise in adequate financial condition. Based on the school's composite scores for the one year prior and two years since 2019-2020, the school has otherwise maintained good financial health.

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

Emblaze Academy 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. Emblaze Academy Charter School's 2021-2022 composite score is 1.86.

**Composite Scores
2018-2019 to 2021-2022**

<i>Year</i>	<i>Composite Score</i>
2018-2019	2.63
2019-2020	-.59
2020-2021	1.71
2021-2022	1.86

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: Approaches

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches based on the auditor’s findings as outlined below.

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

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

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Emblaze Academy Charter School’s 2021-2022 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.

The auditor did identify a significant deficiency in internal controls where the school did not maintain documentation of proof of residency for students in a central location, which could result in incorrect district rates used for tuition billing. The school agreed to the auditor’s recommendation to maintain proof of residency in each student’s file in a central location and to have other staff independent of the process review the files periodically.

The auditor also identified other matters of concern:

Segregation of Duties over Cash Disbursements

The accounts payable clerk, an employee of an outside financial management company, who has access to the general ledger and vendor file, has the ability to add the co-head of school and the treasurer’s digital signatures to checks. To minimize the risk of error or fraud, the auditor recommended that check signing (or the ability to add the digital signature of a check signer) should be limited to those who do not have access to the general ledger or vendor file.

Payroll Reconciliation

The auditor noted that the outside financial management company does not perform payroll reconciliations as part of its closing procedures and recommended that a quarterly reconciliation be

performed to ensure that the salary expenses recorded on the books match the payroll submitted to the payroll company.

Reviewing Facility Costs for Sublease with Related Party

Friends of Emblaze, a related party, entered into a lease with an unrelated third-party landlord for space, which was then subleased back to the school. The occupancy costs associated with this sublease include base rent and additional facility costs such as utilities, maintenance and capital improvements. The auditor recommended that the board document its process to determine if the rent payments to the related party are reasonable, including the details of facility charges and related expenses being charged. The auditor also recommended that the school enter into a formal agreement with Friends of Emblaze that identifies the related party's responsibilities with respect to facility services and capital improvements.

Upon receipt of the audited financial statements for the year ending June 30, 2022, the school took immediate corrective action to address the auditor's findings.

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: Falls Far Below

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

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has been consistent as a Falls Far Below due to the board’s continued failure to provide informed stewardship over the school’s academic program and progress toward meeting educational goals and failure to operate in accordance with its charter. (See Benchmark 10 for related and additional information about the failure of the board to comply with authorizer and legal requirements.)

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

- **Indicator a:** EACS Board of Trustees has not maintained a trustee roster of the scope and expertise necessary to competently oversee its educational program. Due to the EACS Board Governance Committee’s sustained failure to build sufficient capacity, the board has been out of compliance with its own bylaws and NYS statutory requirements designed to assure effective stewardship at a privately-operated school.

Although the school opened with nine founding board members, by mid-term the number of trustees dropped to four. The number of trustees increased to five in June 2021 and has not changed in advance of the school’s renewal.

According to a review of board minutes, between 7/2018 and 2/2021 a new name was added to the meeting attendance lists. This would have brought the number of trustees to seven, as required by EACS bylaws. However, there is no record that the board submitted required clearance and supporting information for CSO approval, or that the board acted in accordance with bylaws to appoint this individual to the board. Minutes indicate that this individual was present and voting (nine meetings), was absent (16 meetings), or was not mentioned at all (several). When this name is excluded in the count of board members, minutes show a lengthy period of operation with only six members.

Board minutes show that from February 2021 through June 2021, the board consisted of only four members, placing the board out of compliance with its own bylaws and with NYS law. (See Benchmark 10 for additional details).

Also, the vice-chair board position has been vacant since December 2020, and the Treasurer position was vacant for the first half of 2021. Board minutes indicate that the board chair intended to step down in December 2019, and April 2020 minutes indicate that he would step down in December 2020. At the time of this report, the founding board chair remains in the role. The low capacity of the board impedes the functioning of board committees, as evidenced in board minutes showing committee reports that are tabled for months at a stretch, and the board's inability to convene a functional education committee, which is mentioned as one of its objectives.

The five current EACS board members have expertise in finance and law but not in education, governance, or other critical areas. The 2021-2022 Action Plan developed in response to findings in the 2021 Mid-term Site Visit Report indicates the board's intention to recruit an adequate number of board members based on the needs of the school and lists desired areas of expertise as human resources, education, fundraising and strategic planning. However, when the board chair was asked to describe progress with this action item at the renewal visit, he said that the board did not proceed toward expanding its membership because it is seeking a future merger with an existing charter school.

The board chair was the sole board member that attended the renewal site visit board focus group meeting.

- **Indicator b:** The renewal site visit team did not find evidence of board engagement with strategic planning or goal setting in focus group discussion, previous site visit reports, implementation progress of the 2021-2022 Action Plan, nor board minutes. The only description of goal setting is found in the January 2022 Board Minutes, at which only the board chair was in attendance. The following list of objectives was presented to the public at that meeting, without record of any further discussion or detail:
 1. *Hire a consultant to assist with the preparation of the charter renewal and merger.*
 2. *Submit our renewal charter application before the August 25, 2022 deadline.*
 3. *Select a merger partner.*
 4. *Submit our merger application before the December 1, 2022 deadline.*
 5. *Ensure the educational attainment and progress of our students is documented and analyzed in comparison to the district and state numbers.*

6. *Hire a CMO to assist management with the educational attainment process.*
7. *Recruit a new board member to chair the education committee.*
8. *Ensure compliance with NYSED requirements.*

Later in the year, the EACS Board submitted a Supplemental Information statement with its August 2022 renewal application stating that it has “...determined that the school requires more internal capacity to fully deliver on our mission...” and that it has “...voted to pursue a partnership, with the ultimate intent to merge, with another charter school.” The statement goes on to say that through this merger, the board seeks an expanded membership; stronger capacity for data analysis, curriculum, assessment, and instruction; implementation of strong systems to meet the needs of subgroup populations; organizational support; and operations support, including high-leverage recruitment strategies.

- **Indicator c:** The 2021 Mid-term Site Visit report found that *“The board does not conduct active and detailed oversight of the school’s academic program. Though board members reported that the board has discussed instituting a dashboard since the school’s first year of operations, the school has yet to create a dashboard. As a result, there is no systematic process for the board to oversee, consider, and evaluate the school’s academic program and outcomes.*

A review of board minutes, implementation progress of the 2021-2022 Action Plan, and the renewal visit board and school leadership focus groups reveals no significant changes to the board’s oversight protocols since the mid-term site visit.

Board minutes document that although EACS leadership periodically reports assessment results to the board, the minutes do not include or reference any supplemental materials such as a dashboard illustrating trends or areas of growth or decline over time, that might drive board discussion of root causes, goals, and possible actions to be taken. The use of dashboards by the EACS Board is mentioned numerous times in the initial charter, which states: *the Board will monitor progress towards the benchmarks detailed in the NYSED Charter School Performance Framework below, as well as overall legal, fiscal, operational, and administrative compliance and effectiveness through data dashboard analysis at committee and full board meetings...* (EACS initial charter, p. 32, p. 49, and other locations). According to June 2021 board minutes, EACS has contracted with an outside consultant to develop a dashboard summarizing key data for monthly board review, but at the time of the renewal site visit, there is no information about implementation of this deliverable.

Fiscal operations for EACS are managed under contract with an external organization, which assists with budget development and provides the board with monthly expenditure and budget variance information. Oversight of EACS management is conducted through board reports and through monthly phone calls between the board chair, head of school, and director of operations, according to renewal site visit focus groups. The annual evaluation of the head of school is contracted out to a former board member.

- **Indicator d:** There is no evidence that the board conducts a proactive, comprehensive review of all its school policies. According to board minutes, it appears that policies are reviewed and updated when an issue surfaces, such as the September 2020 notification from CSO to revise the EACS DASA policy to bring it into compliance with statute. The school did not submit a revised

DASA policy until August 2022, when it was submitted as part of the renewal application. Employee complaint, attendance, and workplace policies have been reviewed and revised by the board in reaction to personnel issues. At the time of this report, the 2022-2023 Student and Family Handbook has not yet been approved by the board and released to school stakeholders, due to the board's decision to wait until charter renewal to seek CSO review and approval of policies requiring revision. The EACS Enrollment and Admissions Policy submitted with the school's renewal application is the policy approved with the initial charter. In the policy, community school district numbers, names of community organizations, and certain time frames were not updated for the renewal term and current location, suggesting that the policy had not been reviewed by the board prior to submission.

- **Indicator e:** In July 2021, the EACS Board approved a contract with an independent consultant (former board member) to evaluate the school leader. According to the renewal application submitted in August 2022, evaluations of school leaders are completed twice each year. Little information is available about the board's processes for self-evaluation, identification of areas of growth, and plans for improvement. However, board minutes show that the board does receive information from school leaders (head of school and director of operations) about the performance and comparative cost effectiveness of its service providers, including financial management, audit, insurance, human resources, fundraising, cleaning, security, and PD.
- **Indicator f:** The EACS Board does not demonstrate that it maintains awareness of its legal obligations and those of its charter. No information has been provided in focus groups or school documents about board training or self-assessment. The CSO has provided detailed feedback and communications about EACS reporting errors, compliance issues, and outstanding obligations throughout the charter term, but meeting minutes and CSO records show that the board is generally not responsive to these concerns. Over the charter term, the board has either been slow to address or has not addressed many of the issues that have been brought to its attention by the authorizer. See Benchmark 10 for details.

Benchmark 7: Organizational Capacity

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

Finding: Meets

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

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets. The school's current leadership has established an effective team of administrators, faculty, and staff who share a common understanding of the school's mission and goals. It has also established clear roles and protocols to support the development and implementation of an effective and sustainable educational program.

1. Element: **School Leadership:**

- **Indicator a:** In its fifth year of operation, the EACS school leadership team shows evidence that it works well together and is making improvements in instructional quality and school culture at EACS.

Background: The founder of EACS served as the initial head of school for the first two years of operation, but departed in June 2020, during the pandemic period of remote instruction. A second head of school was hired for 2020-2021 but not retained, and in July 2021, the board promoted two internal staff members to a dual leadership position. The role was shared by the founding director of operations and a teacher who had progressed into several other positions within the school. The co-heads of school were appointed on the heels of a mid-term site visit report that found a lack of cohesion, poor communication, and an absence of clarity and monitoring of schoolwide instructional practices at the management level of the school, including inconsistent teacher evaluation.

In response to the concerns noted in the mid-term site visit report, a formal action plan with improvement strategies was developed by the school. According to the action plan and November 2021 board minutes, strategies include the development of weekly lesson plans by teachers; frequent (at least weekly) informal observation and coaching by academic directors with documented feedback to teachers; PD in effective instructional practice, and consistent practice of formal teacher evaluation and feedback by the head of school.

School leaders and the board chair described progress in communication and staff relationship-building under the dual management structure, as noted in the May 2022 CSO check-in visit. However, the board failed to submit a statutorily required revision request to the Board of Regents to alter its chartered organizational structure (See Benchmark 10 for details). In the 2022-2023 school year, the board reverted the leadership structure to a single head of school, and the director of operations resumed her former role at EACS.

The renewal site visit provided evidence of the effectiveness of the current leadership team. Teachers and leaders in focus groups articulated a shared common understanding of (and commitment to) the school's mission and discussed progress toward the "structured and joyful classrooms" described in the charter and the renewal application. They spoke of the strength of coaching and PD; refinement of classroom management and lesson differentiation; the use of data in lesson planning and modification to curriculum; and the development of a school culture to foster social-emotional skills as well as academic learning. The parent focus group was small (seven parents) but all participants were highly satisfied with the quality of instruction at EACS. Parents uniformly spoke of quick responsiveness to concerns and student's individual needs. In

all focus groups, members spoke clearly about their commitment to the mission, flexibility in finding effective teaching strategies, attention to student learning and family engagement. The tone was honest and reflective, with acknowledgment of areas of growth and description of plans to meet them, such as building a stronger community presence to help with recruitment of fifth grade students (See Benchmark 9) and bringing the school to compliance with legal limits of uncertified teachers (See Benchmark 10).

- **Indicator b:** The 2022-2023 leadership team consists of the head of school, director of operations, four academic directors (humanities, math, science/languages, history/enrichment), and the director of SPED. All current members of the instructional leadership team are former EACS teachers, promoted into their current roles. At the site visit, all team members described their roles clearly and in alignment with the renewal application. The director and assistant dean of culture, in their second year with EACS, were said to work closely with leadership team to support school priorities and individual student needs. Teachers in the focus group, when asked whether they know where to go for the support they need, responded clearly and consistently with what was said in other focus groups.
- **Indicator c:** The head of school and the director of operations handle most communications with the board chair and give updates on school progress at board meetings. Communications within the leadership team and operations team appear to work effectively, according to focus group participants. The leadership team meets weekly to discuss academic and instructional needs and progress, and a joint leadership/operations meeting is also held weekly to discuss policies and procedures, as well as individual student issues. Teachers noted that academic directors address questions and concerns promptly and work together with the other leadership team members to find solutions as needed. The student support staff focus group, which included the director of SPED, ELL coordinator, counselors, and director and assistant dean of culture, shared that they feel a big difference from 2021-2022 to the 2022-2023 school year in the ways that they communicate with each other and their peers and how they support one another. The parent focus group also made note of the school's open and responsive conduits for home-school communication.
- **Indicator d:** EACS has experienced many personnel changes over the first three years of the initial charter term, as is documented in CSO site visit reports in 2020, 2021, and 2022. Some of the earliest changes were related to finding the right personnel fit to implement the school design model, but the resignation of the founder at the end of year two, and the effects of the pandemic in years two and three, led to issues with teacher retention. However, at this point in the charter term, EACS staffing appears to be more stable. Based on focus group comments, the school's strategy of promoting from within along with its intentional focus on teacher support through observation, coaching, and PD, seem to be creating improved morale and a cohesive education team. EACS employs 25 teachers, and the head of school states that four or five are new hires this year, which is a higher rate of retention than in past years. She also said that the school has refined its hiring and onboarding processes to better match new teacher style and philosophies with the school's culture and mission.

EACS has strengthened its protocols for teacher evaluation, as discussed in more detail below.

Teachers are observed informally and formally by academic directors and the head of school, promptly given feedback, and, if indicated, a professional improvement plan. If the efforts described do not result in improvement, the head of school and board will terminate the employment. EACS has taken such actions in the past; as documented in the 2020 CSO check-in report when two directors of curriculum and instruction were not retained due to ineffectiveness in coaching; there are other examples as well.

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

- **Indicator a:** As described in other areas of this report, the present head of school has held prior roles at EACS as a teacher and a dean of culture and is now in her second year of school leadership. The director of operations also has deep roots with EACS and has demonstrated solid management of all non-academic school functions throughout the charter term. The EACS Board of Trustees has maintained key contracts for essential services in financial management, human resources, legal, and PD to strengthen instructional effectiveness, most recently, retaining consultant assistance with its renewal application and pending merger proposal. The board is not able to maintain an active education committee, but the board chair is receptive to requests and concerns raised by its school leaders. Recent examples include investments in staffing and stipends for supplemental instruction, teacher training, curricular/data resources (*LabLearners*, *Illuminate*, *Math in Focus*), and improvement of the school website.
- **Indicator b:** According to focus groups and the school schedule, teachers have daily opportunities for prep time and collaboration with ELL, SETSS, and other interventionists, as well as academic directors, during the school day. All academic directors conduct weekly teacher coaching meetings and department content meetings. Academic directors meet weekly as a group with the head of school to share progress and concerns.
- **Indicator c:** As described in other sections of this report, academic directors provide embedded PD for teachers in lesson planning, classroom management, differentiation and grouping strategies, and modeling of instructional strategies such as checks for understanding. EACS has developed a comprehensive whole-school PD calendar throughout the fall with Relay Graduate School of Education, Collaborative for Inclusive Education, and Teach Like a Champion. Academic directors support teachers in implementation of practices learned in PD sessions. Specific topics of PD sessions are listed in the renewal application.
- **Indicator d:** At the time of the renewal site visit, EACS had reconfigured staffing, coaching relationships between academic directors and teachers were embedded in daily practice, and a comprehensive PD program was underway. A goal included in the October 2021 EACS Action Plan is to achieve “consistent execution of formal teacher evaluations and written feedback.” This year each teacher is to be formally evaluated three times by the head of school, using a collaborative process based on the Danielson model. The process begins with a pre-observation questionnaire to be completed by teachers, including specific information about the lesson to be observed, and includes a written post-observation teacher reflection. These components are considered along with preliminary ratings in the post-observation meeting in which ratings are discussed. Scheduling for these teacher evaluation meetings was underway at the time of the renewal site visit, according to the head of school. Teachers in the focus group stated that they are comfortable with the pre- and post-observation conversations with the head of school.

- **Indicator e:** EACS uses a variety of mechanisms to solicit teacher feedback and gauge teacher satisfaction. The school reviews the annual CSO surveys and the NYCDOE school quality review surveys as they become available. School-administered surveys are used, according to the renewal report, but were not shared at the renewal site visit. School personnel say that there are many internal methods of collecting teacher feedback through the leadership team’s relationship with teachers in coaching and evaluative conversations. The head of school maintains an open-door policy to discuss concerns and suggestions with any individual on staff.

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

- **Indicator a:** N/A
- **Indicator b:** N/A
- **Indicator c:** As noted in the mid-term site visit report and documented in board minutes, the director of operations reviews the work of all contracted service providers and provides the board with information to inform decisions about continuation of contracts or comparative costs of potential new contracts. This is evidenced in board minutes for human resources, financial management, audit, security, and other service providers.

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.</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 this charter term, the trajectory for this benchmark has improved from Approaches to Meets on the basis of continued implementation and refinement of the key design elements, especially in the areas of instructional quality, supports for academically challenged students, consistent use of assessment data in classrooms, systematic coaching and support for teachers including high-grade PD, and engagement with families.

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

- **Indicator a:** The EACS mission has not changed since the school was chartered in 2017. The mission is publicized on the school website and in its print materials and is prominently posted within the school building. Renewal site visit focus groups could describe the mission - *to offer rigorous curriculum and high-quality instruction to prepare students in grades five through eight to succeed in high school and college*. Teachers and leaders spoke about their vision of how rigorous, high-quality instruction is implemented in classrooms. Parent focus group members described their students' work as "challenging" and said that their students see the connection between what they are learning in school and their real-life experiences.
- **Indicator b:** EACS is has implemented and is continually refining all key design elements in the school's charter, as is described throughout this report.

Rigorous Curriculum: Rigor Equals Equity, Challenge and Support, Start at the End

The charter describes the school's intent to implement inquiry-based instruction in all core subjects. Recent changes made in curriculum for math, science, and ELA demonstrate refinement of this design element. School leaders review curricula annually for alignment to mastery of NYSLs and modify accordingly. This year, stable staffing is allowing EACS to focus on the provision of appropriate supports for students with academic needs without compromising expectations that students meet rigorous standards of content mastery. Although slowed by the disruptions of the COVID-19 pandemic and leadership changes, the school has now implemented an assessment system that actively guides instruction, supports teachers in the differentiation of classroom instruction, and provides group and individualized intervention. As reported in Benchmark 1, EACS students showed high proficiency rates in science on the 2021-2022 science

state assessment. The academic director of science stated that her goal was to develop students' interest in science by making the experience more hands-on and fun. She noted that the *LabLearner* curriculum and science lab equipment has been instrumental in creating this environment. She also expressed interest in developing a Regents-level science course for the next school year, thereby providing students with the opportunity to earn high school credit.

High Quality Instruction: High Impact PD, Results Not Intentions, Systems

The mid-term site visit report found that high quality instruction was inconsistent at EACS, especially in student engagement and stimulation of student higher order thinking skills. The team reported that teachers did not possess a common understanding of high-quality instruction, and that many teachers felt that PD was not implemented effectively. However, at the time of the renewal visit, these issues were addressed through the development of a systematic teacher support structure that aligns instructional expectations across classrooms and grades, provides teachers with frequent coaching and feedback, as well as ample and high-quality PD. In focus groups, the renewal site visit team found a common understanding of instructional expectations and teacher satisfaction with 2022-2023 PD. In classroom observations, the team saw consistent use of lesson plans with strategies for differentiation, SETSS and ESL teacher support, improved student engagement, systematic use of formative assessments, and, in some classrooms, higher order questioning techniques.

Invested Ambitious School Community: RISE, Celebrate Academics, Families are Partners

EACS strives for a culture that is rigorous yet positive and joyful, with strong home-school connections. The school's behavior management system is consistent and clear and provides a system of incentives and consequences that appears to work effectively with the fifth through eighth grade student body. School leaders, teachers, and special support services focus groups described how the school teachers and leaders stand outside classrooms and are in halls before school each morning to meet families, as well as during and after school. As the school has gained more stability in its staffing structure, leaders have created an environment where all staff in the school are accessible to all families; bilingual staff assist in conversations with non-English speaking parents. Parent focus group members said that they are treated like partners with regular phone calls, one-day-a month family opportunities such as "Daddy and Daughters" and via the ongoing responsiveness displayed by all staff.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to the school’s pattern of not meeting the threshold of 85 percent of its maximum approved enrollment.

1. Element: **Targets are met:**

• **Indicator a:**

Subgroup Enrollment:

EACS met or came close to meeting all targets for subgroup enrollment in each of the first four years of the charter term. The school recruited a percentage of SWD, ELL, and ED that is proportionate to those percentages of subgroups served in NYC CSD 8 from 2018-2019 to 2021-2022.

Subgroup Retention:

In 2019-2020, the school’s retention of subgroups was lower than that of the district for SWD (-5 percentage points) and ELL (-17 percentage points), but in 2020-2021 and 2021-2022, EACS exceeded the retention of all students as well as all subgroup populations by NYC CSD 8. The

school's retention of SWDs for those two years was 10 and 16 percentage points, respectively, above NYC CSD 8.

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

• **Indicator a:**

Aggregate Enrollment:

The school's aggregate enrollment is 81 percent of their contracted enrollment for 2021-2022. EACS met its target aggregate enrollment in 2018-2019. After a location change, the school requested and received approval to modify its growth plan to add thirty students to its target aggregate enrollment in 2019-2020 and 2020-2021. However, EACS did not attract enough students to fulfill its revised growth plan either year and achieved 78 percent and 83 percent of its contracted enrollment respectively for those two years. This placed EACS out of compliance with its charter contract requirement to meet at least 85 percent of its contracted enrollment each year.

EACS has requested a decrease in contracted enrollment from 360 students to 300 students for each year of the charter term, beginning in 2023-2024. The board chair, the school 2021 action plan, and board minutes mention consideration to eliminate Grade 5 because of low enrollment. The school would then serve traditional middle school grades six through eight. At the time of this report, no formal action has been taken by EACS requesting approval to revise its grade span. Application information posted on the EACS website offers 2023-2024 enrollment in grades five through eight, as per the initial charter.

- **Indicator b:** The EACS leadership team discussed recruitment strategies for the 2023-2024 year. They spoke about their efforts to increase active face-to-face involvement with the Bronx community to raise awareness and visibility of the school. A recent example of such an activity by the leadership team was a community scavenger hunt, organized by the director of SPED, so the team could get out and make personal contact with community members and families. This year EACS has been collaborating with the local rec center through sports and extra-curricular activities. The leadership focus group also spoke of the strategies listed in the renewal application, including the use of social media, improvement of the school's website, and plans to beautify the exterior of the school.

The planned strategies to recruit and enroll students as discussed in the EACS Renewal Application include the following:

- Develop and distribute informational package describing the school's "academic model, elective and extracurricular programming, shared experiences through advisory/character education classes and students' events, as well as our collaboration with families and The Bronx community."
- Update website to highlight school program and culture (as of the date of this report, the website has been updated with information about school features and application process)
- Develop a video profiling school features and testimonials from various EACS personnel, students, and families.

- **Indicator c:** In its 2021-2022 Action Plan, EACS sets two broad goals to increase student recruitment: 1) to foster partnerships with community organizations to publicize the school program and enrollment processes, and 2) to use outreach strategies to continue to exceed the district in enrolling and retaining subgroup populations. Based on board and school leadership focus groups at the renewal site visit and board minutes over the charter term, EACS monitors the effectiveness and its recruitment and outreach strategies closely, and makes improvements as needed. As noted in the mid-term site visit report, “the operations team evaluates the school’s enrollment and recruitment strategies and provides detailed information on costs and revenue of specific outreach methods, the effects of various strategies for following up on submitted applications, and the role of community partners in the recruitment process.”

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: Falls Far Below

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

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as a Falls Far Below, due to the incapacity of the EACS Board to comply with authorizer requirements, its bylaws, and certain state laws.

1. Element: **Legal Compliance:**

- **Indicator a:** EACS Board of Trustees has not maintained a record of substantial compliance with certain applicable laws, with its own bylaws, and with the provisions of its charter in the areas of governance, reporting, Open Meetings Law, and academic oversight.
 1. The school failed to maintain the required funds in its dissolution escrow account by having only approximately \$50,000 as of June 30, 2021, its fourth year of operation.
 2. The school has failed to meet its contracted enrollment for the majority of the charter term.
 3. As noted in more detail in Benchmark 6, EACS has failed to maintain the minimum number of five board members required by law. Additionally, since January 2019, EACS has failed to comply with Article III, Section 1 of its bylaws, which requires a minimum of seven board members.
 4. The EACS Board has also failed to comply with its bylaws in the following areas: There is no evidence of the conduct of annual meetings in accordance with *Article V, Section 1, Article III, Section 3* (by which trustees are elected to the board for specified terms). Therefore, it cannot be determined that the board has acted in compliance with *Article III, Section 4* (term limits) and *Article III, Section 5* (staggered terms), and *Article VI, Section 2* (election of trustees to the Governance Committee). The board did not comply with Article III, Section 6 in the addition of Trustee Thapar to the board in 2019 (On September 18, 2020, the school was notified that there was no record of Raghav Thapar's

membership, yet he continued to be listed as a trustee in board meeting minutes up until February 2021). EACS bylaws *Article 5, Section 4* requires that the board “create and maintain a written policy regarding Trustee absences from Board Meetings.” There is no evidence that the board created and followed such a policy.

5. Additionally, the board has not maintained the four elected officers in accordance with the provisions of Article VIII of its bylaws.
6. The 2021-2022 minutes list Governance, Enrollment and Development, Finance and Facilities, Education as board committees, but there is no record in EACS Board minutes of resolutions taken to create these committees, as required in its bylaws.
7. EACS failed to comply with *Article V, Section 5* of its bylaws by failing to post a calendar of scheduled board meetings, by making frequent changes to meeting dates without notifying the public, and by failing to consistently maintain complete, error-free, timely written minutes. Minutes do not always reflect the purpose of executive session or actions taken in executive session. On some occasions, specific personnel matters were discussed, and decisions were made in open session rather than executive session (which would protect the rights of affected personnel). A review of board minutes posted on the website and in annual reports shows that draft minutes are frequently not reviewed and approved in a timely manner.

The school’s 2020-2021 Annual Report reviews by CSO showed many inaccuracies and omissions. CSO communicated with the school on multiple occasions, providing extensions to rectify omissions from August 2, 2021 through October 13, 2021. Some required certifications were never provided.

As noted in Benchmark 2, feedback from the CSE was provided during the development of this report. It suggests that, due to frequent staff turnover, EACS has not always complied fully with protocols and statutory requirements in serving its SPED students. This year, EACS has added a director of SPED to its leadership team to strengthen its overall SPED practices. As described in Benchmark 2.4.a., Benchmark 3.2.a., and Benchmark 7, the new director of SPED appears to be addressing the concerns noted by the CSE.

- **Indicator b:** EACS has sometimes, but not always, taken corrective action when notified that it is not in compliance with legal requirements.

On April 30, 2021, the CSO issued a Notice of Deficiency regarding fingerprinting and clearance requirements for the 2019-2020 and 2020-2021 school years. The school submitted a corrective action plan by the required deadline to begin to address these deficiencies in the 2021-2022 school year. During the renewal site visit, the board chair indicated that the school has adjusted its operating policy so that the operations manager and the fingerprinting service provider work together on this effort, and that new staff are not permitted to start work prior to the receipt of all required documentation.

Also on April 30, 2021, the CSO informed the school of an area of concern because EACS exceeded the statutory permissible number of uncertified teachers in 2019-2020 (22 uncertified teachers), in 2020-2021 (18 uncertified teachers), and in 2021-2022 (26 uncertified teachers). The school has also had uncategorized uncertified teachers, a legal violation, in multiple years of the charter term. While the school was not required to develop a corrective action plan, it is required to bring

the number of uncertified teachers below fifteen. At the renewal site visit, leadership focus group members described ways they are addressing teacher certification issues by providing information about certification resources and requirements, as well as through its PD program, and by supplying gift cards to subsidize certification activities or fees. Teachers in the renewal site visit focus group indicated that they need financial support to meet certification requirements and say that the board has not yet acted to delegate funds for this purpose. During the renewal site visit, the board chair indicated that certification is being addressed as part of the onboarding process with teachers, and that the board has sufficient funds for these “incentives” and will expand this guidance/incentive initiative as part of its PD processes.

On the same date (April 30, 2021), the CSO issued a Notice of Deficiency regarding the failure of the board to maintain the statutory five-member minimum, as described above. A fifth board member was appointed to the EACS Board on June 30, 2021, but the board did not develop a corrective action plan to increase the number of members to comply with its bylaws, nor did it request to revise its bylaw requirements. One year later, as part of its August 2022 renewal application, the board submitted a proposed revision to its bylaws which would require a minimum of five (instead of seven) members. At the time of the renewal visit, the board was continuing to operate out of compliance with its bylaws.

In February 2020, the CSO issued Notices of Deficiency for low academic performance in ELA and math in the 2018-2019 school year. The school submitted a corrective action plan as requested, and the plan was approved by the CSO in February 2020. The school is continuing to implement the strategies outlined in the corrective action plan.

- **Indicator c:** In 2021-2022, EACS Board of Trustees implemented a material revision to its charter without obtaining Board of Regents approval, by altering its approved organizational structure without following NYSED revision protocol. In 2022-2023, the school reverted to the organizational structure approved in its initial charter.

In June 2019, EACS requested and received Board of Regents approval to change location from NYC CSD 9 to NYC CSD 8, and to modify its enrollment growth plan.

On January 30, 2023, the CSO emailed EACS a letter that it received from Advocates for Children regarding the school’s discipline policy. We encouraged the school to discuss these comments with its counsel and submit a revision request in accordance with our Revision Guidelines as soon as possible, if advised to do so. While EACS has submitted an updated policy to the CSO for review and approval, the request is incomplete.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

EMBLAZE ACADEMY CHARTER SCHOOL

BEDS Code

320800861126

2021-2022 Enrollment

292

ESEA Accountability Designation (2021-2022):

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 # 8
Total Public School Enrollment of Resident Students attending Charter Additional School District: (if applicable)*	23% N/A
Total Public School Enrollment of Resident Students attending Charter	-
Grades Served:	5-8
Address:	1164 GARRISON AVE BRONX NY 10474
Website:	www.emblazeacademy.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BRONX
Regent:	ARAMINA VEGA FERRER
Active Date:	7/1/2018
Authorizer:	NYS BOR
CEO:	ERIENNE ROJAS
CEO Phone:	(646) 652-9541
CEO Email:	erojas@emblazeacademy.org
BOT President:	GERALDO VASQUEZ
BOT President Phone:	(718) 812-7675
BOT President Email:	gvasquezdba@gmail.com
Institution ID:	800000089569

*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.

BoR Charter School Office Information

Regional Liaison:	Laura Hill
Performance Framework:	2015
Current Term:	7/1/18-6/30/23
2018-2019	Check-in
2019-2020	Check-in
2020-2021	Midterm
2021-2022	Check-in
2022-2023	Renewal

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

2022 CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	Does not meet 90% or 95% Confidence	7%	292	21
Student Survey (Grades 9-12)	Not Applicable	N/A	0	N/A
Teacher Survey	Does not meet 90% or 95% Confidence	27%	33	9

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

EMBLAZE ACADEMY CHARTER SCHOOL

2022 3-8 Assessments; 2021 4 Year Graduations

Emblaze Academy CS		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential		
Middle School	+/- 5	IS 211 John Wilson	-8	-12	-29	.	
		IS 49 Berta A Dreyfus	+1	-3	+19	.	
		JHS 50 John D Wells	-11	-27	+49	.	
		John Ericsson MS 126	+4	-1	+11	.	
		MS 113 Ronald Edmonds Learning Center	-7	+3	+29	.	
		MS 301 Paul L Dunbar	+14	+8	+39	.	
		MS 582	-7	-8	+49	.	
		Madiba Prep MS	+4	-4	+34	.	
		New Millennium Bronx Academy of the Arts	-2	+9	+19	.	
		Renaissance School of the Arts	-3	+6	+49	.	
		Ronald Edmonds Learning Center II	+1	-1	+28	.	
		School for Global Leaders	-9	-19	+7	.	
		School of Earth Exploration and Discovery Harlem (Se	+10	+8	+49	.	
		South Bronx Academy for Applied Media	-3	+2	+11	.	
		Urban Assembly Unison School (The)	+9	+2	+22	.	
		Mean	-1	-3	+26	.	
		+/- 7.5	Academy of Applied Mathematics and Technology	-9	-10	+3	.
			Baychester MS	-1	0	+30	.
			Bronx Mathematics Preparatory School (The)	+1	-2	+11	.
			Brownsville Collaborative MS	-18	-1	-22	.
			Catherine & Count Basie MS 72	-3	-5	+35	.
			Community Action School-MS 258	-10	-6	+49	.
			Creo College Preparatory CS	-6	-16	+49	.
			Elijah Stroud MS	-11	-1	+36	.
			IS 340	-22	-16	+3	.
			JHS 131 Albert Einstein	-1	+4	+7	.
			JHS 292 Margaret S Douglas	-2	-10	+4	.
			KIPP Beyond CS	-31	-66	+49	.
			Kappa	-2	+3	+34	.
		Knowledge and Power Preparatory Academy III	-13	-6	+24	.	
		Launch Expeditionary Learning CS	-7	-6	+24	.	
		Leaders of Tomorrow	+5	+2	+34	.	
		Legacy School of the Arts	-7	-5	+44	.	
		MS 266 Park Place Community MS	+1	+1	-1	.	
		MS 61 Dr Gladstone H Atwell	-11	-13	+4	.	
		MS for Art and Philosophy	-13	-8	+34	.	
		MS of Media, Law and Fine Arts (The)	+11	+3	+41	.	
		Mott Hall III	-23	-9	+17	.	
		North Bronx School of Empowerment	+15	+4	+32	.	
		Pelham Gardens MS	-4	-9	+36	.	
		Restoration Academy	+11	+8	+10	.	
		School of the Future Brooklyn	+6	+10	+40	.	
		Soundview Academy for Culture and Scholarship	+5	+6	+26	.	
		Van Sicken Community MS	+9	+5	+36	.	

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

	Whitelaw Reid Academy of Arts and Business	-2	+1	+29	.
	Mean	-5	-5	+25	.
+/- 10	Bronx Alliance MS	+8	+6	+39	.
	Bronx Dance Academy School	-14	+3	+20	.
	Brooklyn Environmental Exploration School (Bees)	+1	+1	+49	.
	City Knoll MS	+2	+2	+13	.
	Community Voices MS	-1	+5	+19	.
	Cornerstone Academy for Social Action MS (Casa)	+4	+1	+49	.
	Dr. Alice Holloway Young School of Excellence	+23	+11	+43	.
	East MS	+10	+5	+17	.
	East New York MS of Excellence	+4	0	+18	.
	Franklin Lower School	+23	+11	+41	.
	Frederick Douglass Academy V MS	+4	+3	+14	.
	IS 229 Roland Patterson	+3	-5	+37	.
	IS 303 Leadership & Community Service	+4	+1	+49	.
	IS 318 Math, Science & Technology Through Arts	+10	+8	+32	.
	IS 61 William A Morris	-4	-1	+21	.
	Isaac Newton MS for Math and Science	-12	-8	+49	.
	JHS 144 Michelangelo	-13	-9	+41	.
	JHS 218 James P Sinnott	+5	-2	+31	.
	MS 129 Academy for Independent Learning and Lead	-6	-7	+7	.
	MS 250 West Side Collaborative MS	+4	+7	+49	.
	MS 302 Luisa Dessus Cruz	+6	+1	+35	.
	MS 53 Brian Piccolo	+9	+8	+49	.
	Mott Hall IV	-10	-1	+49	.
	Northwest College Preparatory HS	+24	+11	+41	.
	PS/IS 224	+9	+7	+42	.
	Parkside Preparatory Academy	-7	-6	+11	.
	Riverdale Avenue MS	+8	+9	+45	.
	School of Integrated Learning (The)	-23	-19	+10	.
	School of Performing Arts	+13	+5	+26	.
	Science and Medicine MS (The)	+2	-1	+27	.
	Science and Technology Academy: A Mott Hall Schoo	-23	-36	-18	.
	St. Hope Leadership Academy CS	+2	-1	+49	.
	University Neighborhood MS	-6	+1	+49	.
	Waterside School for Leadership	-12	-13	-3	.
	Mean	+1	-0	+31	.
	Mean	-1	-2	+28	.

*See NOTES (1) and (11).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

EMBLAZE ACADEMY 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%

Emblaze Academy CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2018-2019	26%	16%	13%	24%	52%	27%	53%	49%
2021-2022	53%	46%	49%	52%	18%	8%	27%	19%

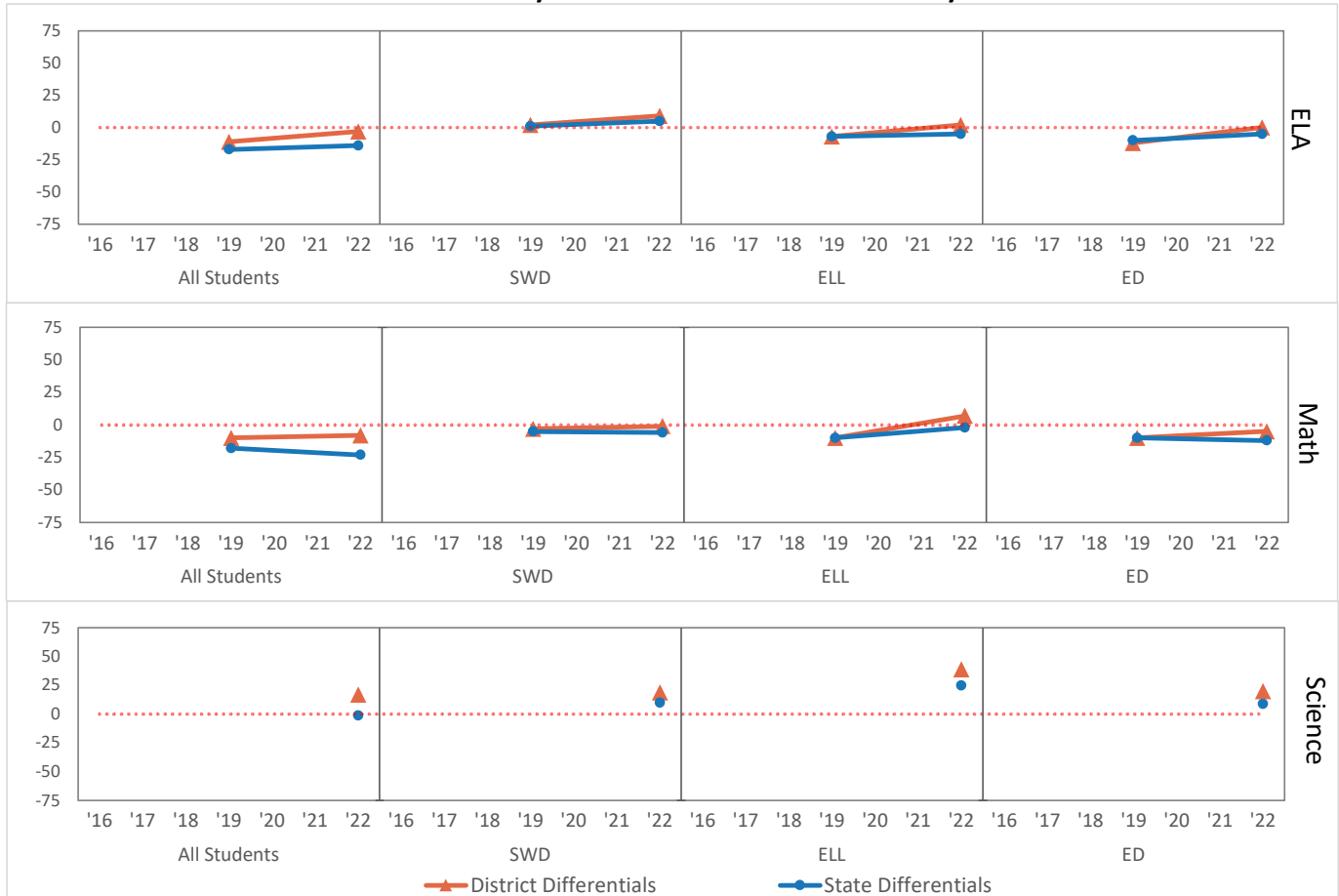
*See NOTES (2), (3), (7), and (8).

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
 Emblaze Academy Charter School and New York City CSD 8



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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

		ELA					Math					Science				
		Emblaze Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Emblaze Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Emblaze Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
All Students	2018-2019	21%	32%	-11	38%	-17	28%	38%	-10	46%	-18	-	-	-	-	-
	2021-2022	34%	37%	-3	48%	-14	12%	20%	-8	35%	-23	49%	32%	+17	50%	-1
SWD	2018-2019	12%	10%	+2	11%	+1	12%	15%	-3	17%	-5	-	-	-	-	-
	2021-2022	21%	12%	+9	16%	+5	5%	6%	-1	11%	-6	35%	16%	+19	25%	+10
ELL	2018-2019	13%	20%	-7	20%	-7	20%	30%	-10	30%	-10	-	-	-	-	-
	2021-2022	22%	20%	+2	27%	-5	18%	11%	+7	20%	-2	50%	11%	+39	25%	+25
ED	2018-2019	18%	30%	-12	28%	-10	26%	36%	-10	36%	-10	-	-	-	-	-
	2021-2022	34%	34%	0	39%	-5	13%	18%	-5	25%	-12	50%	30%	+20	41%	+9

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

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				
		Emblaze Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Emblaze Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Emblaze Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 5	2018-2019	21%	32%	-11	38%	-17	28%	38%	-10	46%	-18	-	-	-	-	-
	2021-2022	42%	24%	+18	38%	+4	4%	24%	-20	37%	-33	-	-	-	-	-
Grade 6	2021-2022	33%	42%	-9	57%	-24	17%	20%	-3	39%	-22	-	-	-	-	-
Grade 7	2021-2022	28%	39%	-11	48%	-20	0%	17%	-17	36%	-36	-	-	-	-	-
Grade 8	2021-2022	37%	42%	-5	50%	-13	18%	17%	+1	27%	-9	49%	32%	+17	50%	-1

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

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				
		Emblaze Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Emblaze Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Emblaze Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 5	2018-2019	12%	10%	+2	11%	+1	12%	15%	-3	17%	-5	-	-	-	-	-
	2021-2022	14%	6%	+8	11%	+3	0%	9%	-9	13%	-13	-	-	-	-	-
Grade 6	2021-2022	22%	14%	+8	22%	0	10%	7%	+3	11%	-1	-	-	-	-	-
Grade 7	2021-2022	28%	13%	+15	16%	+12	0%	4%	-4	10%	-10	-	-	-	-	-
Grade 8	2021-2022	17%	17%	0	17%	0	4%	4%	0	8%	-4	35%	16%	+19	25%	+10

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

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				
		Emblaze Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Emblaze Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Emblaze Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 5	2018-2019	13%	20%	-7	20%	-7	20%	30%	-10	30%	-10	-	-	-	-	-
Grade 6	2021-2022	43%	28%	+15	37%	+6	36%	10%	+26	21%	+15	-	-	-	-	-
Grade 7	2021-2022	11%	20%	-9	26%	-15	0%	9%	-9	18%	-18	-	-	-	-	-
Grade 8	2021-2022	20%	17%	+3	21%	-1	20%	7%	+13	14%	+6	50%	11%	+39	25%	+25

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

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				
		Emblaze Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Emblaze Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS	Emblaze Academy CS	NYC CSD 8	Differential to District	NYS	Differential to NYS
Grade 5	2018-2019	18%	30%	-12	28%	-10	26%	36%	-10	36%	-10	-	-	-	-	-
	2021-2022	44%	22%	+22	27%	+17	4%	21%	-17	26%	-22	-	-	-	-	-
Grade 6	2021-2022	32%	39%	-7	47%	-15	16%	18%	-2	27%	-11	-	-	-	-	-
Grade 7	2021-2022	25%	36%	-11	39%	-14	0%	16%	-16	25%	-25	-	-	-	-	-
Grade 8	2021-2022	39%	39%	0	42%	-3	22%	15%	+7	22%	0	50%	30%	+20	41%	+9

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

EMBLAZE ACADEMY CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Emblaze Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	90	90	100%
2019-2020	210	164	78%
2020-2021	300	250	83%
2021-2022	360	292	81%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Emblaze Academy CS	NYC CSD 8	Differential to District	Emblaze Academy CS	NYC CSD 8	Differential to District	Emblaze Academy CS	NYC CSD 8	Differential to District
2018-2019	30%	30%	0	19%	18%	+1	84%	85%	-1
2019-2020	29%	28%	+1	18%	19%	-1	85%	86%	-1
2020-2021	30%	28%	+2	22%	20%	+2	86%	87%	-1
2021-2022	34%	27%	+7	16%	21%	-5	89%	86%	+3

*See NOTES (2) and (6).

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		
	Emblaze Academy CS	NYC CSD 8	Differential to District	Emblaze Academy CS	NYC CSD 8	Differential to District	Emblaze Academy CS	NYC CSD 8	Differential to District	Emblaze Academy CS	NYC CSD 8	Differential to District
2019-2020	78%	74%	+4	74%	79%	-5	59%	76%	-17	79%	74%	+5
2020-2021	90%	84%	+6	96%	86%	+10	86%	83%	+3	88%	84%	+4
2021-2022	84%	79%	+5	93%	77%	+16	85%	81%	+4	84%	80%	+4

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

2022 NYSED Charter School Information Dashboard

Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.
- (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).
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.



Charter School Fiscal Accountability Summary

EMBLAZE ACADEMY CHARTER SCHOOL

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

	2017-18	2018-19	2019-20	2020-21	2021-22
Grades Served	-	5	5-6	5-7	5-8
Maximum Chartered Grades Served	-	5-8	5-8	5-8	5-8
Chartered Enrollment	-	90	210	300	360
Maximum Chartered Enrollment	-	360	360	360	360
Actual Enrollment	-	90	164	250	292

ASSETS

Current Assets

Cash and Cash Equivalents	-	361,739	222,838	1,392,016	2,858,114
Grants and Contracts Receivable	-	48,070	301,855	271,856	205,846
Prepaid Expenses	-	63,684	217,055	130,406	3,491
Other Current Assets	-	-	-	171,589	150,000
Total Current Assets	-	473,493	741,748	1,965,867	3,217,451

Non-Current Assets

Property, Building and Equipment, net	-	159,706	343,572	377,018	343,145
Restricted Cash	-	25,001	50,013	50,028	75,044
Security Deposits	-	220,834	220,834	150,000	-
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	-	405,541	614,419	577,046	418,189
Total Assets	-	879,034	1,356,167	2,542,913	3,635,640

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses	-	135,480	137,393	235,640	461,803
Accrued Payroll and Payroll Taxes	-	-	-	-	-
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	13,341
Other Current Liabilities	-	-	-	-	239,966
Total Current Liabilities	-	135,480	137,393	235,640	715,110

Long-Term Liabilities

Deferred Rent	-	-	1,036,863	1,608,499	1,883,542
Other Long-Term Liabilities	-	-	338,725	-	-
Total Long-Term Liabilities	-	-	1,375,588	1,608,499	1,883,542
Total Liabilities	-	135,480	1,512,981	1,844,139	2,598,652

NET ASSETS

Unrestricted	-	743,554	(156,814)	698,774	1,036,988
Restricted	-	-	-	-	-
Total Net Assets	-	743,554	(156,814)	698,774	1,036,988
Total Liabilities and Net Assets	-	879,034	1,356,167	2,542,913	3,635,640

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed	-	1,374,186	2,635,681	3,956,584	4,584,549
State and Local Per Pupil Revenue - SPED	-	407,214	793,561	1,044,314	1,266,809
State and Local Per Pupil Facilities Revenue	-	411,337	790,462	1,183,904	1,380,638
Federal Grants	-	790,799	327,221	352,715	303,376
State and City Grants	-	238,163	-	-	-
Other Operating Income	-	-	-	799	86
Total Operating Revenue	-	3,221,699	4,546,925	6,538,316	7,535,458

EXPENSES

Program Services

Regular Education	-	1,599,510	3,501,900	3,780,002	3,991,286
Special Education	-	618,187	1,427,037	1,574,615	1,999,540
Other Expenses	-	-	-	-	-
Total Program Services	-	2,217,697	4,928,937	5,354,617	5,990,826

Supporting Services

Management and General	-	566,881	599,863	843,415	1,206,418
Fundraising	-	24,880	-	-	-
Total Support Services	-	591,761	599,863	843,415	1,206,418
Total Expenses	-	2,809,458	5,528,800	6,198,032	7,197,244
Surplus/Deficit from Operations	-	412,241	(981,875)	340,284	338,214

SUPPORT AND OTHER REVENUE

Interest and Other Income	-	554	-	-	-
Contributions and Grants	-	325,000	80,000	176,579	-
Fundraising Support	-	2,140	-	-	-
Other Support and Revenue	-	3,619	1,507	338,725	-
Total Support and Other Revenue	-	331,313	81,507	515,304	-
Change in Net Assets	-	743,554	(900,368)	855,588	338,214
Net Assets - Beginning of Year	-	-	743,554	(156,814)	698,774
Net Assets - End of Year	-	743,554	(156,814)	698,774	1,036,988

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating	-	35,797	27,725	26,153	25,806
Support and Other Revenue	-	3,681	497	2,061	-
Total Revenue	-	39,478	28,222	28,214	25,806

Expenses - Per Pupil

Program Services	-	24,641	30,054	21,418	20,517
Management and General, Fundraising	-	6,575	3,658	3,374	4,132
Total Expenses	-	31,216	33,712	24,792	24,648
% of Program Services	0.0%	78.9%	89.2%	86.4%	83.2%
% of Management and Other	0.0%	21.1%	10.8%	13.6%	16.8%
% of Revenue Exceeding Expenses	0.0%	26.5%	-16.3%	13.8%	4.7%

FINANCIAL COMPOSITE SCORE

Composite Score	-	2.63	(0.59)	1.71	1.86
BENCHMARK and FINDING: Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9	-	Strong	Needs Monitoring	Strong	Strong

WORKING CAPITAL

Net Working Capital	-	338,013	604,355	1,730,227	2,502,341
Working Capital (Current) Ratio	-	3.5	5.4	8.3	4.5
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

DEBT TO ASSET

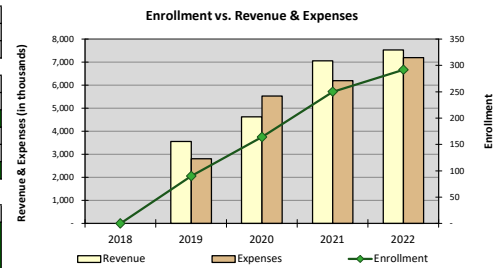
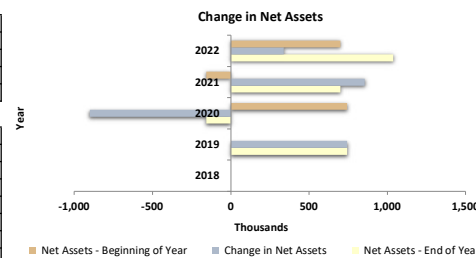
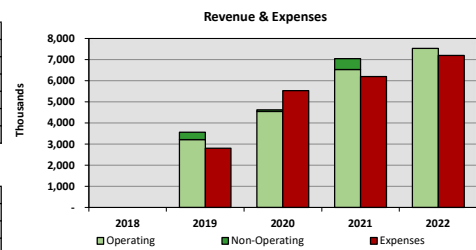
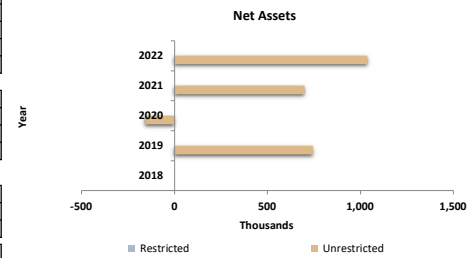
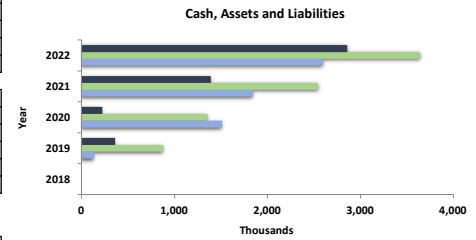
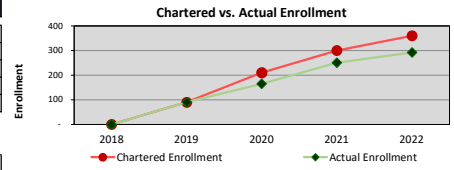
Debt to Asset Ratio	-	0.2	1.1	0.7	0.7
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard

CASH POSITION

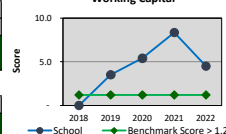
Days of Cash	-	47.0	14.7	82.0	144.9
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	Does Not Meet Standard	Does Not Meet Standard	Meets Standard	Meets Standard

TOTAL MARGIN

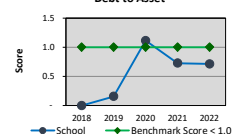
Total Margin Ratio	-	0.2	(0.2)	0.1	0.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard



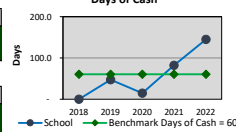
Working Capital



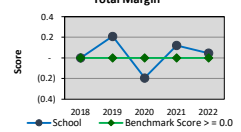
Debt to Asset



Days of Cash



Total Margin





New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

2021 Annual
Survey of Charter
School
Parents/Guardians,
Teachers, and
Students

Prepared for Emblaze Academy Charter School

NYS Education Department Charter School Office



Introduction

In February of 2021, the NYSED Charter School Office (CSO) published the first iteration of three new annual surveys: parents/guardians of students, teachers, and students in grades 9 through 12.

Building upon NYSED's commitment to community-based authorizing, these surveys assisted in sharing community voice and provided Board of Regents-authorized charter schools with an invaluable tool to engage in school improvement. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. NYSED expects to see evidence of community voice, as well as a commitment to the principles of diversity, equity, and inclusion, as a central tenant of existing Board of Regents-authorized charter schools. Participation and the findings of these surveys are directly related to the standards of Benchmarks 2 and 3 of the Performance Framework for Board of Regents-authorized charter schools.

I am very pleased to share the school specific results of our first 'Survey of Parents/Guardians, Teachers, and Students 2021.' There was a total of 9,205 parent responses, 2,412 teacher responses, and 3,195 student responses from 92 Board of Regents-authorized charter schools.

Thank you to our charter schools for embracing the task of disseminating these surveys and assisting in the furtherance of our commitment to listening to your communities. I look forward to continuing our work together for the betterment of the students of the state of New York.

Sincerely,

A handwritten signature in black ink that reads "David M. Frank". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

David Frank
Executive Director, Charter Schools Office

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Emblaze Academy CS Response n = 78 Response Rate = 31%

		All Charter Schools		Emblaze Academy CS		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	74%	58	-3
	Somewhat Agree	18%	1,633	17%	13	-1
	Neither Agree nor Disagree	4%	331	4%	3	0
	Somewhat Disagree	1%	96	4%	3	3
	Strongly Disagree	1%	81	1%	1	0
Q1b I am aware of the academic supports available to my child.	Strongly Agree	71%	6,563	71%	55	0
	Somewhat Agree	21%	1,916	22%	17	1
	Neither Agree nor Disagree	4%	401	0%	0	-4
	Somewhat Disagree	2%	198	5%	4	3
	Strongly Disagree	1%	127	3%	2	2
Q1c The teaching quality at this school is very high.	Strongly Agree	72%	6,617	72%	56	0
	Somewhat Agree	20%	1,887	21%	16	1
	Neither Agree nor Disagree	5%	443	4%	3	-1
	Somewhat Disagree	2%	154	4%	3	2
	Strongly Disagree	1%	104	0%	0	-1
Q2a The school's discipline policy is clear.	Strongly Agree	72%	6,640	74%	58	2
	Somewhat Agree	17%	1,557	17%	13	0
	Neither Agree nor Disagree	9%	792	6%	5	-3
	Somewhat Disagree	1%	122	1%	1	0
	Strongly Disagree	1%	94	1%	1	0

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Emblaze Academy CS Response n = 78 Response Rate = 31%

		All Charter Schools		Emblaze Academy CS		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	67%	52	0
	Somewhat Agree	18%	1,628	23%	18	5
	Neither Agree nor Disagree	11%	1,058	6%	5	-5
	Somewhat Disagree	2%	159	3%	2	1
	Strongly Disagree	2%	150	1%	1	-1
Q2c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6,147	64%	50	-3
	Somewhat Agree	17%	1,574	24%	19	7
	Neither Agree nor Disagree	13%	1,240	9%	7	-4
	Somewhat Disagree	1%	133	1%	1	0
	Strongly Disagree	1%	111	1%	1	0
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	55%	43	-12
	Somewhat Agree	20%	1,835	24%	19	4
	Neither Agree nor Disagree	9%	840	10%	8	1
	Somewhat Disagree	2%	218	8%	6	6
	Strongly Disagree	2%	187	3%	2	1
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	51%	40	-10
	Somewhat Agree	20%	1,873	24%	19	4
	Neither Agree nor Disagree	15%	1,367	13%	10	-2
	Somewhat Disagree	2%	207	5%	4	3
	Strongly Disagree	2%	188	6%	5	4

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Emblaze Academy CS Response n = 78 Response Rate = 31%

		All Charter Schools		Emblaze Academy CS		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	77%	60	1
	Somewhat Agree	15%	1,366	13%	10	-2
	Neither Agree nor Disagree	7%	677	9%	7	2
	Somewhat Disagree	1%	95	0%	0	-1
	Strongly Disagree	1%	61	1%	1	0
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	6,075	67%	52	1
	Somewhat Agree	20%	1,801	21%	16	1
	Neither Agree nor Disagree	11%	1,018	12%	9	1
	Somewhat Disagree	2%	193	1%	1	-1
	Strongly Disagree	1%	118	0%	0	-1
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	62%	48	-3
	Somewhat Agree	21%	1,916	26%	20	5
	Neither Agree nor Disagree	11%	1,026	10%	8	-1
	Somewhat Disagree	2%	160	3%	2	1
	Strongly Disagree	1%	106	0%	0	-1
Q3d The school has high behavioral expectations for my child.	Strongly Agree	75%	6,923	76%	59	1
	Somewhat Agree	17%	1,570	19%	15	2
	Neither Agree nor Disagree	6%	581	4%	3	-2
	Somewhat Disagree	1%	57	1%	1	0
	Strongly Disagree	1%	74	0%	0	-1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Emblaze Academy CS Response n = 78 Response Rate = 31%

		All Charter Schools		Emblaze Academy CS		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	74%	58	5
	Somewhat Agree	19%	1,753	17%	13	-2
	Neither Agree nor Disagree	9%	827	6%	5	-3
	Somewhat Disagree	2%	152	0%	0	-2
	Strongly Disagree	1%	120	3%	2	2
Q4b I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	77%	7,104	81%	63	4
	Somewhat Agree	15%	1,398	15%	12	0
	Neither Agree nor Disagree	4%	354	0%	0	-4
	Somewhat Disagree	2%	204	3%	2	1
	Strongly Disagree	2%	145	1%	1	-1
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	83%	65	3
	Somewhat Agree	14%	1,274	14%	11	0
	Neither Agree nor Disagree	4%	325	1%	1	-3
	Somewhat Disagree	1%	119	0%	0	-1
	Strongly Disagree	1%	94	1%	1	0
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	76%	7,029	82%	64	6
	Somewhat Agree	16%	1,508	12%	9	-4
	Neither Agree nor Disagree	5%	418	3%	2	-2
	Somewhat Disagree	2%	159	3%	2	1
	Strongly Disagree	1%	91	1%	1	0

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Emblaze Academy CS Response n = 78 Response Rate = 31%

		All Charter Schools		Emblaze Academy CS		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	54%	42	1
	Somewhat Agree	20%	1,820	24%	19	4
	Neither Agree nor Disagree	21%	1,970	18%	14	-3
	Somewhat Disagree	3%	288	1%	1	-2
	Strongly Disagree	2%	227	3%	2	1
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	55%	43	0
	Somewhat Agree	19%	1,744	24%	19	5
	Neither Agree nor Disagree	21%	1,970	18%	14	-3
	Somewhat Disagree	2%	211	0%	0	-2
	Strongly Disagree	2%	182	3%	2	1
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	54%	4,989	51%	40	-3
	Somewhat Agree	20%	1,803	21%	16	1
	Neither Agree nor Disagree	19%	1,754	19%	15	0
	Somewhat Disagree	4%	364	1%	1	-3
	Strongly Disagree	3%	295	8%	6	5
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	15%	1,375	17%	13	2
	I occasionally attend board meetings	27%	2,477	36%	28	9
	I know when board meetings take place, but do not attend	31%	2,808	40%	31	9
	I do not know when board meetings take place and I do not attend	28%	2,545	8%	6	-20

**New York State Department of Education
Charter School Office
Parent Survey 2021
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Emblaze Academy CS Response n = 78 Response Rate = 31%

		All Charter Schools		Emblaze Academy CS		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	82%	64	-5
	No	4%	353	6%	5	2
	I don't know the school's mission	10%	883	12%	9	2
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	38%	30	-14
	Somewhat Agree	12%	1,073	8%	6	-4
	Neither Agree nor Disagree	7%	685	8%	6	1
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	0%	46	0%	0	0
	Did not experience in-person learning	28%	2,586	46%	36	18
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	49%	38	-9
	Somewhat Agree	10%	953	5%	4	-5
	Neither Agree nor Disagree	6%	507	1%	1	-5
	Somewhat Disagree	0%	43	0%	0	0
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	45%	35	20
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	18%	14	5
	Somewhat Agree	13%	1,191	13%	10	0
	Neither Agree nor Disagree	11%	1,021	9%	7	-2
	Somewhat Disagree	7%	604	6%	5	-1
	Strongly Disagree	27%	2,455	8%	6	-19
	Did not experience in-person learning	30%	2,748	46%	36	16

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Emblaze Academy CS Response n = 78 Response Rate = 31%

		All Charter Schools		Emblaze Academy CS		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	Strongly Agree	23%	2,082	32%	25	9
	Somewhat Agree	15%	1,419	6%	5	-9
	Neither Agree nor Disagree	13%	1,207	10%	8	-3
	Somewhat Disagree	7%	631	3%	2	-4
	Strongly Disagree	14%	1,301	4%	3	-10
	Did not experience in-person learning	28%	2,565	45%	35	17
Q8a The school has provided me with help to support my child's remote learning.	Strongly Agree	69%	6,334	71%	55	2
	Somewhat Agree	19%	1,739	18%	14	-1
	Neither Agree nor Disagree	6%	552	5%	4	-1
	Somewhat Disagree	3%	256	3%	2	0
	Strongly Disagree	2%	202	4%	3	2
	Did not experience remote learning	1%	122	0%	0	-1
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	28%	2,552	36%	28	8
	Somewhat Agree	21%	1,913	26%	20	5
	Neither Agree nor Disagree	11%	1,004	12%	9	1
	Somewhat Disagree	12%	1,094	12%	9	0
	Strongly Disagree	27%	2,529	15%	12	-12
	Did not experience remote learning	1%	113	0%	0	-1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Emblaze Academy CS Response n = 78 Response Rate = 31%

		All Charter Schools		Emblaze Academy CS		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	54%	42	12
	Somewhat Agree	25%	2,258	15%	12	-10
	Neither Agree nor Disagree	11%	974	8%	6	-3
	Somewhat Disagree	7%	656	8%	6	1
	Strongly Disagree	15%	1,381	15%	12	0
	Did not experience remote learning	1%	107	0%	0	-1
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	65%	51	0
	Somewhat Agree	22%	2,003	19%	15	-3
	Neither Agree nor Disagree	5%	479	10%	8	5
	Somewhat Disagree	4%	388	4%	3	0
	Strongly Disagree	2%	227	1%	1	-1
	Did not experience remote learning	1%	85	0%	0	-1
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	88%	69	4
	Somewhat Agree	10%	928	8%	6	-2
	Neither Agree nor Disagree	3%	263	1%	1	-2
	Somewhat Disagree	1%	97	1%	1	0
	Strongly Disagree	1%	88	1%	1	0
	Did not experience remote learning	1%	82	0%	0	-1
Q9a I have a clear idea how the school is educating my child.	Strongly Agree	67%	6,173	64%	50	-3
	Somewhat Agree	24%	2,170	29%	23	5
	Neither Agree nor Disagree	6%	508	5%	4	-1
	Somewhat Disagree	3%	234	1%	1	-2
	Strongly Disagree	1%	120	0%	0	-1

**New York State Department of Education
Charter School Office
Parent Survey 2021
All Charter Schools Response n = 9,205**

Emblaze Academy CS Response n = 78 Response Rate = 31%

		All Charter Schools		Emblaze Academy CS		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	Strongly Agree	39%	3,628	46%	36	7
	Somewhat Agree	27%	2,507	27%	21	0
	Neither Agree nor Disagree	15%	1,420	10%	8	-5
	Somewhat Disagree	9%	867	8%	6	-1
	Strongly Disagree	9%	783	9%	7	0
Q9c I am concerned about my child's social or emotional well-being.	Strongly Agree	35%	3,258	56%	44	21
	Somewhat Agree	23%	2,123	13%	10	-10
	Neither Agree nor Disagree	14%	1,313	13%	10	-1
	Somewhat Disagree	10%	877	5%	4	-5
	Strongly Disagree	18%	1,634	13%	10	-5
Q9d I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	52%	4,773	56%	44	4
	Somewhat Agree	24%	2,249	21%	16	-3
	Neither Agree nor Disagree	15%	1,360	17%	13	2
	Somewhat Disagree	5%	447	3%	2	-2
	Strongly Disagree	4%	376	4%	3	0

NYSED CSO Parent Survey 2021

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

Emblaze Academy CS

OPEN1 Why did you choose this school for your child to attend?

After research it was the best choice for my child.
Based on the parents review about the school, and when my child was admitted I knew that I choose right just the best among the rest
Before the pandemic it would have been the perfect place for my daughter as it offered more than just a traditional education. However I am pretty disappointed that they choose to remain entirely remote for the whole school year.
Best Academics
Close to my house
Con sinceridad comento que mi hijo asistió a una escuela pública y quede muy desilusionada del aprendizaje ,de hecho mi hijo no estaba ni un poco interesado en sus clases, algunos conocidos me hablaban de estas Maravillosas escuelas pero era algo complicado poder acceder a un espacio dentro de ellas gracias a Dios tuve la dicha de conocer esta maravillosa escuela EMBLAZE ACADEMY y solo en un año mi hijo a avanzar enormemente, estoy tan dichosa y feliz que pudiéramos ingresar a este método de enseñanza tan casi perfecto que no dudaría ni un segundo en volver a elegir y recomendar ampliamente estas escuelas y en especial a EMBLAZE ACADEMY.es un honor formar parte de esta gran familia incluyéndome a mi ,pues así es como me hacen sentir dentro de ella.
DIDN'T LIKE THE PUBLIC SCHOOLS MY CHILD ATTENDED. Emblaze has a very good reputation academically , teachers and staff are attentive to the student's and parent's needs so that the student can efficiently excell academically etc. Wish there was an Emblaze Academy for high school students.
Emblaze is an amazing inclusive community driven by love and support.
En el momento una buena opción para su educación y sus necesidades especiales
Es excelente
Es una escuela muy disciplinada,disciplinary, organizada y sobre todo hay mucha comunicacion
Es una excelente escuela
Good school
Gracias a Dios aceptaron a mi hija en esta escuela, es muy responsable y tiene un engranaje desde la Principal, personal adm, los maestros y los padres.
Great teacher and administrators. They are very supportive with the students and parents. They make sure the students are respectful to each other, are attending class, submitting their work and always communicating with parents.

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

Emblaze Academy CS

I choose this school because I was not comfortable with the way my son was learning and also he was being bullied too many times. Also, I felt the school was not helping my child.
I choose this school for my child because it offered a higher level education for him for free. The school also have strong educational and behavioral policies that reenforces what he's been taught at home.
I chose this school for my child as I got great feedback from the parents and going to open house speaking with the staff.
I chose this school for my child because the current assistant director and previous Director were humble and created a curriculum that fit my child's way and capacity of learning. The previous staff were very engaging with parents and students and listen to parent concerns. Parent ideas were respected and used to implement and improve the student and overall school community.
I did research and this school is a very good school so happy I chose it my Daughter is doing excellent with remote learning all A's I feel so safe with remote learning and hope we have the option to choose remote learning for the 2021-2022 school year because I still wouldn't feel safe in September sending her back and even though if they decide to open they should give us worried parents the option to stay remote until we are comfortable as long as our kid is attending school whether it is remote or in person let us parents have the choice please.
I felt my child would be safe and be provided a well rounded education compared to public school within the area.
I felt it would be a difference in the environment for my child
I great opportunity for my son to exceed in his school work and excel.
I heard it's great academically and I believe my child will be able to learn better with all help from teachers and peers.
I heard lots of great feedback from parents that have there children at Emblaze. I'm glad I did put him in my child and I love the school. I feel that they treat us as family.
I like what it stands for
I liked the diversity of the school, as well as the devotion some of the Teachers have wanting the kids to learn
I needed my niece in school and this was the easiest school to get into
I received a pamphlet and took a chance.
I wanted my child to have a better qualifying education and I found out about this school was close to my neighborhood and made my research about it too and was very pleased by parents and students review. So far its my son's first year with this school and I am seeing him more outspoken and he seems very happy with this school and that makes me happy too.

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

Emblaze Academy CS

I was looking for a better match to accommodate my Childs learning style and functional environment
In the beginning I loved how the school and staff was now I'm a little disappointed by it.
It offer smaller groups and a more personalized experience than a public school.
It seemed like an amazing school. They have done a great job this year however it is very disappointing that the kids will be all remote for the whole year. It is now almost March and my child had little to no interest in attending the zoom classes. They need to come up with alternatives too just zoom classes if they plan to stay remote the entire school year. It's so difficult managing work and school schedules. But overall very happy with the school.
Like the fact that it is a school focus on the children and the willingness to help from staff is remarkable
Loved the family atmosphere, loved the staff and teachers know kids by name, good communication, my child wanted to attend, loved the strict uniform policy, loved how Emblaze was teaching my child.
My child has special needs and his teachers are aware of it. They do everything in their power to make sure that my child is well educated, comfortable and safe under their watch. I would recommend this school to anyone.
My child was bullied at her 2 previous schools and Emblaze academy is were she felt the most "at home." I believe charter schools are better than public schools because they recognize your child's academic abilities and push them to achieve great things.
My child was on several waiting list for Charter School. Emblaze Academy accepted my son right away and I have been more than happy with the school.
Por que me gusta el plan de estudios que tiene la escuela con los niños
Por que siempre estan pendiente del estudiante y el nino se siente como en casa
Por su currículo, la disciplina y la humildad del personal educativo. Las escuelas públicas no siempre son seguras, pero esta me inspira tranquilidad y pienso que mi estará bien cuando asista en persona, al menos eso espero. Temo al bullyn en las escuelas y por ello prefiero las charter school, creo que al albergar un número reducido de estudiante se reduce la posibilidad de bullyn o discriminación.
Porque allí van más familiares y pues tiene buen aprendizaje
Porque en la edad que el esta puede aprovechar sus habilidades al maximo y desarrollar conocimientos de progreso para su vida

New York State Department of Education
 Charter School Office
 Parent Survey 2021
 Open End Responses

Emblaze Academy CS

Porque es mi sedición y me encuentro bien con mi elección
Porque es una escuela con principios básicos y reglas los maestros son excelentes estoy muy feliz que mi hija esté en esta escuela sobre todo revise la calificación que tiene la escuela y los métodos de enseñanza son excelentes
Porque estoy muy de acuerdo en casa preguntas
Porque pienso que su educación va a mejorar notoriamente.
Porqué es una buena escuela apoya mucho a los padre tratan de la mejor manera para que sus estudiantes tengan todo lo necesario para sus clases
Presented to be a small family oriented school setting
Small family atmosphere
Spoke with parents who have children at the school and I was impressed by reviews. I came to an open house and I was sold.
Suggestions from a close associate.
The school had been very flexible and accommodating to my child learning
The staff and teachers are very hands on, even during remote learning. They care for my child and his specific needs.
The teaching quality
There wasn't one bad review about this school and so far I can see why. This school is amazing and I wish it went up to the 12th grade.
They are great on what they do
This school has been organized and structured for a smooth consistent transition to remote learning. All NYC schools charter or not should follow this structure model.
This was the only school my son applied. Given a different opportunity, we would applied to another Charter School!
To give my child to learn and focused with a new school environment and to has a better education
Very good learning environment
We choose this school because we heard good things about it from our neighbors
aBecause the staff, teachers, and security guard all make sure all students are safe in the school and outside the schools neighborhood.
because the teaching is very good.
best thing that ever happened to my child was go to this school. she thrives there compared to any other school shes attended

New York State Department of Education
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Emblaze Academy CS

close to home

por la manera que imparten enseñaza a mi hijo y el empeño de todos para que el mejore cada dia.

**New York State Department of Education
Charter School Office
Parent Survey 2021
Open End Responses**

Emblaze Academy CS

OPEN2 Please use the box below if you have any additional comments or concerns regarding this school or click **SUBMIT** to submit your survey.

El es garífuna latino
Emblaze academy is the best school among the rest
Happy with this school it's great .
I don't know why you are asking these questions because the child is at home
I have concerns with the current school remote schedule which is grueling and senseless as opposed to previous remote and in-school schedule. The new school director doesn't take parent concerns at heart and makes community school decisions based solely on her own opinions and judgement to the point where my child, who is a high achiever, no longer wants to be a part of Emblaze Academy Charter School. Staff attendance is inconsistent and teachers are always leaving mid school year.
I hope the school will teach REAL HISTORY unbiased and let the children be the judge of American history. Children must not be politically driven to ideas that are too sensitive and delicate. These ideas must be revered objectively. Let the truth of history of American people be told in the prism of " la Verdad"!
I prefer remote learning and I have a fear for my child and my family during this pandemic.
I think my child's school is doing their best. And am happy with them because they carry me along with everything that concerns my daughter. The teachers are nice and patient too. And my daughter is happy with all her teachers that's the most important thing to me.
Me gustaria que abrieran las escuela.
Me preocupa mucho las horas que esta pasando frente a una computadora son muchas horas para un niño de au edad
Mi hija y Yo amamos EMBLAZE ACADEMY y estamos orgullosas de pertenecer a esta gran familia.
Mi hijo es un Garífuna
My niece will benefit more from inperson learning. We need a school that offers that.
My son has been with with Emblaz Academy for two years now and we both love it. They are like our family. They are very understanding and organized they care and love the children. My son just lost [a family member] in December and I understand that other children in the school also has lost love ones and Emblaz organized a grief group for the children and my son is a attending and it helps home and he looks forward to it every week. I appreciate Emblaze in each and every way. This a great school.
NA

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Emblaze Academy CS

	<p>Soy madre soltera y no me han tomado en cuenta para la ayuda del programa del almuerzo</p>
	<p>The Emblaze team has worked with not only students but families also to ensure that each children are connected and still learning at the highest level even during remote learning. I love the way they put programs in place for the children to feel comfortable and motivated even though alot has changed and is changing around them, the may platforms and easy accessibility to the staff at all times.</p>
	<p>This school has been fairly adequate and precise with i formation and expectations as well as resources and understanding. It's been a bitter bit very sweet experiece during COVID</p>
	<p>We requested the school to reduced the amount of time spend in front of the computer screen. The school implemented a new schedule were kids start the day at 8pm till 3pm at noon a lunch break of 20 min. The first five classes are divided by a five min break. We talk to the principal of the school Ms. Lujan, and told her that was not a proper solution to reduced the amount o time spend in front of the computer. The kids need longer breaks. We are concern for the lack of physical activity. Hope you can talk to the administration, provide a survey to understand what students need during this time.</p>
	<p>Wished they went up to high school.</p>
	<p>excelente personal con ética profesional</p>

**New York State Department of Education
Charter School Office
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All Charter Schools Response n = 2,412**

Emblaze Academy CS Response n = 31

		All Charter Schools		Emblaze Academy CS		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	75%	1,804	71%	22	-4
	Somewhat Agree	19%	456	13%	4	-6
	Neither Agree nor Disagree	4%	87	3%	1	-1
	Somewhat Disagree	2%	41	13%	4	11
	Strongly Disagree	1%	24	0%	0	-1
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	66%	1,602	45%	14	-21
	Somewhat Agree	22%	528	32%	10	10
	Neither Agree nor Disagree	8%	182	10%	3	2
	Somewhat Disagree	3%	66	13%	4	10
	Strongly Disagree	1%	34	0%	0	-1
Q1c The school's curriculum is aligned vertically between grade levels.	Strongly Agree	59%	1,413	48%	15	-11
	Somewhat Agree	28%	664	23%	7	-5
	Neither Agree nor Disagree	9%	219	16%	5	7
	Somewhat Disagree	3%	83	13%	4	10
	Strongly Disagree	1%	33	0%	0	-1
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	60%	1,436	58%	18	-2
	Somewhat Agree	29%	692	13%	4	-16
	Neither Agree nor Disagree	5%	130	23%	7	18
	Somewhat Disagree	4%	108	0%	0	-4
	Strongly Disagree	2%	46	6%	2	4

**New York State Department of Education
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All Charter Schools Response n = 2,412**

Emblaze Academy CS Response n = 31

		All Charter Schools		Emblaze Academy CS		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	58%	18	-3
	Somewhat Agree	24%	576	26%	8	2
	Neither Agree nor Disagree	8%	196	6%	2	-2
	Somewhat Disagree	4%	101	3%	1	-1
	Strongly Disagree	2%	59	6%	2	4
Q1f The school has a strong science curriculum.	Strongly Agree	42%	1,009	35%	11	-7
	Somewhat Agree	27%	660	23%	7	-4
	Neither Agree nor Disagree	21%	509	29%	9	8
	Somewhat Disagree	6%	135	6%	2	0
	Strongly Disagree	4%	99	6%	2	2
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	65%	1,572	45%	14	-20
	Somewhat Agree	27%	650	26%	8	-1
	Neither Agree nor Disagree	4%	87	10%	3	6
	Somewhat Disagree	3%	69	16%	5	13
	Strongly Disagree	1%	34	3%	1	2
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	39%	12	-22
	Somewhat Agree	31%	751	42%	13	11
	Neither Agree nor Disagree	4%	104	10%	3	6
	Somewhat Disagree	3%	69	10%	3	7
	Strongly Disagree	1%	20	0%	0	-1

**New York State Department of Education
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All Charter Schools Response n = 2,412**

Emblaze Academy CS Response n = 31

		All Charter Schools		Emblaze Academy CS		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	48%	15	-15
	Somewhat Agree	28%	673	39%	12	11
	Neither Agree nor Disagree	5%	110	6%	2	1
	Somewhat Disagree	4%	90	3%	1	-1
	Strongly Disagree	1%	30	3%	1	2
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	Strongly Agree	58%	1,405	55%	17	-3
	Somewhat Agree	26%	634	23%	7	-3
	Neither Agree nor Disagree	6%	146	13%	4	7
	Somewhat Disagree	7%	166	6%	2	-1
	Strongly Disagree	3%	61	3%	1	0
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	64%	1,535	48%	15	-16
	Somewhat Agree	23%	560	32%	10	9
	Neither Agree nor Disagree	6%	154	6%	2	0
	Somewhat Disagree	5%	111	10%	3	5
	Strongly Disagree	2%	52	3%	1	1
Q3a The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	69%	1,676	68%	21	-1
	Somewhat Agree	25%	606	29%	9	4
	Neither Agree nor Disagree	3%	77	3%	1	0
	Somewhat Disagree	2%	37	0%	0	-2
	Strongly Disagree	1%	16	0%	0	-1

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Emblaze Academy CS Response n = 31

		All Charter Schools		Emblaze Academy CS		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	1,623	68%	21	1
	Somewhat Agree	26%	633	23%	7	-3
	Neither Agree nor Disagree	4%	89	3%	1	-1
	Somewhat Disagree	2%	41	6%	2	4
	Strongly Disagree	1%	26	0%	0	-1
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	63%	1,508	58%	18	-5
	Somewhat Agree	26%	632	23%	7	-3
	Neither Agree nor Disagree	6%	152	10%	3	4
	Somewhat Disagree	4%	87	10%	3	6
	Strongly Disagree	1%	33	0%	0	-1
Q3d The school modifies its academic program after using data measurements.	Strongly Agree	59%	1,419	55%	17	-4
	Somewhat Agree	26%	631	23%	7	-3
	Neither Agree nor Disagree	8%	190	10%	3	2
	Somewhat Disagree	5%	124	10%	3	5
	Strongly Disagree	2%	48	3%	1	1
Q3e The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	64%	1,555	61%	19	-3
	Somewhat Agree	25%	614	26%	8	1
	Neither Agree nor Disagree	6%	142	6%	2	0
	Somewhat Disagree	3%	76	3%	1	0
	Strongly Disagree	1%	25	3%	1	2

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Emblaze Academy CS Response n = 31

		All Charter Schools		Emblaze Academy CS		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	71%	22	-1
	Somewhat Agree	16%	375	16%	5	0
	Neither Agree nor Disagree	10%	238	6%	2	-4
	Somewhat Disagree	1%	30	6%	2	5
	Strongly Disagree	1%	26	0%	0	-1
Q4b The school follows the NYSED approved identification process for English language learners.	Strongly Agree	68%	1,648	65%	20	-3
	Somewhat Agree	17%	404	16%	5	-1
	Neither Agree nor Disagree	12%	296	13%	4	1
	Somewhat Disagree	2%	38	6%	2	4
	Strongly Disagree	1%	26	0%	0	-1
Q4c The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	67%	1,606	68%	21	1
	Somewhat Agree	23%	553	10%	3	-13
	Neither Agree nor Disagree	5%	128	13%	4	8
	Somewhat Disagree	3%	83	10%	3	7
	Strongly Disagree	2%	42	0%	0	-2
Q4d The school provides supports to meet the academic needs for English language learners.	Strongly Agree	63%	1,520	55%	17	-8
	Somewhat Agree	23%	560	29%	9	6
	Neither Agree nor Disagree	8%	181	6%	2	-2
	Somewhat Disagree	4%	102	10%	3	6
	Strongly Disagree	2%	49	0%	0	-2

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Emblaze Academy CS Response n = 31

		All Charter Schools		Emblaze Academy CS		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	68%	21	-4
	Somewhat Agree	19%	466	16%	5	-3
	Neither Agree nor Disagree	6%	148	10%	3	4
	Somewhat Disagree	2%	49	6%	2	4
	Strongly Disagree	1%	24	0%	0	-1
Q4f 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.	Strongly Agree	67%	1,627	61%	19	-6
	Somewhat Agree	22%	533	23%	7	1
	Neither Agree nor Disagree	7%	159	10%	3	3
	Somewhat Disagree	3%	67	6%	2	3
	Strongly Disagree	1%	26	0%	0	-1
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	55%	1,337	42%	13	-13
	Somewhat Agree	27%	644	39%	12	12
	Neither Agree nor Disagree	8%	199	10%	3	2
	Somewhat Disagree	7%	157	3%	1	-4
	Strongly Disagree	3%	75	6%	2	3
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	13%	4	-19
	Somewhat Agree	30%	719	13%	4	-17
	Neither Agree nor Disagree	15%	353	19%	6	4
	Somewhat Disagree	15%	353	23%	7	8
	Strongly Disagree	9%	211	32%	10	23

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Emblaze Academy CS Response n = 31

		All Charter Schools		Emblaze Academy CS		Difference
Q5c 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.	Strongly Agree	50%	1,202	35%	11	-15
	Somewhat Agree	22%	541	35%	11	13
	Neither Agree nor Disagree	23%	547	26%	8	3
	Somewhat Disagree	3%	75	0%	0	-3
	Strongly Disagree	2%	47	3%	1	1
Q5d The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	51%	1,240	42%	13	-9
	Somewhat Agree	27%	642	39%	12	12
	Neither Agree nor Disagree	12%	301	6%	2	-6
	Somewhat Disagree	6%	136	6%	2	0
	Strongly Disagree	4%	93	6%	2	2
Q6a The school's discipline policy is clear.	Strongly Agree	54%	1,306	45%	14	-9
	Somewhat Agree	29%	696	42%	13	13
	Neither Agree nor Disagree	7%	178	6%	2	-1
	Somewhat Disagree	7%	169	6%	2	-1
	Strongly Disagree	3%	63	0%	0	-3
Q6b The school's discipline policy is fair to all students.	Strongly Agree	57%	1,371	52%	16	-5
	Somewhat Agree	25%	601	32%	10	7
	Neither Agree nor Disagree	10%	248	6%	2	-4
	Somewhat Disagree	6%	134	10%	3	4
	Strongly Disagree	2%	58	0%	0	-2

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Emblaze Academy CS Response n = 31

		All Charter Schools		Emblaze Academy CS		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	29%	9	-15
	Somewhat Agree	32%	766	39%	12	7
	Neither Agree nor Disagree	12%	281	16%	5	4
	Somewhat Disagree	9%	216	10%	3	1
	Strongly Disagree	3%	82	6%	2	3
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	45%	14	-4
	Somewhat Agree	25%	595	29%	9	4
	Neither Agree nor Disagree	14%	337	16%	5	2
	Somewhat Disagree	7%	179	6%	2	-1
	Strongly Disagree	5%	113	3%	1	-2
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	62%	1,484	45%	14	-17
	Somewhat Agree	25%	613	42%	13	17
	Neither Agree nor Disagree	8%	185	6%	2	-2
	Somewhat Disagree	4%	89	3%	1	-1
	Strongly Disagree	2%	41	3%	1	1
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	58%	1,409	42%	13	-16
	Somewhat Agree	26%	626	39%	12	13
	Neither Agree nor Disagree	9%	229	10%	3	1
	Somewhat Disagree	5%	110	6%	2	1
	Strongly Disagree	2%	38	3%	1	1

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Emblaze Academy CS Response n = 31

		All Charter Schools		Emblaze Academy CS		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	74%	23	-4
	Somewhat Agree	17%	409	23%	7	6
	Neither Agree nor Disagree	3%	77	3%	1	0
	Somewhat Disagree	1%	29	0%	0	-1
	Strongly Disagree	1%	18	0%	0	-1
Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	1,596	58%	18	-8
	Somewhat Agree	24%	590	29%	9	5
	Neither Agree nor Disagree	6%	141	10%	3	4
	Somewhat Disagree	2%	57	3%	1	1
	Strongly Disagree	1%	28	0%	0	-1
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	55%	17	-6
	Somewhat Agree	27%	662	42%	13	15
	Neither Agree nor Disagree	5%	130	3%	1	-2
	Somewhat Disagree	5%	110	0%	0	-5
	Strongly Disagree	2%	40	0%	0	-2
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	74%	23	7
	Somewhat Agree	22%	528	19%	6	-3
	Neither Agree nor Disagree	6%	134	0%	0	-6
	Somewhat Disagree	3%	84	3%	1	0
	Strongly Disagree	2%	39	3%	1	1

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Emblaze Academy CS Response n = 31

		All Charter Schools		Emblaze Academy CS		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	1,836	81%	25	5
	Somewhat Agree	20%	480	16%	5	-4
	Neither Agree nor Disagree	2%	59	3%	1	1
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	0%	0	-1
Q7f There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	66%	1,600	58%	18	-8
	Somewhat Agree	23%	554	32%	10	9
	Neither Agree nor Disagree	6%	138	3%	1	-3
	Somewhat Disagree	4%	85	3%	1	-1
	Strongly Disagree	1%	35	3%	1	2
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name Given	66%	1,597	19%	6	-47
	Don't Know	34%	815	81%	25	47
Q9 When is the last time you received a copy of the school's DASA policy?	This school year	61%	1,469	45%	14	-16
	The previous school year	16%	381	16%	5	0
	Prior to the previous school year	5%	121	3%	1	-2
	I'm not aware of any DASA policy	18%	441	35%	11	17
Q10 When is the last time you received DASA training?	<1 year ago	48%	1,147	26%	8	-22
	1-2 years ago	23%	549	23%	7	0
	3-4 years ago	11%	270	10%	3	-1
	>4 years ago	9%	214	19%	6	10
	I've never received DASA training	10%	232	23%	7	13
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	Name Given	49%	1,191	10%	3	-39
	Don't Know	51%	1,221	90%	28	39

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Emblaze Academy CS Response n = 31

		All Charter Schools		Emblaze Academy CS		Difference
Q11a The school provides opportunities for parent participation within the school community.	Strongly Agree	66%	1,601	68%	21	2
	Somewhat Agree	24%	579	32%	10	8
	Neither Agree nor Disagree	6%	139	0%	0	-6
	Somewhat Disagree	3%	68	0%	0	-3
	Strongly Disagree	1%	25	0%	0	-1
Q11b Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	71%	1,721	84%	26	13
	Somewhat Agree	22%	528	16%	5	-6
	Neither Agree nor Disagree	4%	90	0%	0	-4
	Somewhat Disagree	2%	54	0%	0	-2
	Strongly Disagree	1%	19	0%	0	-1
Q11c The school uses many methods of communication with families.	Strongly Agree	81%	1,960	90%	28	9
	Somewhat Agree	15%	365	10%	3	-5
	Neither Agree nor Disagree	2%	48	0%	0	-2
	Somewhat Disagree	1%	27	0%	0	-1
	Strongly Disagree	0%	12	0%	0	0
Q11d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	73%	1,772	81%	25	8
	Somewhat Agree	18%	443	19%	6	1
	Neither Agree nor Disagree	6%	134	0%	0	-6
	Somewhat Disagree	2%	39	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1

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Emblaze Academy CS Response n = 31

		All Charter Schools		Emblaze Academy CS		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	77%	24	11
	Somewhat Agree	22%	536	16%	5	-6
	Neither Agree nor Disagree	7%	175	6%	2	-1
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q11f The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	59%	1,425	61%	19	2
	Somewhat Agree	18%	437	19%	6	1
	Neither Agree nor Disagree	20%	475	13%	4	-7
	Somewhat Disagree	2%	43	6%	2	4
	Strongly Disagree	1%	32	0%	0	-1
Q12a The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	1,632	61%	19	-7
	Somewhat Agree	23%	553	32%	10	9
	Neither Agree nor Disagree	4%	106	3%	1	-1
	Somewhat Disagree	3%	84	3%	1	0
	Strongly Disagree	2%	37	0%	0	-2
Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	54%	1,299	39%	12	-15
	Somewhat Agree	24%	578	32%	10	8
	Neither Agree nor Disagree	14%	335	23%	7	9
	Somewhat Disagree	6%	144	6%	2	0
	Strongly Disagree	2%	56	0%	0	-2

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		All Charter Schools		Emblaze Academy CS		Difference
Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	53%	1,276	39%	12	-14
	Somewhat Agree	23%	552	29%	9	6
	Neither Agree nor Disagree	17%	400	23%	7	6
	Somewhat Disagree	5%	129	10%	3	5
	Strongly Disagree	2%	55	0%	0	-2
Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	58%	1,409	52%	16	-6
	Somewhat Agree	26%	624	26%	8	0
	Neither Agree nor Disagree	8%	189	13%	4	5
	Somewhat Disagree	6%	133	10%	3	4
	Strongly Disagree	2%	57	0%	0	-2
Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	46%	1,106	39%	12	-7
	Somewhat Agree	16%	393	16%	5	0
	Neither Agree nor Disagree	32%	766	35%	11	3
	Somewhat Disagree	3%	76	10%	3	7
	Strongly Disagree	3%	71	0%	0	-3
Q13 How many total years of K-12 teaching experience do you have?	Less than 1 year	6%	146	0%	0	-6
	1-3 years	21%	513	26%	8	5
	4-6 years	29%	711	55%	17	26
	7-10 years	19%	466	19%	6	0
	More than 10 years	24%	576	0%	0	-24

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		All Charter Schools		Emblaze Academy CS		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	45%	14	20
	1-3 years	44%	1,065	52%	16	8
	4-6 years	22%	523	3%	1	-19
	7-10 years	6%	134	0%	0	-6
	More than 10 years	4%	88	0%	0	-4
Q15 How long have you been teaching in this school in your current subject area/teaching assignment?	Less than 1 year	19%	470	35%	11	16
	1-3 years	42%	1,016	45%	14	3
	4-6 years	24%	584	10%	3	-14
	7-10 years	7%	180	10%	3	3
	More than 10 years	7%	162	0%	0	-7
Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	60%	1,439	42%	13	-18
	Somewhat Agree	26%	625	32%	10	6
	Neither Agree nor Disagree	6%	137	6%	2	0
	Somewhat Disagree	5%	121	3%	1	-2
	Strongly Disagree	4%	90	16%	5	12
Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	53%	1,273	39%	12	-14
	Somewhat Agree	27%	658	35%	11	8
	Neither Agree nor Disagree	7%	172	3%	1	-4
	Somewhat Disagree	8%	185	10%	3	2
	Strongly Disagree	5%	124	13%	4	8

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		All Charter Schools		Emblaze Academy CS		Difference
Q16c 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.	Strongly Agree	48%	1,154	35%	11	-13
	Somewhat Agree	26%	639	29%	9	3
	Neither Agree nor Disagree	12%	294	23%	7	11
	Somewhat Disagree	8%	201	3%	1	-5
	Strongly Disagree	5%	124	10%	3	5
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	56%	1,353	35%	11	-21
	Somewhat Agree	24%	578	35%	11	11
	Neither Agree nor Disagree	8%	189	6%	2	-2
	Somewhat Disagree	7%	166	13%	4	6
	Strongly Disagree	5%	126	10%	3	5
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	54%	1,304	35%	11	-19
	Somewhat Agree	26%	635	42%	13	16
	Neither Agree nor Disagree	10%	251	6%	2	-4
	Somewhat Disagree	6%	141	3%	1	-3
	Strongly Disagree	3%	81	13%	4	10
Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	57%	1,370	42%	13	-15
	Somewhat Agree	27%	657	35%	11	8
	Neither Agree nor Disagree	8%	194	10%	3	2
	Somewhat Disagree	5%	129	6%	2	1
	Strongly Disagree	3%	62	6%	2	3

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		All Charter Schools		Emblaze Academy CS		Difference
Q17c The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	60%	1,446	58%	18	-2
	Somewhat Agree	24%	575	16%	5	-8
	Neither Agree nor Disagree	8%	199	13%	4	5
	Somewhat Disagree	5%	121	10%	3	5
	Strongly Disagree	3%	71	3%	1	0
Q18a The school has established procedures for effective collaboration among teachers.	Strongly Agree	62%	1,501	48%	15	-14
	Somewhat Agree	27%	645	35%	11	8
	Neither Agree nor Disagree	5%	125	6%	2	1
	Somewhat Disagree	4%	92	6%	2	2
	Strongly Disagree	2%	49	3%	1	1
Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	65%	1,567	45%	14	-20
	Somewhat Agree	26%	621	29%	9	3
	Neither Agree nor Disagree	5%	129	19%	6	14
	Somewhat Disagree	2%	57	3%	1	1
	Strongly Disagree	2%	38	3%	1	1
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	58%	1,391	45%	14	-13
	Somewhat Agree	25%	607	32%	10	7
	Neither Agree nor Disagree	7%	171	13%	4	6
	Somewhat Disagree	6%	136	3%	1	-3
	Strongly Disagree	4%	107	6%	2	2

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		All Charter Schools		Emblaze Academy CS		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	65%	20	2
	Somewhat Agree	24%	573	32%	10	8
	Neither Agree nor Disagree	6%	145	3%	1	-3
	Somewhat Disagree	5%	123	0%	0	-5
	Strongly Disagree	2%	57	0%	0	-2
Q18e The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	64%	1,554	42%	13	-22
	Somewhat Agree	22%	537	16%	5	-6
	Neither Agree nor Disagree	9%	219	35%	11	26
	Somewhat Disagree	3%	65	6%	2	3
	Strongly Disagree	2%	37	0%	0	-2
Q18f The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	57%	1,365	55%	17	-2
	Somewhat Agree	22%	529	19%	6	-3
	Neither Agree nor Disagree	16%	390	23%	7	7
	Somewhat Disagree	3%	71	3%	1	0
	Strongly Disagree	2%	57	0%	0	-2
Q19 How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	45%	1,077	29%	9	-16
	Somewhat Agree	33%	804	35%	11	2
	Neither Agree nor Disagree	10%	244	10%	3	0
	Somewhat Disagree	7%	180	19%	6	12
	Strongly Disagree	4%	107	6%	2	2

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		All Charter Schools		Emblaze Academy CS		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	Well organized	78%	1,878	65%	20	-13
	Well attended	83%	2,012	87%	27	4
	Focused on relevant content	70%	1,696	65%	20	-5
	Recognized by all faculty as valuable	45%	1,092	32%	10	-13
	None of the above	2%	60	6%	2	4
Q21 Please select all types of meetings where faculty members collaborate with one another.	Team meetings	94%	2,271	94%	29	0
	Department meetings	76%	1,834	77%	24	1
	Staff meetings	86%	2,081	87%	27	1
	Informal planning time	78%	1,892	65%	20	-13
	Teacher/professional leadership meetings	73%	1,764	74%	23	1
	Other	9%	226	6%	2	-3

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Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:	A lesson that challenges students to show mastery in the skill, and procedure. Pushes students to show problem solving skills
	A lesson that requires high levels of engagement, and students are actively learning and also doing a majority of the cognitive load.
	All students working throughout the entire class period.
	An academic rigor lesson looks like students working on grade or above grade level in level 3 & 4 on the Danielson Rubric.
	An academically rigorous lesson encapsulates a learning experience where students are being pushed to think and have a voice throughout the lesson (student-lead). Students are asked deeper level questions. They are pushed to provide evidence to support their responses.
	An academically rigorous lesson in my classroom looks like a very well detailed plan with a clear learning goal/objective. Students will then be checked for understanding by practicing the concepts after teacher modeling, then independent application. My rigorous lessons include multiple ways to check for understanding.
	An academically rigorous lesson involves a do now, classwork/notes, turn and talks, academic discussion, and an exit ticket. The class is structured so that every minute is a learning opportunity.
	An academically rigorous lesson plan in my classroom consists of having high and equal expectations for all students. It also contains rigorous vocabulary, texts and submitting professional work.
	An academically rigorous lesson shows student engagement, participation and knowledge of the content. Students are able to express themselves in ways that foster discussion and they understand the material being presented to them in such a way that they are able to make inferences and deepen their understanding.

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	<p>At the beginning, scholars are given the topic/objective of the lesson and a "Do Now" assignment that either review's the previous lesson or hint's at the new one. Next, we briefly discuss. A mini-lesson follows unless we are reading a class novel or polishing an existing writing project. These lessons are no longer than 10 minutes when they take place. Independent work or class discussion takes place next. Independent work begins after a short teacher model and class discussion is facilitated by me but student led. Scholars answer questions in writing before discussion begins. A debrief concludes the class. During this time, clarifying questions are asked and answered and lesson highlights are given by students. They are then dismissed after announcements.</p>
	<p>Challenging for all students on the appropriate level they're at!</p>
	<p>Having thought provoking discussions that stem from curriculum that push learners to learn more about themselves and others.</p>
	<p>Higher Order Thinking Questions</p>
	<p>I am not a classroom teacher.</p>
	<p>I don't teach a class</p>
	<p>In an academically rigorous lesson, students are challenged by the differentiating lessons. Students are challenged by creating opportunities for students to be challenged differently depending on their level. This is done by creating breakout rooms in zoom, and posting different questions to challenge students. This is also done by breaking down skills that specific groups of students need to work on. In addition, providing supports to ELL students as well as SPED students and bringing educators to help support these students in groups or one on one.</p>
	<p>In my classroom this means teaches grade level standards while providing necessary scaffolds for struggling and advanced learners.</p>
	<p>Incorporating High ordered thinking questions that allows students to critically think.</p>
	<p>N/A</p>
	<p>N/A (counselor)</p>

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	One that meets standards for NYS seeks to engage students as well as have them execute what they have learned
	Standard concentrated and includes state tests questions.
	Student-led, differentiated instruction that challenges/push student to the next level, implementation of lessons that are thought out, intentional, clear, and concise.
	Students are engaged in the learning process. Students are reading idea-dense literature, taking notes, and participating in class discussions.
	Students asking questions, being challenged, recalling previously learned materials and making connections
	Students show active engagement and critical thinking at deep levels. The lessons increase expectations, provide support and demonstrate understanding.
	Students walk away from a lesson learning something new each and every day, example: students are taught the concept of inferencing through a mini lesson taught with examples, then students are tasked with making inferences based on the reading, and share their response out loud, then I check for understanding if the inference is inaccurate or through goguardian-(application that allows me to see the students work on their school cromebook screens) and provide the students with more recourses and examples to learn how to inference
	Teacher introduces the topic and fosters a discussion among students to rouse interest. Students are guided through an accompanying interactive activity (via online w/virtual learning) and then are given the remainder of class to work independently on a related assignment.
	Teacher is prepared and provides explicit direction to students. Activity is student-centered with grade appropriate questions, which crosses multi-disciplines.

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<p>Q2_Open2 Explain how you differentiate instruction for students in your classes:</p>	<p>According to their individual needs based on information acquired through formal and informal assessment, state mandates (education plans) and knowledge of who they are and how they best learn.</p>
	<p>Change the workload. Wording of questions. Differentiated instruction that still allows for some rigor. Smaller group instruction.</p>
	<p>Color coding, use of videos, incorporating student's interest into lessons allowing mastery to be demonstrated in ways that speak to the student's interests (Bloom's Taxonomy)</p>
	<p>Firstly, I am aware of my students' IEP mandates and which modifications work best for them. For virtual learning differentiated instruction includes teacher modeling, on-task prompts, graphic organizers, talk-to-text, small group instruction, grade-level texts, visuals, etc.</p>
	<p>I am not a classroom teacher.</p>
	<p>I counsel and my exercises as well as the way sessions are carried out are dependent upon my students' needs and learning style.</p>
	<p>I design the lesson based on student needs.</p>
	<p>I differentiate by giving extended time, providing visuals and auditory prompts</p>
	<p>I differentiate by implementing different activities on how students learn (kinesthetic, visual, auditory).</p>
	<p>I inform myself with students IEP and for other students I assess to use previous assessment in order to cluster students. Next, I observed to gather information on which students prefer to learn: visual, kinesthetic and spatial. Then, I use may use different strategies: sentence starters, different colors, reference sheets...etc.</p>
	<p>I provide direct instruction, as well as videos, scaffolding questions, step by step processes on how to solve a problem etc.</p>
	<p>Instruction is modified for students with the use of visuals, sentence stems, graphic organizers and modified questions.</p>
	<p>N/A</p>

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	N/A (counselor)
	Providing closed captions, small groups, timers, check-ins.
	Reading and going over the Exit ticket. Changing the phrasing of the questions, or the amount of questions given.
	Scaffolds-providing steps, resources, or skills that allow students to build up to the skill that is being taught. For advanced learners, these scaffolds push them to apply their critical thinking skills to the content
	Some students are given reference charts or small anchor charts they can use during instruction(multiplication chart, division chart)
	Students are given work based on their level and they each get rigorous material that is tailored to their skill level.
	Students are provided small group instruction-with supports such as graphic organizers, visual aids, sentence starters, and other differentiated student facing materials.
	Students with support for ELL, there is a co-operating teacher that helps with translating and breaking down the lesson. For SPED student break out rooms are created to work on smaller groups to assist students. Lessons are also set up so all students are challenged and this is done by creating work such as allowing students to work as a team to answer a challenging questions and have students assist each other to finding answers. Depending on the lesson students are in a mixed abilities and is at first is teacher led. As students become more comfortable with each other, the teacher takes a step back and has students lead discussion and question.
	There are multiple ways that I differentiate in my classroom - which include but are not limited to: use of graphic organizers, sentence starters, use of paragraph acronyms to foster coherent writing, providing multi-level texts, as well as texts in students' home languages, use of visual, text and discussion based learning.
	Using small groups to support struggle areas, and pacing.

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	Virtually, students have been placed in smaller break-out room sessions via Zoom for differentiated instructions. Students have also been given extra time to complete work as well as extra materials (eg. sentence starters and visual handouts).
	Vocabulary, visuals, spacing of text, paring, etc.
	We are remote learning so Breakout Rooms on Zoom are often utilized. Also , students with special needs are given extra time, alternate assignments, and the ability to have content broken down.
	challenge students to question assumptions and make connections beyond the assignment and the classroom
	graphic organizers are provided fro students such as sentence starters, visual representations for new vocabulary words, short videos tied into literature/writing based instruction
	graphic organizers, visuals, videos, spacing techniques,

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<p>Q3_Open How do you use data in your classroom to guide instruction?</p>	<p>I look for trends in order to see what I need to reteach.</p>
	<p>After reviewing and analyzing data, we as teachers evaluate our lesson and curriculum and curtail it to better fit the needs of our students. We scaffold lesson so they are on their way to mastery. Based on the statistical analysis, teachers evaluate and talk amongst each other to allow lessons and curriculum to be curtailed by all to support our students. However, teachers are still able to keep academic rigor high as teachers continue to challenge students and only lessons are scaffolded so students can reach mastery and state standards.</p>
	<p>Assessment, observations, Projects, Exams and lesson based quiz games</p>
	<p>Assessments provide data for areas in which students are exceling or in which they may need extra supports. Data helps to determine which skills or concepts in which students may need more practice- this is incorporated into our lesson planning.</p>
	<p>Based on the data, students will receive a little bit of extra or tutoring help if needed.</p>
	<p>Data gathered from exams helps the staff determine in which students need more support, with specific skills mastered in a particular content area. These skills are then retaught with modifications, and as needed some students are given additional 1 on 1 support in breakout rooms in zoom</p>
	<p>Data is used to check for understanding. It helps me determine if I need to do a reteach in the given area.</p>
	<p>Data is used to re-teach missed subjects in class and create differentiated teaching groups.</p>
	<p>Determine what/when to reteach content</p>
	<p>Exit tickets provide data on how students are understanding content on a daily basis. Instruction is tailored/altered to accommodate student needs. Data from summative assessments are analyzed to identify standards that need to be retaught</p>
	<p>I am not a classroom teacher.</p>

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	I create lesson plans based off my data. For example, If I see students are struggling with a specific skill, I will address that skill in a DO NOW or may have a reteach day.
	I gather information, assess that information, make necessary changes to maximize the success of my students'
	I use both formative and summative assessment to ensure both student understanding of material and growth specifically in the realm of literacy.
	I use data to assess where the student is at currently and how I decide their goals, short term and annual ie: strength based assessment
	I use data to reteach and modify instruction.
	I use data to set up my small group instruction based on assessment results. Students work on activities which they need to be proficient.
	I use data to spiral review in my do now and small group instruction.
	I use the data I receive and make modifications based on its findings adding more to what I think need more work with regard to the student.
	I use the data to determine if I am going to do a reteach on the lesson. If 75% or more of students get the Hinge question then a reteach is not necessary and they can move onto the Exit ticket.
	I use the data to see what needs to be spiraled back to and include that instruction/standards in a Do Now to keep students on track with learning standards. Also data helps me know what areas my students are strong in and weak in.
	Make small groups for instruction. See how students have grown. What test taking skills I need to practice in class.
	N/A
	N/A (counselor)
	Reviewing data weekly to go over misconceptions of skills.

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	Student's reading levels and sumative test scores are used to create groups for small group instruction; reteach lessons are determined by content that approx 45% of students do not master on assessments
	Through teaching implications, grouping and differentiated instruction.
	Use exit ticket scores and CFU's to determine my lessons for the next day, if i need a reteach day or if students have mastered the standard and are ready to move on.
	We use data to understand what we need to work on
	n/a

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<p>Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.</p>	<p>Call, text, email Deans of Culture and Contact parents</p>
	<p>Contact deans of culture.</p>
	<p>Contact the Deans of Culture, use referral button in kickboard</p>
	<p>Contacting leadership (HOS, Deans, and Counselors)</p>
	<p>I'm new and have been trained on the methods of the school.</p>
	<p>If there is a disciplinary issue, teachers follow a protocol. Private discussion with students is upheld to discuss behavior. Positive reinforcements are issued through different platforms. Tech platforms are available to inform parents about disciplinary issue so they may be addressed. In the school we also have a dean who is a liaison between teacher, student and parent. Depending on the issue the dean is called in which he or she takes a specific protocol to address specific issue. If necessary, principal is ultimately call which is rare due to the other protocols set in place.</p>
	<p>Kickboard, ParentSquare, and checking with Dean of Culture</p>
	<p>Many!</p>
	<p>N/A</p>
	<p>NA</p>
	<p>Observation and note taking. Communicating with Dean, Family and Head of School, documenting communications and observation on Schoolrunner system</p>
	<p>Our school uses an incentive system where students are rewarded with scholar dollars (in school reward currency) for behaving well and provided with fun activities, students use their scholar dollars to buy virtual rewards, scholar dollars are also taken away from students for misbehaving, and those students are encouraged to behave well in order to earn their scholar dollars back</p>

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	Positive behaviors are more monitored and praised. Family meetings and restorative conversations between faculty, students, and families to build community.
	Scholar dollars, merits, bonus points.
	Students are sent to their grade-level Dean to address behavior concerns if/when presented in the classroom.
	Teachers are able to send student to the Dean of School Culture. Teacher are able to deduct scholar dollars (fake money students can use at the school store. Teachers are able to contact parents/guardians in various different ways such as parentsquare(app), phone call, and/or email.
	Teachers are encouraged to exercise behavior modification and classroom management. If teachers need support after exhausting these options they can reach out to the Dean. There are also paraprofessionals in classes with some students.
	Teachers log behavior on kickboard (online system used to track behavior).
	The Kickboard digital program is heavily used by ALL staff to document specific behavioral issues (notes writing capability for details); Cultural Deans are available at all times to pop in classes or reach out to homes; formal reports are available to be given to leadership and/or counselors; Grade Team meetings happen biweekly so that concerns can be raised by all of that student's teachers if necessary.
	There are deans of climate and culture that can be spoken to or brought into private meetings with students and families if egregious behavior occurs. There is also the use of prize system to foster a positive learning climate and environment.
	There are merits and deductions. If the student earns two deductions, they are sent out of class to the dean of discipline who will speak to them and their parents to discuss further action.
	To be fair, I just started at Emblaze and have not had the training to know the policies in place.
	We communicate with the grade appropriate culture deans

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	We have multiple climate and culture deans that assist with discipline. We are first advised to give redirections and feedback, then reset one on one, if that fails then they meet with the dean until they are back on track to continue in class
	We implement breakout rooms, send emails to parents regarding behavior and implement meeting.
	We keep consistent communication with our Deans of School Culture.
	We use Kickboard
	leadership
	none

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<p>Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."</p>	"don't know"
	All issues are reported to leadership and the Deans of School Culture. They hold meetings with students and families regarding these issues.
	Don't know
	In my class, we've been able to build a community where bullying does not even exist. It has no place in the lives of my students, and I hope they carry that mentality with them in other classes and places in life.
	It would be taken up with the dean of discipline and the head of school.
	Leadership
	N/A
	NA
	NO BULLYING ZONE. We do not condone any of the above! Our school is big on encouraging each other, we motivate and give positive shout outs all the time
	Once bullying is detected by teacher, students receive deduction and then will meet with the dean of culture. Further action is taken from there. At home visits are sometimes necessary.
	Our school deans and guidance councilors meet with entire grade groups each morning to address these concerns and nurture students to be kind to one another and be respectful, and speak up when they see something wrong
	Protocols as such Deans are called to address issue, In instances of discrimination and harassments or issue that warrant strict disciplinary protocol, multiple deans along with the principal have a discussion and address issue.
	Providing support groups, being proactive, addressing bullying, meetings with students and parents
	Student-Parent-Admin meetings.
Students report issues to leadership, teachers and to guidance counselors.	

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	<p>Students would be sent to the Dean of School Culture. Students' parents/guardians will be contacted in various different ways such as parentsquare(app), phone call, and/or email. Students' parents/guardians will have to come into school for a meeting with the Dean of School Culture</p>
	<p>Teachers are on front line and step in immediately. If more help is needed, Deans are called in and Leadership is flagged. Mediation is an option through counselors. Parents are made aware if it persists and becomes serious</p>
	<p>The above issues are not tolerated at all. Students are removed from class and a meeting is arranged with appropriate administrative staff and/or family members to address said matters.</p>
	<p>The school addresses bullying, discrimination, and harassment through SEL classes designed by School Counselors.</p>
	<p>The school addresses these issues anytime of day if it is brought up. However our Advisory block is where topics like these are discussed weekly. If students need extra support they're referred to the Counselors and Deans. Counselors and Deans also hold lessons on these kinds of issues throughout the year either all school or targeted homerooms.</p>
	<p>The school meets with deans, parents and addresses the issue. Has a no toleration for bullying policy</p>
	<p>Very strict no bullying and/ hate policy. Students are consistently reminded that they are family and we must treat others with respect. If students show any type of bullying or hate they are sent to the dean for one on one, they have meetings with parents, and if the situation is sever then they get suspended for a certain period of days.</p>
	<p>Warm and inclusive environment in every classroom. "Family meetings" every day to check in with deans of culture to address common issues. Open communication between students and teachers and leadership.</p>
	<p>We proactively create a culture of freedom of expression and outwardly praise students who support each other</p>

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	don't know
	dont know
	morning meeting, advisory, etc.

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Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:	Advisory periods, small groups, counseling
	Advisory weekly to address social emotional learning topics within homerooms.
	Consistent check-ins by the school counselors
	Counseling is available and teachers can contact counselors when they believe a student or family may need assistance
	Counselors and peer groups
	Guidance councilors regularly communicate with students, and help provide them with their social-emotional and mental health needs, guidance councilors also host meetings with staff where they educate us on best practices for social-emotional and mental health needs for students
	I'm new and haven't seen an event which this situation will arrive. However, we do have a social worker which constantly sends email about students which need to be helped with services that are required.
	I'm new and haven't seen any situation that would warrant these type of services implemented.
	N/A
	Our counselors support the students with their social-emotional and mental health needs
	Social emotional needs are met during Advisory weekly as well as counseling
	Students meet weekly with school counselors to support their social-emotional and mental health. All teachers inform and report to counselors of any concerns or potential red flags that may arise in the classroom.
	Students participate in weekly advisors which contain SEL learning materials. In addition, School Counselors provide information during morning meetings.
	Students with social emotional needs can see the counselor who then directs them
There is a grief group. Students are also apart of mandated counseling group. Also teachers are always open to talk to students if they are having a hard time.	

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	They have advisory every week for the students. Each week, the school counselors come up with a lesson for the teachers to teach the students about social-emotional and mental health.
	They have student and teacher small group advisory meetings, as well as small and individual counseling sessions.
	We at Emblaze have counselors' who support our students. In addition, we have a family coordinator who reaches out to parents to help support both students and families in whatever capacity the school is able to within it's limits.
	We have advisory and a grief group
	We have advisory, our counselors do an amazing job as well. Our deans play an integral role in the kids social-emotional and mental health needs as well.
	We have easy access to multiple school counselors at all times of the day. We also have weekly advisory lessons where we go over important mental health and social emotional tools.
	We have two counselors at the school that perform frequent check ins with students. The fact that are school isn't too big makes it easier to track students down and have meetings.
	We have weekly outlines provided by school counselors for lesson to deliver during our Friday Advisory time.
	Weekly advisory lessons, guidance counseling
	Weekly advisory surrounding social and emotional learning.
	advisory, etc.
	counseling individually and in groups; advisory lessons weekly; featured lessons in content classes when possible
	don't know
	n/a
	school psychologist

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<p>Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.</p>	<p>Classroom observation and documentation and lesson plan submission deadlines and evaluation</p>
	<p>Formal Observations</p>
	<p>Formal observations</p>
	<p>Frequent observations for all teachers by academic deans.</p>
	<p>I have yet to be evaluated as I am new</p>
	<p>I'm new (3 weeks) and don't have the school teacher evaluation process.</p>
	<p>I'm new at the school and have had conversations on teacher evaluation.</p>
	<p>In the process</p>
	<p>N/A</p>
	<p>NA</p>
	<p>One exists, it has differed since in person and I haven't been present recently during one, don't have enough info to answer</p>
	<p>Our evaluation process is just beginning this year, and seems to be off to a rocky start.</p>
	<p>Teacher's are evaluated through an online program. Teacher answers survey questions used as a reflection on their own teaching. Teacher has an formal meeting with their perspective coach. Teacher has an informal observation, feedback is provided. Teacher then talks with coach on provided feedback, Teacher is then formally evaluated and more feedback is given to help teacher growth.</p>
	<p>Teachers are evaluated by class and grade.</p>
<p>Teachers are evaluated through classroom observations. Then, evaluations are shared with teachers by leadership.</p>	
<p>Teachers are formally and informally observed by academic deans frequently. Teachers are rarely observed by the head of school but when they are, there is criteria.</p>	

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	Teachers are observed informally at least every two weeks by their academic coach. Teachers have been formally observed one time this year and will be formally observed once more before the year ends.
	Teachers evaluation process is great teachers are informed and properly managed.
	Teachers meet with the Head of School (HOS) for a pre-observation, then are formally observed in class with both the HOS and their content area's Dean/Coach. Feedback is elicited via TeachBoost website.
	The unofficial observations have been occurring since the beginning of the year by the way of academic teaching coaches. The official observations have begun this month and are preceded by an pre-observation meeting, and afterwards a post-observation meeting. There was also a teacher reflection survey completed about each teacher's opinion about where they stand in the different segments of teaching observation framework.
	There are informal observations for the subject coach. There are also pre-observations, formal observations, and post observations with the head of the school.
	Through hiring process, formal evaluations
	We get monthly observations with feedback. Each trimester we get formal observations from the head of school.
	We have a Pre observation meeting and then a formal observation
	We receive informal and formal observations
	We use teachboost in a cycle--- self reflection, pre observation, observation, post observation
	n/a
	pre-observation and observation
	pre-observation, formal observations, post observation, tons of informal observations by visiting class.

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teachers are evaluated following the danielson teaching framework along with new virtual teaching aspects, that have recently been a factor in teaching, example: are studnets facing the screen, are their cameras turned on, are your teaching recourses readily available for access to all students.

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<p>Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.</p>	<p>Anonymous surveys, grade team discussions, as well as whole staff discussions.</p>
	<p>Consistent surveys, check-ins, allows staff to express themselves</p>
	<p>Every so often, professional development sessions are held to gather feedback from staff about current matters in the school. All staff members also frequently communicate via Slack.</p>
	<p>Feedback from staff is provide through surveys, formal one on one meetings and discussion in group meetings.</p>
	<p>For every one "negative" comment or feedback there's 3 to 5 "positive" comment or feedback</p>
	<p>Frequent surveys (some anonymously), weekly coaching meetings with academic deans to discuss needs/concerns/suggestions.</p>
	<p>My supervisor makes sure to bring my concerns to leadership but nothing gets addressed.</p>
	<p>N/A</p>
	<p>NA</p>
	<p>None</p>
	<p>School leadership solicits feedback from staff through Google Forms (surveys).</p>
	<p>Staff communicates with school leadership regularly and are encouraged to do so in order to improve the school further</p>
	<p>Surveys</p>
	<p>Surveys and discussions</p>
	<p>Surveys, meetings</p>
	<p>The primary form of communication of emails</p>
	<p>The school leadership as staff to contact them at anytime to provide guidance.</p>
<p>The school solicits feedback from all staff by providing a google form or EarPod with questions.</p>	
<p>There are surveys, staff meetings/huddles, one-on-one meetings, and emails.</p>	
<p>Verbally and via the chat in meetings</p>	

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	We have coaching meeting weekly where we are given feedback, we also have many observations
	We have staff meetings regularly , PD and educational staff meeting with our department teams
	We've just begun observations, so I think to feedback will be given. But my pre-observation has yet to be scheduled.
	consistent staff surveys
	n/a
	none
	staff meeting, surveys
	surveys and PDs
	surveys, meetings, professional developments, team building activities
	surveys, verbal questioning in meetings, emails

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Q22_Open Describe your understanding of the mission and key design elements of the school:	All students are capable learning with high quality instruction and high expectations.
	Ambitious school community paired with high quality instruction. Growth mindset is a huge part of the mission. Students are always reminded of college graduation
	Emblaze Academy lives off its core values of RISE--Respect, Initiative, Scholarship, and Effort. Our mission is to teach and uphold these values to both students and staff.
	Emblaze is a school for all students, their abilities, SES, gender/race/sexuality, etc. is accepted, celebrated, and utilized as a strength within their education. We implement rigorous academics to prepare all students to attend their college of choice. We allow opportunities for students to close any gaps with targeted and intention small groups & supplemental classes (close reading, guided reading, phonics, curriculum review, & problem solving).
	Emblaze's mission is to ensure that all students are college-bound ready, by providing rigorous instruction.
	N/A
	NA
	Provides a safe space for all students to learn and grow and receive quality education. The mission is also to prepare students for college.
	Providing high quality education with care and a great value for staff, students and families.
	Rigorous Curriculum High Quality Instruction Invested School Community OUR COMMUNITY IS RELENTLESSLY AMBITIOUS, ENERGETIC, & FOCUSED, & DEEPLY RESPECTFUL OF OUR STUDENTS & FAMILIES
	Rigorous academic experience for students.
	The mission and key design of my school is to prepare every student for college through rigorous and meaningful instruction.
	The mission is to create an environment so all students can learn.
The mission is to help students succeed	

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	The mission is to serve communities that deserve better access to education in a positive environment.
	The mission is to take underprivileged students and equip them with the knowledge to succeed in today's society.
	The mission is very clear and concise
	The mission of Emblaze Academy is to provide equal education to all students and prepare them for college and everyday life.
	The mission of the school is provide quality instruction and support to all students no matter their socioeconomic or disability status.
	There's a strong sense of culture and community in the school. It seems that was a founding principle, but it seems to have faltered after receiving new leadership and going remote.
	Through rigorous curriculum and high quality instruction, provided within an invested and ambitious school community, Emblaze Academy Charter School prepares all students in grades five through eight to thrive in high school and graduate from the college of their choice.
	To provide a pathway for black and brown children in the Bronx access to a college-mission education.
	To provide rigorous academics while supporting the holistic needs of the child
	To support students in our community in their pathway to success by providing them with all of the necessary tools and resources.
	We are here not only to help the kids learn but to also facilitate a strong and positive learning environment for them
	We exist to provide world class education to ALL kids in the Bronx. We vow to give them a rigorous education delivered with love, passion, and confidence. We seek to build relationships, strong academic foundations, and self-confidence in all kids
	n/a

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our school is designed to provide rigorous curriculum, and high value instruction to all students, and invested in the well being community of all staff, students, and studnet families involved in the school.

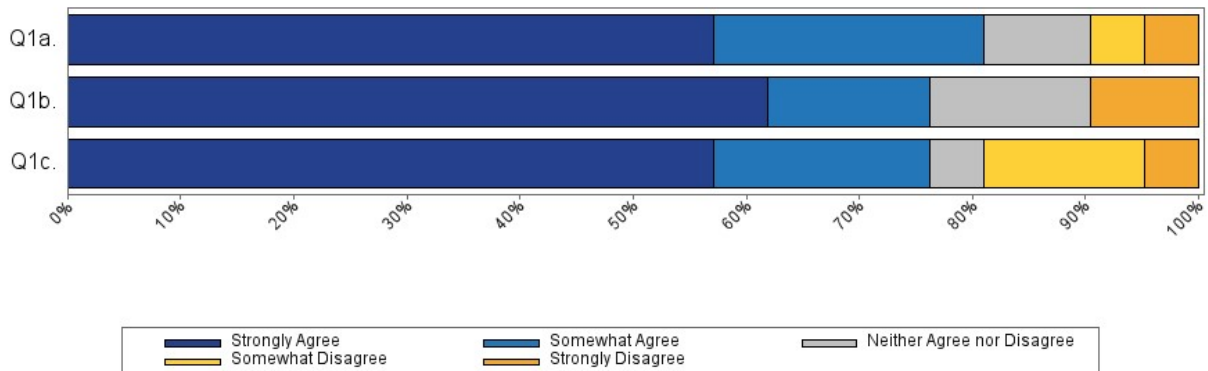
**New York State Department of Education
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Emblaze Academy CS

<p>Q23_Open Please use this space to provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.</p>	<p>BEST choice I ever made accepting the offer---- our kids have GROWN so much- even through the pandemic. They know we love them and are here for them. We seek opportunities to engage with families- Gratitude Train, Cafecitos, and Family Meetings!</p>
	<p>Emblaze academy is a school in the Bronx that has a staff as diverse as the students. The school upholds high rigor, by hiring staff who upholds student to high academic rigor. Furthermore, students are held to high standards as lessons and curriculum pushes students to their academic limits and beyond. It upholds that all students are equal and all students can succeed. The school has put students on a pathway to be able to succeed where other schools would have deemed this same students to fail.</p>
	<p>It would beneficial for the Emblaze to provide more after school activities for students.</p>
	<p>N/A</p>
	<p>N/a</p>
	<p>NA</p>
	<p>The school should provide anonymous surveys for staff members and students to evaluate the effectiveness of all staff, especially the new head of school</p>
	<p>n/a</p>
	<p>nothing</p>

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Academics

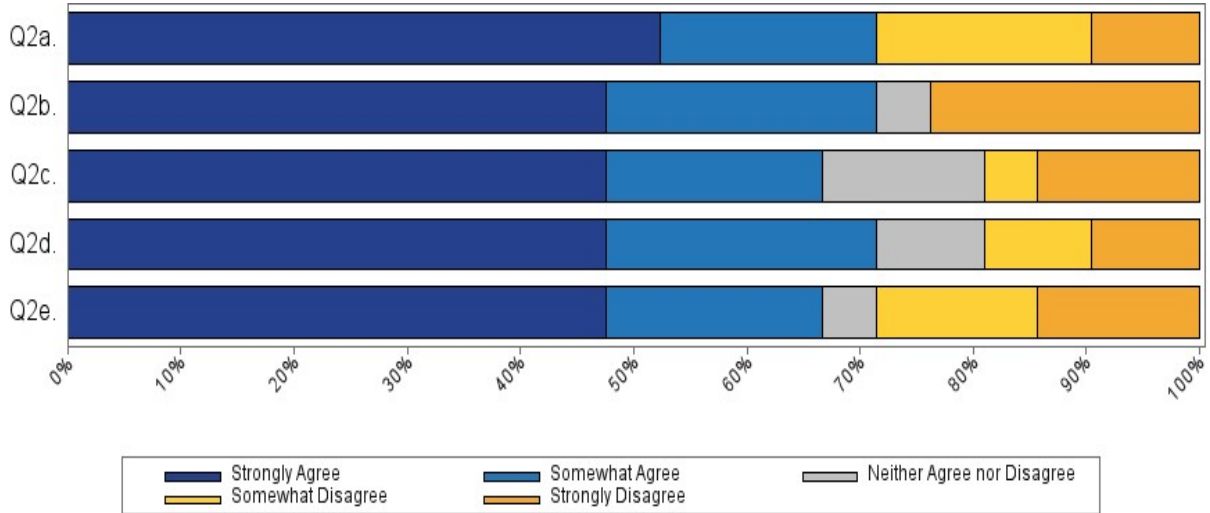


Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	57%	12	74%	4,204
	Somewhat Agree	24%	5	19%	1,080
	Neither Agree nor Disagree	10%	2	4%	225
	Somewhat Disagree	5%	1	2%	97
	Strongly Disagree	5%	1	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	62%	13	70%	3,988
	Somewhat Agree	14%	3	20%	1,166
	Neither Agree nor Disagree	14%	3	4%	254
	Somewhat Disagree	0%	0	3%	143
	Strongly Disagree	10%	2	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	Strongly Agree	57%	12	67%	3,790
	Somewhat Agree	19%	4	23%	1,335
	Neither Agree nor Disagree	5%	1	5%	309
	Somewhat Disagree	14%	3	3%	148
	Strongly Disagree	5%	1	2%	113

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Behavior Management and Safety

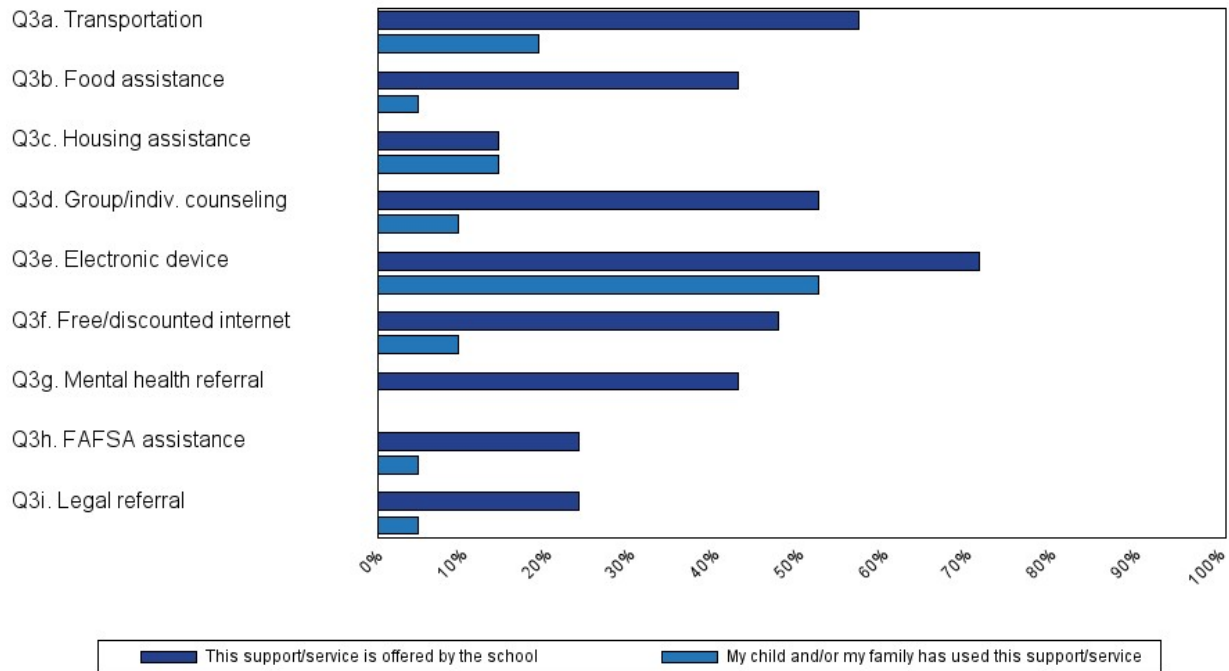


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	52%	11	68%	3,849
	Somewhat Agree	19%	4	18%	1,051
	Neither Agree nor Disagree	0%	0	8%	456
	Somewhat Disagree	19%	4	3%	173
	Strongly Disagree	10%	2	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	48%	10	63%	3,610
	Somewhat Agree	24%	5	19%	1,068
	Neither Agree nor Disagree	5%	1	10%	593
	Somewhat Disagree	0%	0	4%	205
	Strongly Disagree	24%	5	4%	219

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	48%	10	61%	3,481
	Somewhat Agree	19%	4	20%	1,132
	Neither Agree nor Disagree	14%	3	12%	703
	Somewhat Disagree	5%	1	3%	189
	Strongly Disagree	14%	3	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	48%	10	63%	3,610
	Somewhat Agree	24%	5	22%	1,233
	Neither Agree nor Disagree	10%	2	9%	498
	Somewhat Disagree	10%	2	3%	172
	Strongly Disagree	10%	2	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	48%	10	59%	3,372
	Somewhat Agree	19%	4	21%	1,183
	Neither Agree nor Disagree	5%	1	14%	809
	Somewhat Disagree	14%	3	3%	159
	Strongly Disagree	14%	3	3%	172

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Support Services



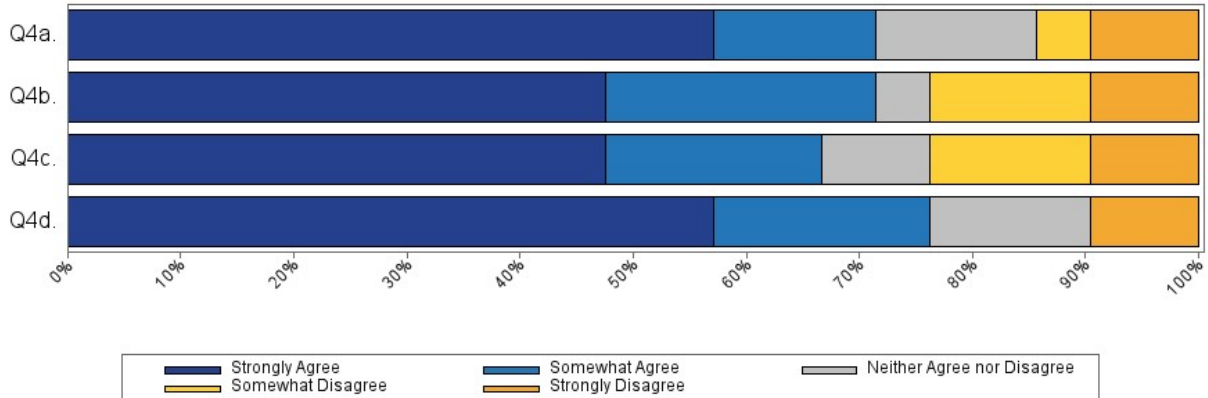
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	57%	12	68%	3,897
	My child and/or my family has used this support/service	19%	4	28%	1,601

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	43%	9	63%	3,572
	My child and/or my family has used this support/service	5%	1	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	14%	3	26%	1,475
	My child and/or my family has used this support/service	14%	3	8%	449
Q3d. Group/individ. counseling	This support/service is offered by the school	52%	11	56%	3,182
	My child and/or my family has used this support/service	10%	2	16%	905
Q3e. Electronic device	This support/service is offered by the school	71%	15	70%	3,986
	My child and/or my family has used this support/service	52%	11	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	48%	10	43%	2,429
	My child and/or my family has used this support/service	10%	2	14%	799
Q3g. Mental health referral	This support/service is offered by the school	43%	9	42%	2,366

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	0%	0	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	24%	5	34%	1,957
	My child and/or my family has used this support/service	5%	1	8%	470
Q3i. Legal referral	This support/service is offered by the school	24%	5	27%	1,523
	My child and/or my family has used this support/service	5%	1	5%	281

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Behavior Management

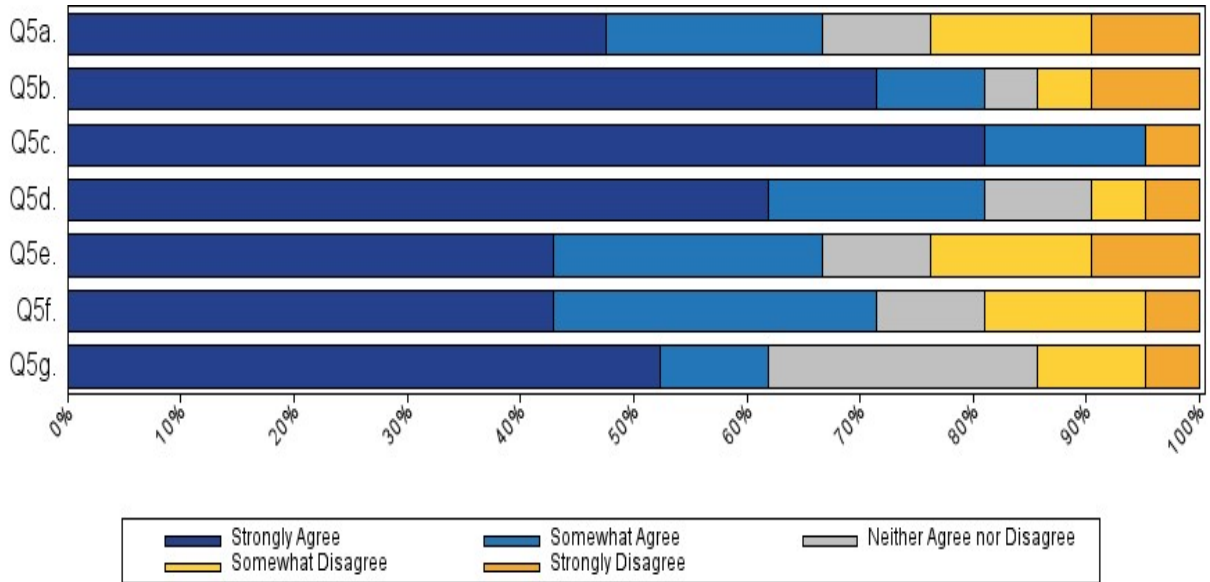


Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	57%	12	70%	3,988
	Somewhat Agree	14%	3	20%	1,160
	Neither Agree nor Disagree	14%	3	5%	296
	Somewhat Disagree	5%	1	3%	143
	Strongly Disagree	10%	2	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	48%	10	60%	3,406
	Somewhat Agree	24%	5	23%	1,293
	Neither Agree nor Disagree	5%	1	10%	546
	Somewhat Disagree	14%	3	4%	255
	Strongly Disagree	10%	2	3%	195

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	48%	10	59%	3,369
	Somewhat Agree	19%	4	24%	1,383
	Neither Agree nor Disagree	10%	2	10%	568
	Somewhat Disagree	14%	3	4%	221
	Strongly Disagree	10%	2	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	57%	12	71%	4,023
	Somewhat Agree	19%	4	20%	1,129
	Neither Agree nor Disagree	14%	3	7%	379
	Somewhat Disagree	0%	0	1%	84
	Strongly Disagree	10%	2	1%	80

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Family Engagement and Communication



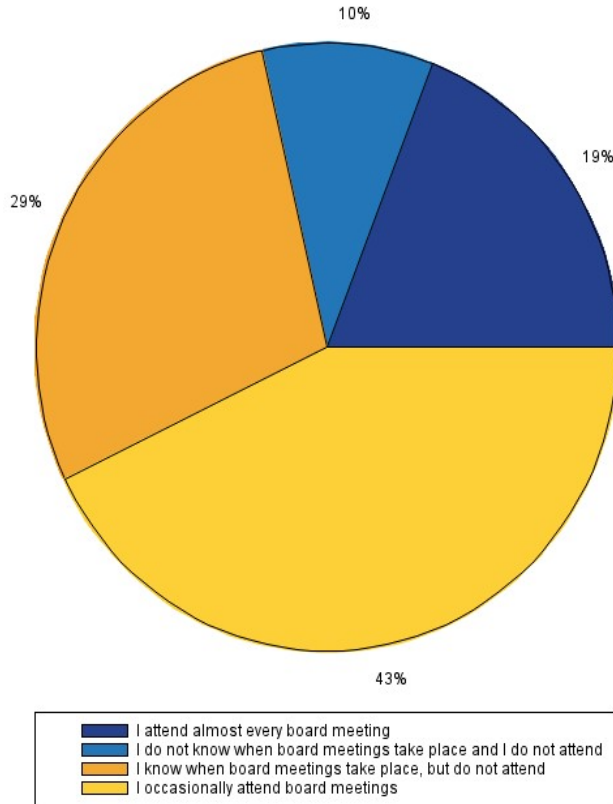
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	48%	10	63%	3,613
	Somewhat Agree	19%	4	21%	1,172
	Neither Agree nor Disagree	10%	2	10%	582
	Somewhat Disagree	14%	3	3%	175
	Strongly Disagree	10%	2	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	71%	15	74%	4,219
	Somewhat Agree	10%	2	16%	937
	Neither Agree nor Disagree	5%	1	4%	235
	Somewhat Disagree	5%	1	3%	157
	Strongly Disagree	10%	2	3%	147

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school uses many methods of communication with families.	Strongly Agree	81%	17	77%	4,411
	Somewhat Agree	14%	3	15%	875
	Neither Agree nor Disagree	0%	0	4%	213
	Somewhat Disagree	0%	0	2%	96
	Strongly Disagree	5%	1	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	62%	13	72%	4,123
	Somewhat Agree	19%	4	18%	1,003
	Neither Agree nor Disagree	10%	2	6%	324
	Somewhat Disagree	5%	1	2%	126
	Strongly Disagree	5%	1	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	43%	9	51%	2,911
	Somewhat Agree	24%	5	19%	1,055
	Neither Agree nor Disagree	10%	2	22%	1,271
	Somewhat Disagree	14%	3	4%	209
	Strongly Disagree	10%	2	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	43%	9	53%	3,016
	Somewhat Agree	29%	6	18%	1,018
	Neither Agree nor Disagree	10%	2	23%	1,295
	Somewhat Disagree	14%	3	3%	150
	Strongly Disagree	5%	1	4%	216

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	52%	11	51%	2,877
	Somewhat Agree	10%	2	19%	1,107
	Neither Agree nor Disagree	24%	5	20%	1,162
	Somewhat Disagree	10%	2	5%	261
	Strongly Disagree	5%	1	5%	288

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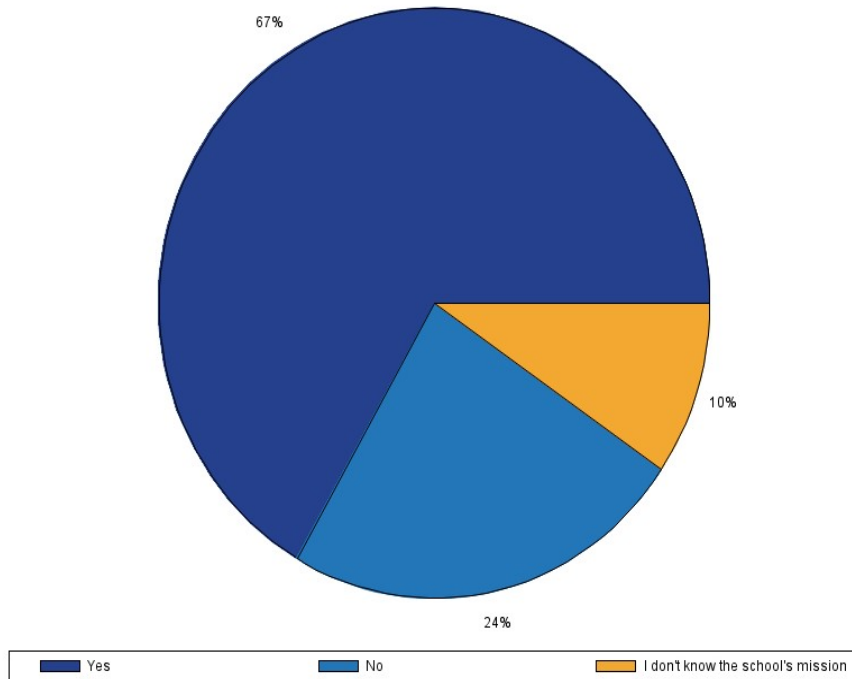
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?



Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	19%	4	14%	808
	I occasionally attend board meetings	43%	9	23%	1,314
	I know when board meetings take place, but do not attend	29%	6	35%	1,975
	I do not know when board meetings take place and I do not attend	10%	2	28%	1,598

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EMBLAZE ACADEMY CHARTER SCHOOL
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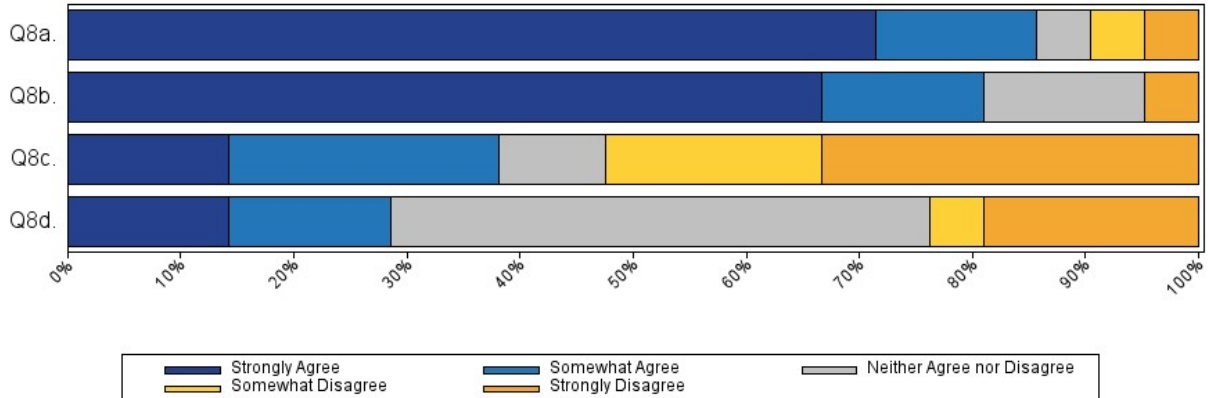
Q7. Do you feel the school is fulfilling its mission?



School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	67%	14	83%	4,724
	No	24%	5	6%	328
	I don't know the school's mission	10%	2	11%	643

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7% RESPONSE RATE

COVID-19 In-Person Learning Environment

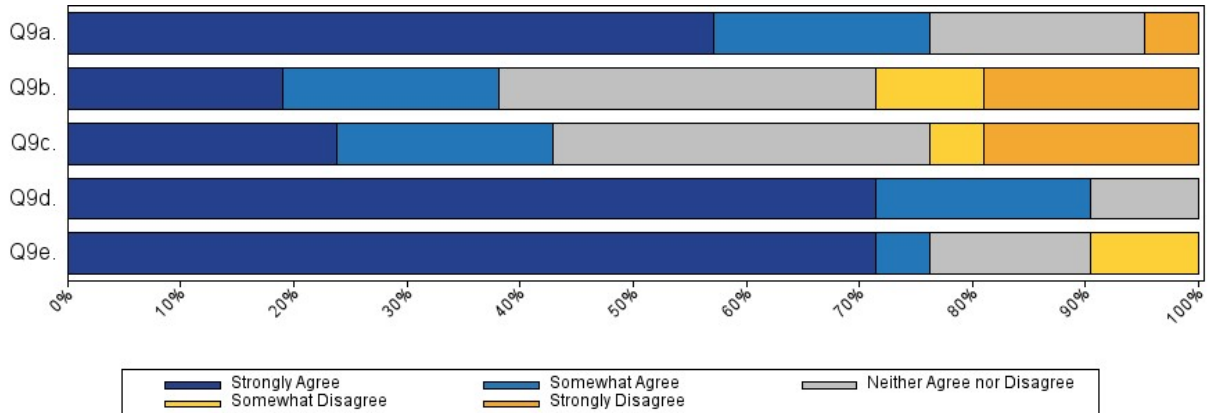


COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	71%	15	64%	3,665
	Somewhat Agree	14%	3	18%	1,042
	Neither Agree nor Disagree	5%	1	14%	798
	Somewhat Disagree	5%	1	2%	97
	Strongly Disagree	5%	1	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	67%	14	70%	3,979
	Somewhat Agree	14%	3	19%	1,060
	Neither Agree nor Disagree	14%	3	8%	457
	Somewhat Disagree	0%	0	2%	101
	Strongly Disagree	5%	1	2%	98

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	14%	3	14%	779
	Somewhat Agree	24%	5	12%	663
	Neither Agree nor Disagree	10%	2	14%	790
	Somewhat Disagree	19%	4	9%	523
	Strongly Disagree	33%	7	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	14%	3	19%	1,085
	Somewhat Agree	14%	3	21%	1,194
	Neither Agree nor Disagree	48%	10	24%	1,384
	Somewhat Disagree	5%	1	11%	623
	Strongly Disagree	19%	4	25%	1,409

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EMBLAZE ACADEMY CHARTER SCHOOL
21 RESPONSES
7% RESPONSE RATE

COVID-19 Remote Learning Environment

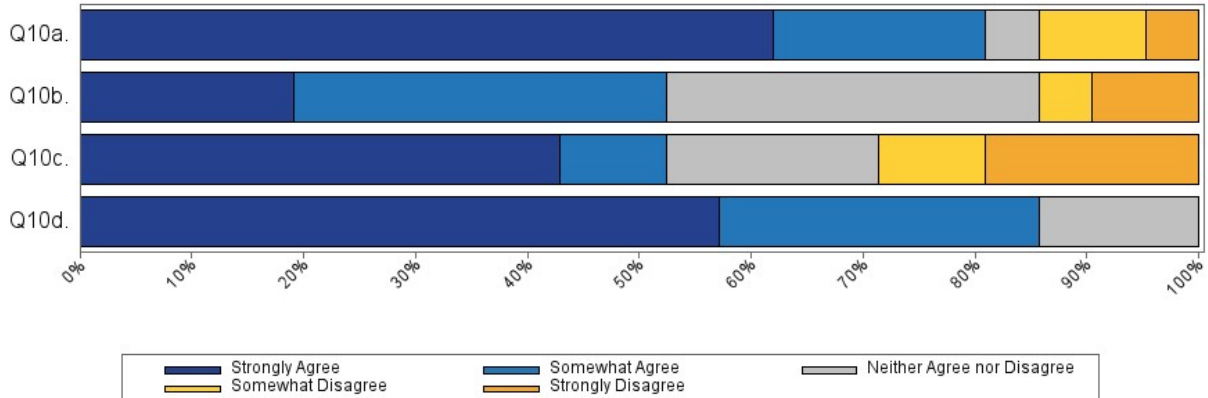


COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	57%	12	58%	3,325
	Somewhat Agree	19%	4	17%	943
	Neither Agree nor Disagree	19%	4	21%	1,204
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	5%	1	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	19%	4	26%	1,463
	Somewhat Agree	19%	4	16%	888
	Neither Agree nor Disagree	33%	7	24%	1,359
	Somewhat Disagree	10%	2	11%	603
	Strongly Disagree	19%	4	24%	1,382

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	24%	5	29%	1,657
	Somewhat Agree	19%	4	20%	1,153
	Neither Agree nor Disagree	33%	7	26%	1,500
	Somewhat Disagree	5%	1	8%	434
	Strongly Disagree	19%	4	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	71%	15	64%	3,669
	Somewhat Agree	19%	4	14%	824
	Neither Agree nor Disagree	10%	2	16%	939
	Somewhat Disagree	0%	0	2%	142
	Strongly Disagree	0%	0	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	71%	15	73%	4,151
	Somewhat Agree	5%	1	10%	585
	Neither Agree nor Disagree	14%	3	14%	814
	Somewhat Disagree	10%	2	1%	57
	Strongly Disagree	0%	0	2%	88

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EMBLAZE ACADEMY CHARTER SCHOOL
21 RESPONSES
7% RESPONSE RATE

COVID-19 Learning Environment



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	62%	13	66%	3,744
	Somewhat Agree	19%	4	24%	1,354
	Neither Agree nor Disagree	5%	1	6%	335
	Somewhat Disagree	10%	2	3%	165
	Strongly Disagree	5%	1	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	19%	4	32%	1,812
	Somewhat Agree	33%	7	25%	1,437
	Neither Agree nor Disagree	33%	7	23%	1,332
	Somewhat Disagree	5%	1	11%	621
	Strongly Disagree	10%	2	9%	493

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	43%	9	27%	1,564
	Somewhat Agree	10%	2	18%	1,028
	Neither Agree nor Disagree	19%	4	17%	947
	Somewhat Disagree	10%	2	14%	771
	Strongly Disagree	19%	4	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	57%	12	48%	2,721
	Somewhat Agree	29%	6	24%	1,389
	Neither Agree nor Disagree	14%	3	19%	1,075
	Somewhat Disagree	0%	0	5%	284
	Strongly Disagree	0%	0	4%	226

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EMBLAZE ACADEMY CHARTER SCHOOL
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Q11. Why did you choose this school for your child to attend?

Question Answer
Was referred by close friend who has a child going there
There academics is remarkable. They really engage with the students. I love there teaching skills.
I felt that the school had great principal and would follow through on my child's IEP. From 2020 the expectations for students decrease, heavy teacher turnover , lack of resources and assistance for the first graduation classes. People in positions that had no experience or expertise and did not want to seek answers, lack of response to parents questions. Lot of changes in schedules. Also students IEPs were not honor and followed through. School need help in setting up a SETTs program for their size.
Because its a charter school. I also read their reviews and I liked it myself and its also near home
A well known Acquaintance child also goes here
I chose this school 4 years ago and it was the best charter school with the best mission however they dropped the ball. They have no consistency of teachers. The eighth-graders in every subject has had a teacher come and go. How are the students able to build trust with a teacher if they are not there long enough to even give grades because they do not last a whole trimester? They got rid of their dean and did not explain as to why nor did they care how it would affect the students. Teachers want to be friends but when they are not having a good day want to tell students to know their place in the class. This is WAS a great school but the staff and administration are NOT doing what they need to. They have allowed this school to fall into bullying, harassment of students, and fights in the classrooms. It is no longer a safe place to send your child. It has become a regular public school.
It's the best school
*Because it has a very fast learning and because the school its rule are good with tute they have repeto good education and are well outside with the buli they hurry so that the children learn and know how to continue acia ahead with their learning repeto to others and value for my is an exceptional brief meets all the requirements that in verda we parents need for our education and learning thanks of my part for that great work that they gave to my son in his stay in the school that god sells them all in the school teachers counselor secretary director the fourth of cleaning in fin to all the staff thanks for your time dedication Apollo more in this time so difficult that we are going through I give 100%100 in its entirety thanks in gratitude Mrs. teresa stubbs
Because I heard it was a good school and I am glad I chose it because I love it my daughter does excellent in this school .
Very good school
*My family recommended me that it is the best
I choose this school for my daughter because I thought that it was different from public schools, I was impressed that it gave a more rounded education with choices for electives and other clubs in school, it was smaller and had a strong emphasis on academics at the time I enrolled my child.
It was the only charter school that accepted admission within a somewhat reasonable distance.
Is the best school I have my child on..Jonathan has learning problem with reading, mathematics and writing and is be the best support for my son helpI love Emblanze academy
I read feedbacks on this school. I went and visited the school. I love it
Was convenient for me.
*I chose it because the education system is superior to that of regular schools.

NYSED CSO Parent Survey 2022
EMBLAZE ACADEMY CHARTER SCHOOL
21 RESPONSES
7% RESPONSE RATE

Q11. Why did you choose this school for your child to attend?

Question Answer
*The first year my son attended was Remote 2020-2021 and everything was fine as far as apprenticeship was concerned. Once she attended this year in person it has been a torment and constant fear for my son's physical and emotional safety. This school has a high lack of control in discipline and within aggressions, intimidation, offenses and Bullying happen to an extreme degree. Given this situation, the staff does nothing and on the contrary the actions they take do not stop this indiscipline at all. There are many mothers who have asked you to please put more surveillance in the bathrooms, corridors, classrooms and recreation areas ... but everything has remained the same. That's why I made the decision to take my student out of that school.
Been in emblaze since the beginning, it's an amazing school. After covid/remote learning and kids going through there puberty, it's been tough with kids behavior but they pull through. School used to be more hands on with parents and more activities/ extracurricular

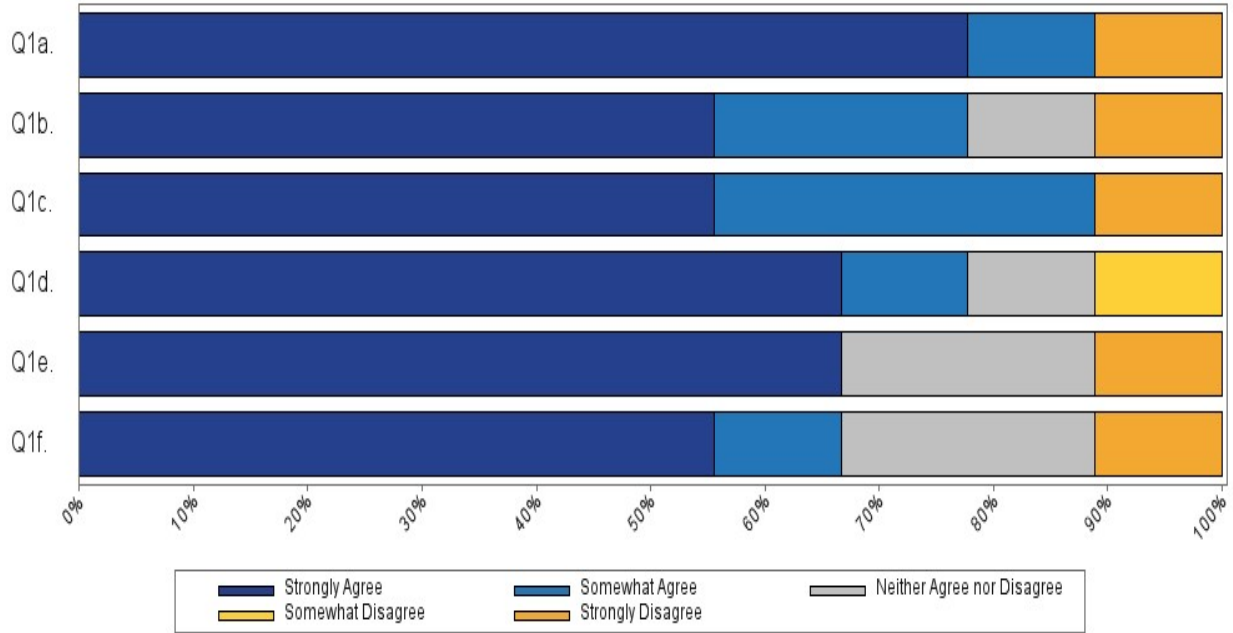
NYSED CSO Parent Survey 2022
EMBLAZE ACADEMY CHARTER SCHOOL
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7% RESPONSE RATE

Q12. Do you have any additional comments or concerns regarding this school?

Question Answer
They were really good the went down hill after move to new build and the Principal left, staff needed more support and people with expertise with students transitioning to high school.
No comment so far he has been proforming at a high standard
*I have no comment because for my school is perfect covers all the requirements that children need a good healthy education and conduct at a professional level
*She will now be pleased with the method you use to guide my little girl, thank you.
*I suggest that this school implement norms or rules of disciplines and force all students and teacher staff to comply with them equally. Within the school there are actions that teachers ignore or simply do not care about, thus encouraging physical and emotional abuse towards the weakest or with different education.
Emblaze just needs to add algebra for future 8th graders as most 8gr schools offer it, but because it's not DOE list they didn't add it, I loved emblaze because they went more then just follow the DOE for public school listing. I hope they get a chance to change it back. But I'm still great full for emblaze, my child has flourished because of emblaze and I wouldn't change that.
From my understanding of what my child tells me, there are absolutely no rules for preventing spread of Covid, bullying and favoritism is really high, and my experience is that the staff never respond to messages via Parent Square.
I am highly disappointed in the performance of this school. It is nothing like what I wanted for my child. I understand that during Covid things were a challenge, and overall the school did well to provide my child with a quality education considering everything, but I also put in a lot of time and effort to make sure that my child did their absolutely best with what they were dealing with. When the school returned to in person learning it went completely downhill. Beloved knowledgeable teachers left the school, they hired second rate instructors that seem to only be there for a pay check that complain and yell at the kids for the smallest of things. They have people running the school that are not qualified with no advanced education degrees and that are constantly out or taking leaves of absences why the school runs ragged. Incidents happen with staff in the school that are inappropriate with students and they were never addressed, instead the staff was praised since they were loved by many and those that made the complaints have been bullied buy other staff and students. You have teachers that have posted inappropriate videos on tick toc or other platforms with students able to readily access them but are told to adhere to "RISE" values that make them better "students" its hypocritical at best. It's very sad as a parent when you had such high expectations for a school and it ends up with your child not even wanting to attend, I could go on as the list is numerous, but at the end of the day I just want my child to recieve a good quality education that was promised, not the current dramatic bs that has gone on for most of this year. The one thing my child has done was made a lot of friends, that is what keeps her going back to the school day after day. I am not sure we will return next year as I am thoroughly disappointed at this point, and i really wish the school would show more intrested in working with parents to make changes for the school to become a better place for everyone, instead time is spent on planning all the activities for the graduating 8th graders??
I would never recommend this school to any family. They need to get rid if the entire staff and administration and start new.

NYSED CSO Teacher Survey 2022
EMBLAZE ACADEMY CHARTER SCHOOL
9 RESPONSES
27% RESPONSE RATE

Curriculum

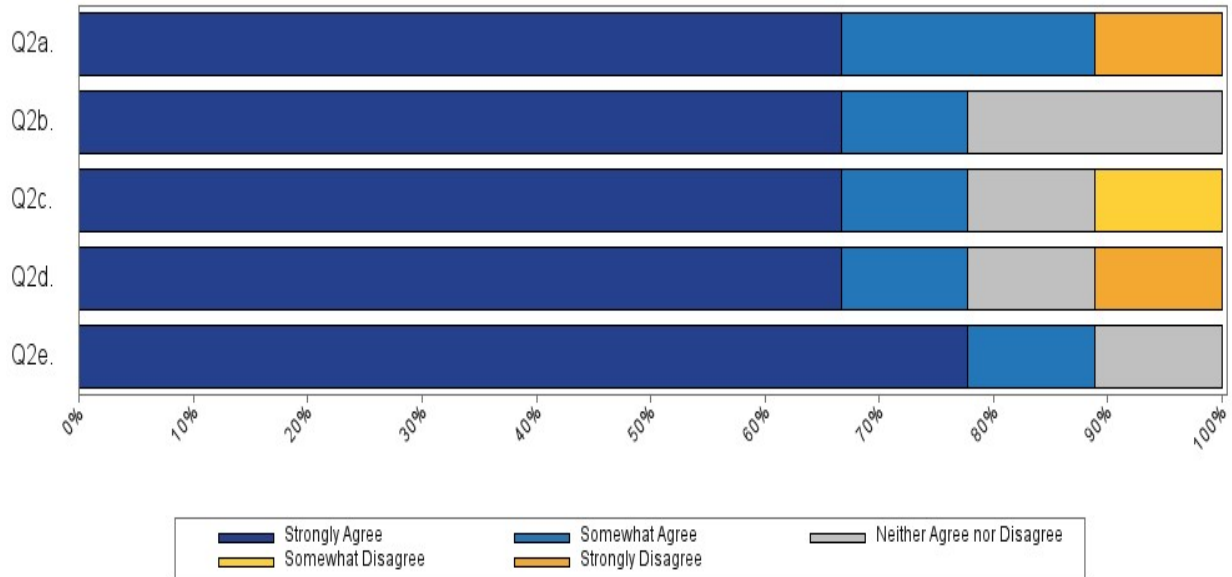


Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	78%	7	68%	1,310
	Somewhat Agree	11%	1	24%	460
	Neither Agree nor Disagree	0%	0	4%	74
	Somewhat Disagree	0%	0	3%	49
	Strongly Disagree	11%	1	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	56%	5	58%	1,113
	Somewhat Agree	22%	2	26%	506
	Neither Agree nor Disagree	11%	1	10%	190
	Somewhat Disagree	0%	0	4%	82
	Strongly Disagree	11%	1	2%	40

Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	56%	5	51%	978
	Somewhat Agree	33%	3	32%	612
	Neither Agree nor Disagree	0%	0	11%	212
	Somewhat Disagree	0%	0	4%	85
	Strongly Disagree	11%	1	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	67%	6	50%	975
	Somewhat Agree	11%	1	34%	651
	Neither Agree nor Disagree	11%	1	8%	146
	Somewhat Disagree	11%	1	5%	106
	Strongly Disagree	0%	0	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	67%	6	50%	966
	Somewhat Agree	0%	0	28%	545
	Neither Agree nor Disagree	22%	2	11%	222
	Somewhat Disagree	0%	0	7%	127
	Strongly Disagree	11%	1	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	56%	5	35%	683
	Somewhat Agree	11%	1	30%	574
	Neither Agree nor Disagree	22%	2	23%	436
	Somewhat Disagree	0%	0	7%	136
	Strongly Disagree	11%	1	5%	102

NYSED CSO Teacher Survey 2022
EMBLAZE ACADEMY CHARTER SCHOOL
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27% RESPONSE RATE

Instruction

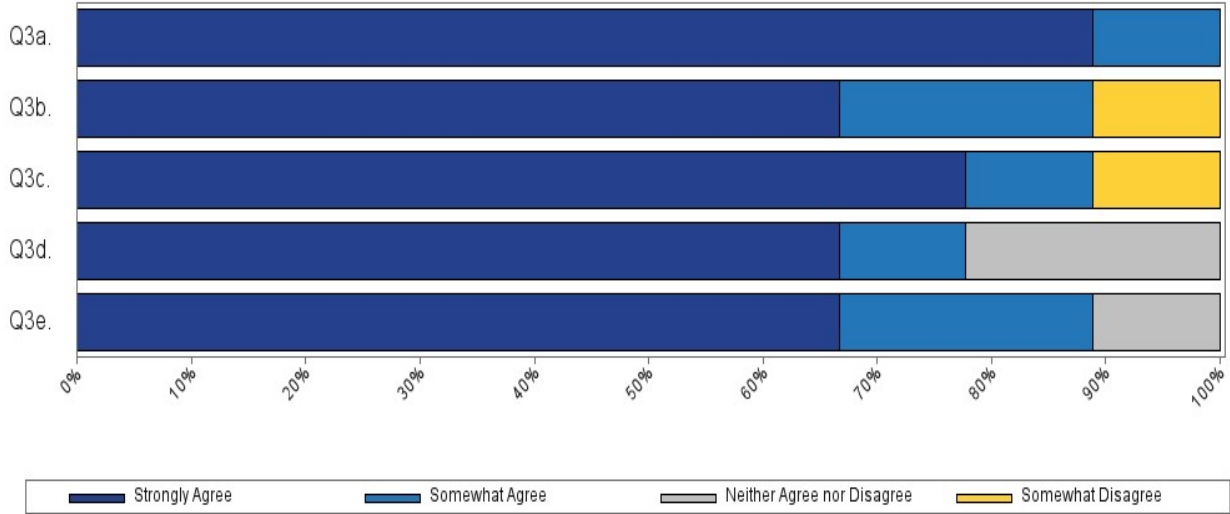


Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	67%	6	54%	1,038
	Somewhat Agree	22%	2	34%	653
	Neither Agree nor Disagree	0%	0	4%	86
	Somewhat Disagree	0%	0	6%	113
	Strongly Disagree	11%	1	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	67%	6	52%	1,008
	Somewhat Agree	11%	1	36%	691
	Neither Agree nor Disagree	22%	2	6%	114
	Somewhat Disagree	0%	0	5%	94
	Strongly Disagree	0%	0	1%	24

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	67%	6	52%	999
	Somewhat Agree	11%	1	34%	654
	Neither Agree nor Disagree	11%	1	6%	124
	Somewhat Disagree	11%	1	6%	115
	Strongly Disagree	0%	0	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	67%	6	48%	922
	Somewhat Agree	11%	1	30%	570
	Neither Agree nor Disagree	11%	1	9%	170
	Somewhat Disagree	0%	0	8%	162
	Strongly Disagree	11%	1	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	78%	7	53%	1,022
	Somewhat Agree	11%	1	29%	566
	Neither Agree nor Disagree	11%	1	8%	159
	Somewhat Disagree	0%	0	6%	114
	Strongly Disagree	0%	0	4%	70

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EMBLAZE ACADEMY CHARTER SCHOOL
9 RESPONSES
27% RESPONSE RATE

Assessment and Program Evaluation

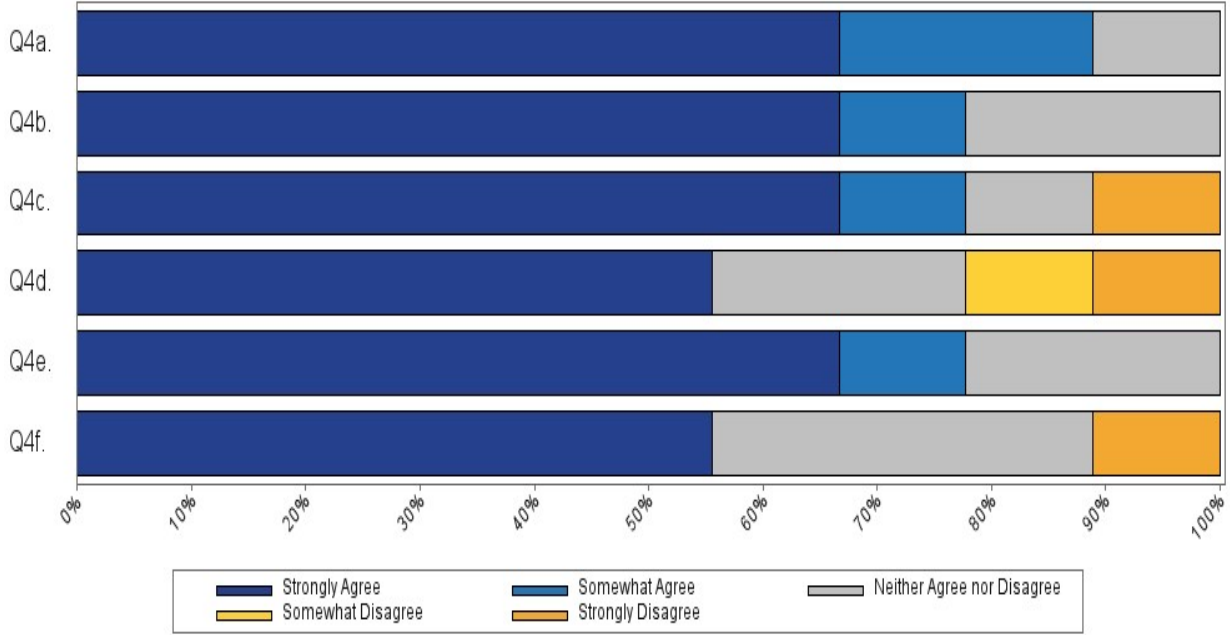


Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	89%	8	66%	1,267
	Somewhat Agree	11%	1	27%	522
	Neither Agree nor Disagree	0%	0	5%	88
	Somewhat Disagree	0%	0	2%	37
	Strongly Disagree	0%	0	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	6	62%	1,200
	Somewhat Agree	22%	2	28%	532
	Neither Agree nor Disagree	0%	0	6%	125
	Somewhat Disagree	11%	1	3%	50
	Strongly Disagree	0%	0	1%	24

Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	78%	7	58%	1,129
	Somewhat Agree	11%	1	29%	555
	Neither Agree nor Disagree	0%	0	7%	134
	Somewhat Disagree	11%	1	5%	87
	Strongly Disagree	0%	0	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	67%	6	50%	964
	Somewhat Agree	11%	1	30%	583
	Neither Agree nor Disagree	22%	2	11%	218
	Somewhat Disagree	0%	0	7%	126
	Strongly Disagree	0%	0	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	67%	6	59%	1,144
	Somewhat Agree	22%	2	28%	532
	Neither Agree nor Disagree	11%	1	8%	156
	Somewhat Disagree	0%	0	4%	69
	Strongly Disagree	0%	0	2%	30

NYSED CSO Teacher Survey 2022
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27% RESPONSE RATE

Supports for Diverse Learners

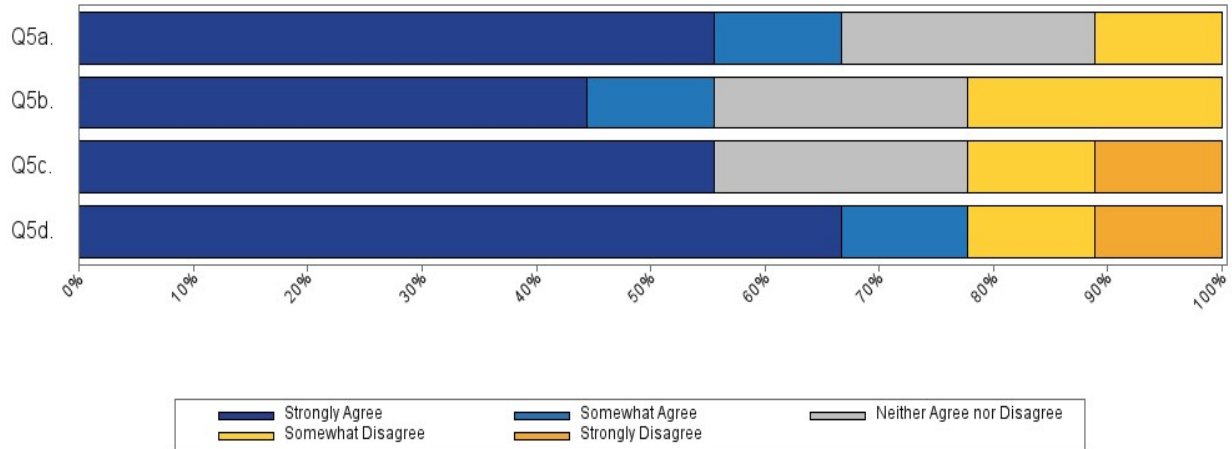


Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	67%	6	62%	1,194
	Somewhat Agree	22%	2	20%	391
	Neither Agree nor Disagree	11%	1	14%	262
	Somewhat Disagree	0%	0	3%	55
	Strongly Disagree	0%	0	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	67%	6	61%	1,181
	Somewhat Agree	11%	1	20%	393
	Neither Agree nor Disagree	22%	2	15%	286
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	0%	0	1%	21

Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	67%	6	56%	1,079
	Somewhat Agree	11%	1	27%	516
	Neither Agree nor Disagree	11%	1	9%	172
	Somewhat Disagree	0%	0	6%	115
	Strongly Disagree	11%	1	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	56%	5	55%	1,053
	Somewhat Agree	0%	0	26%	511
	Neither Agree nor Disagree	22%	2	10%	200
	Somewhat Disagree	11%	1	6%	117
	Strongly Disagree	11%	1	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	67%	6	61%	1,169
	Somewhat Agree	11%	1	25%	477
	Neither Agree nor Disagree	22%	2	10%	201
	Somewhat Disagree	0%	0	3%	59
	Strongly Disagree	0%	0	1%	25
Q4f. 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.	Strongly Agree	56%	5	54%	1,050
	Somewhat Agree	0%	0	28%	533
	Neither Agree nor Disagree	33%	3	9%	183
	Somewhat Disagree	0%	0	6%	110
	Strongly Disagree	11%	1	3%	55

NYSED CSO Teacher Survey 2022
EMBLAZE ACADEMY CHARTER SCHOOL
9 RESPONSES
27% RESPONSE RATE

Measures of Culture, Climate, and Student Engagement

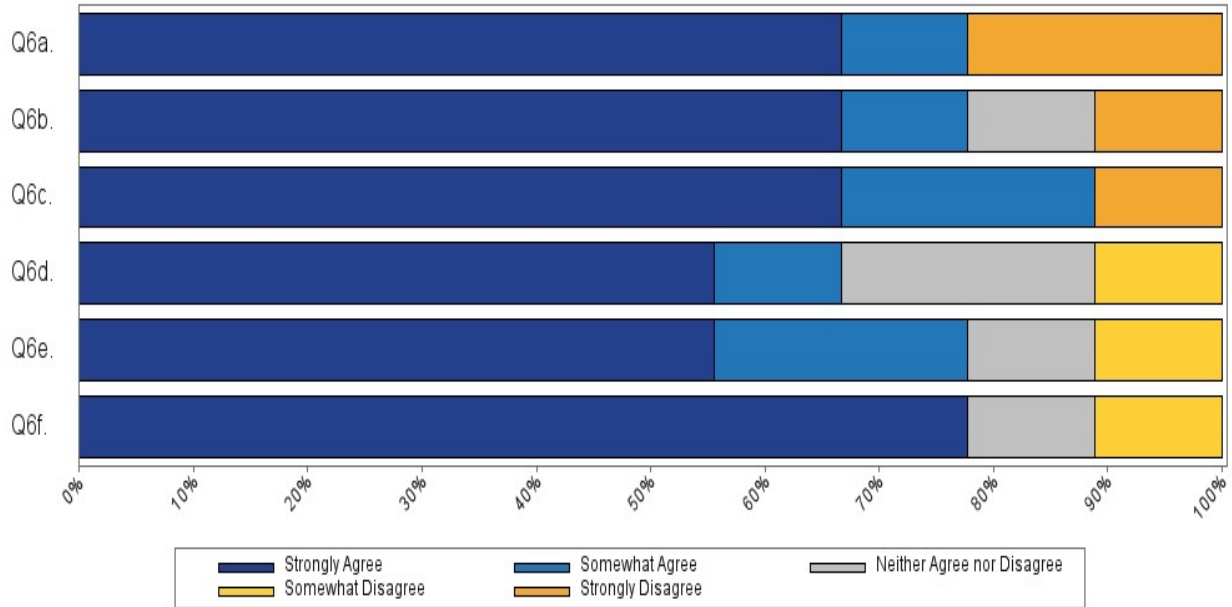


Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	56%	5	38%	725
	Somewhat Agree	11%	1	30%	577
	Neither Agree nor Disagree	22%	2	12%	238
	Somewhat Disagree	11%	1	12%	225
	Strongly Disagree	0%	0	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	44%	4	24%	456
	Somewhat Agree	11%	1	27%	512
	Neither Agree nor Disagree	22%	2	15%	293
	Somewhat Disagree	22%	2	21%	405
	Strongly Disagree	0%	0	14%	265

Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5c. 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.	Strongly Agree	56%	5	37%	717
	Somewhat Agree	0%	0	29%	569
	Neither Agree nor Disagree	22%	2	21%	407
	Somewhat Disagree	11%	1	7%	141
	Strongly Disagree	11%	1	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	67%	6	38%	738
	Somewhat Agree	11%	1	31%	589
	Neither Agree nor Disagree	0%	0	16%	306
	Somewhat Disagree	11%	1	8%	161
	Strongly Disagree	11%	1	7%	137

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EMBLAZE ACADEMY CHARTER SCHOOL
9 RESPONSES
27% RESPONSE RATE

Behavior Management and Safety

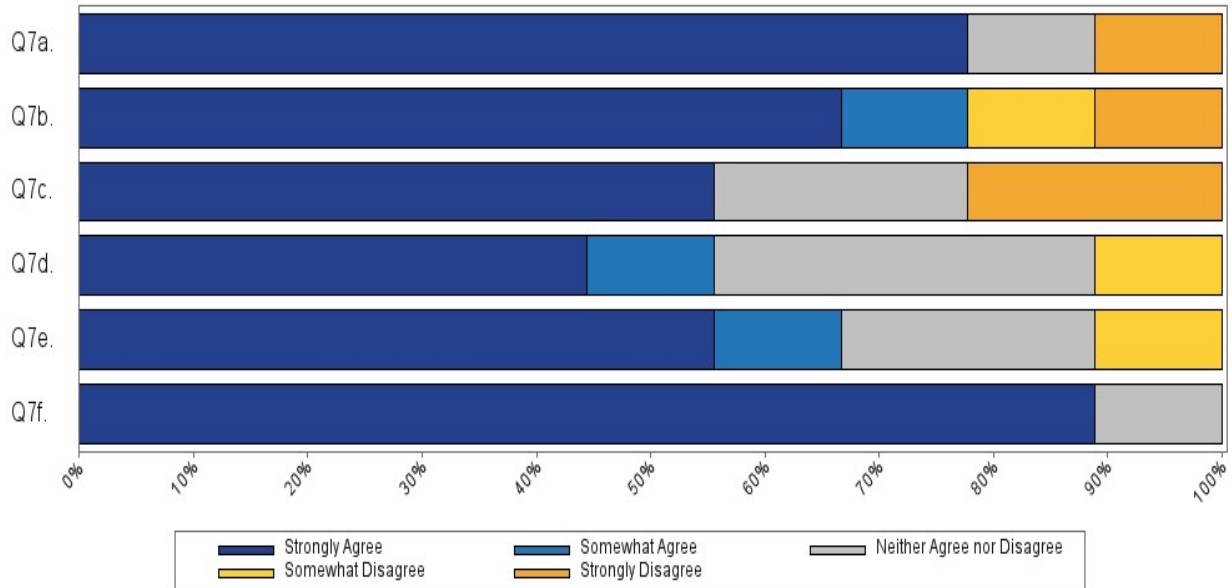


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	67%	6	35%	674
	Somewhat Agree	11%	1	30%	580
	Neither Agree nor Disagree	0%	0	10%	190
	Somewhat Disagree	0%	0	14%	270
	Strongly Disagree	22%	2	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	67%	6	39%	751
	Somewhat Agree	11%	1	26%	509
	Neither Agree nor Disagree	11%	1	13%	257
	Somewhat Disagree	0%	0	13%	256
	Strongly Disagree	11%	1	8%	158

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6	28%	545
	Somewhat Agree	22%	2	30%	581
	Neither Agree nor Disagree	0%	0	13%	244
	Somewhat Disagree	0%	0	18%	352
	Strongly Disagree	11%	1	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	56%	5	33%	641
	Somewhat Agree	11%	1	26%	509
	Neither Agree nor Disagree	22%	2	16%	310
	Somewhat Disagree	11%	1	14%	273
	Strongly Disagree	0%	0	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	56%	5	42%	818
	Somewhat Agree	22%	2	32%	617
	Neither Agree nor Disagree	11%	1	11%	209
	Somewhat Disagree	11%	1	9%	181
	Strongly Disagree	0%	0	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	78%	7	42%	811
	Somewhat Agree	0%	0	33%	628
	Neither Agree nor Disagree	11%	1	14%	265
	Somewhat Disagree	11%	1	8%	145
	Strongly Disagree	0%	0	4%	82

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EMBLAZE ACADEMY CHARTER SCHOOL
9 RESPONSES
27% RESPONSE RATE

Behavior Management and Safety

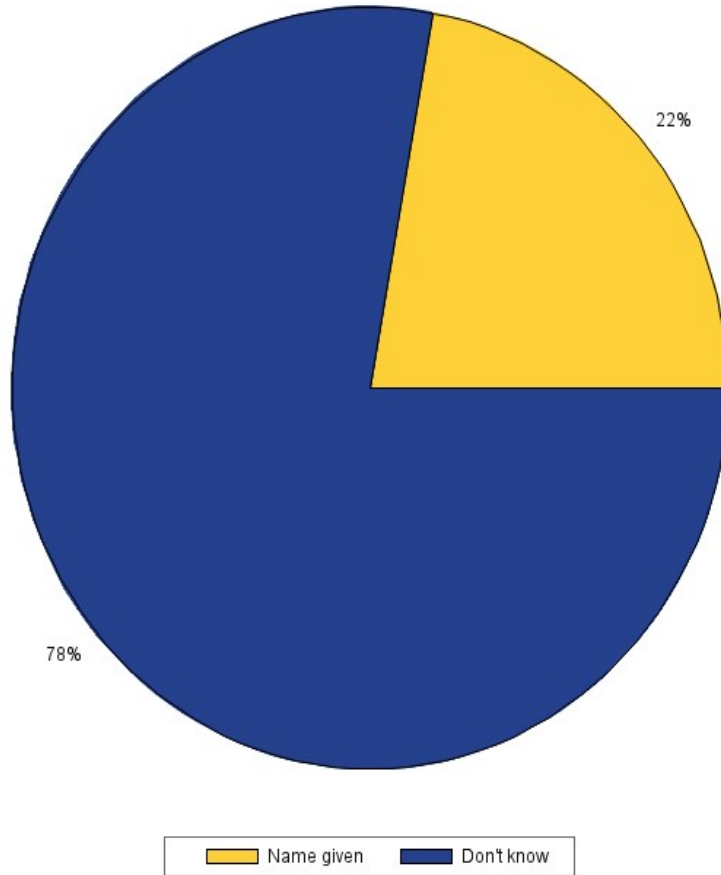


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	78%	7	60%	1,162
	Somewhat Agree	0%	0	27%	523
	Neither Agree nor Disagree	11%	1	5%	103
	Somewhat Disagree	0%	0	5%	104
	Strongly Disagree	11%	1	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	67%	6	49%	945
	Somewhat Agree	11%	1	30%	586
	Neither Agree nor Disagree	0%	0	8%	155
	Somewhat Disagree	11%	1	9%	165
	Strongly Disagree	11%	1	4%	80

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	56%	5	38%	741
	Somewhat Agree	0%	0	34%	654
	Neither Agree nor Disagree	22%	2	9%	180
	Somewhat Disagree	0%	0	12%	233
	Strongly Disagree	22%	2	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	44%	4	47%	899
	Somewhat Agree	11%	1	30%	570
	Neither Agree nor Disagree	33%	3	9%	171
	Somewhat Disagree	11%	1	10%	194
	Strongly Disagree	0%	0	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	56%	5	55%	1,062
	Somewhat Agree	11%	1	33%	637
	Neither Agree nor Disagree	22%	2	7%	126
	Somewhat Disagree	11%	1	4%	79
	Strongly Disagree	0%	0	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	89%	8	48%	933
	Somewhat Agree	0%	0	31%	598
	Neither Agree nor Disagree	11%	1	9%	174
	Somewhat Disagree	0%	0	8%	149
	Strongly Disagree	0%	0	4%	77

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EMBLAZE ACADEMY CHARTER SCHOOL
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27% RESPONSE RATE

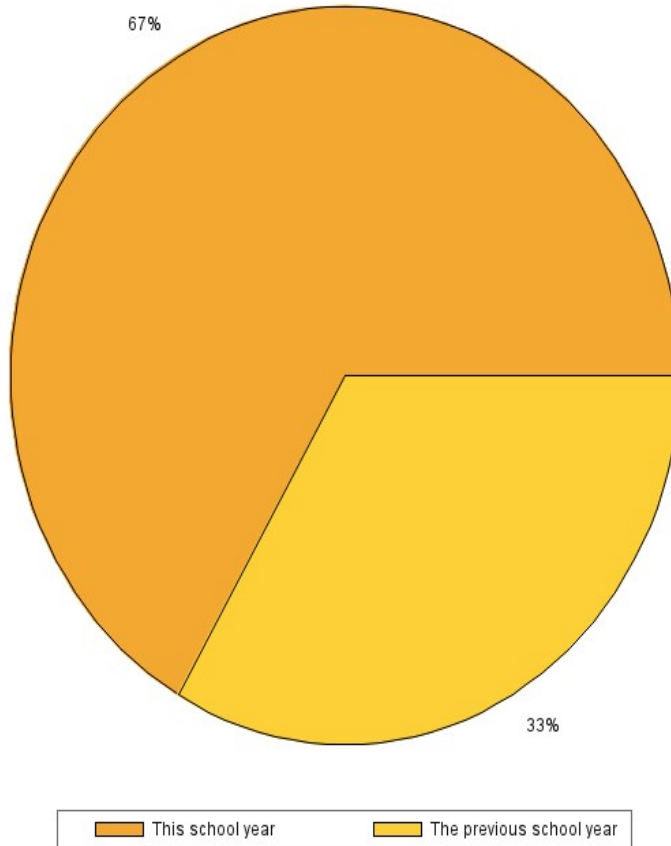
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	22%	2	59%	1,144
	Don't know	78%	7	41%	787

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EMBLAZE ACADEMY CHARTER SCHOOL
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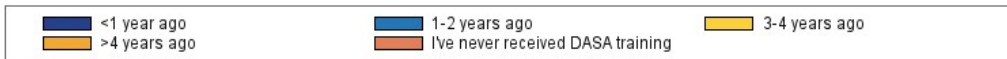
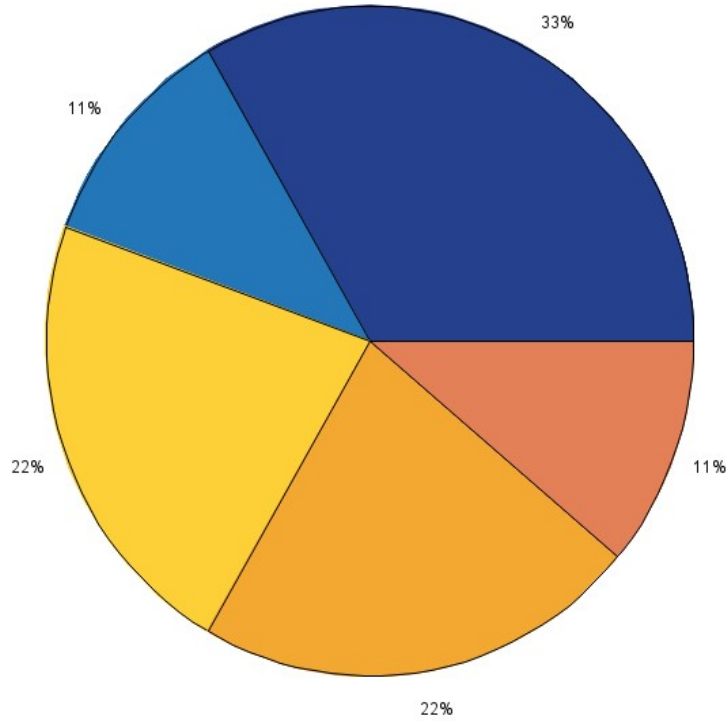
Q9. When is the last time you received a copy of the school's DASA policy?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	67%	6	62%	1,204
	The previous school year	0%	0	9%	176
	Prior to the previous school year	0%	0	6%	117
	I'm not aware of any DASA policy	33%	3	22%	434

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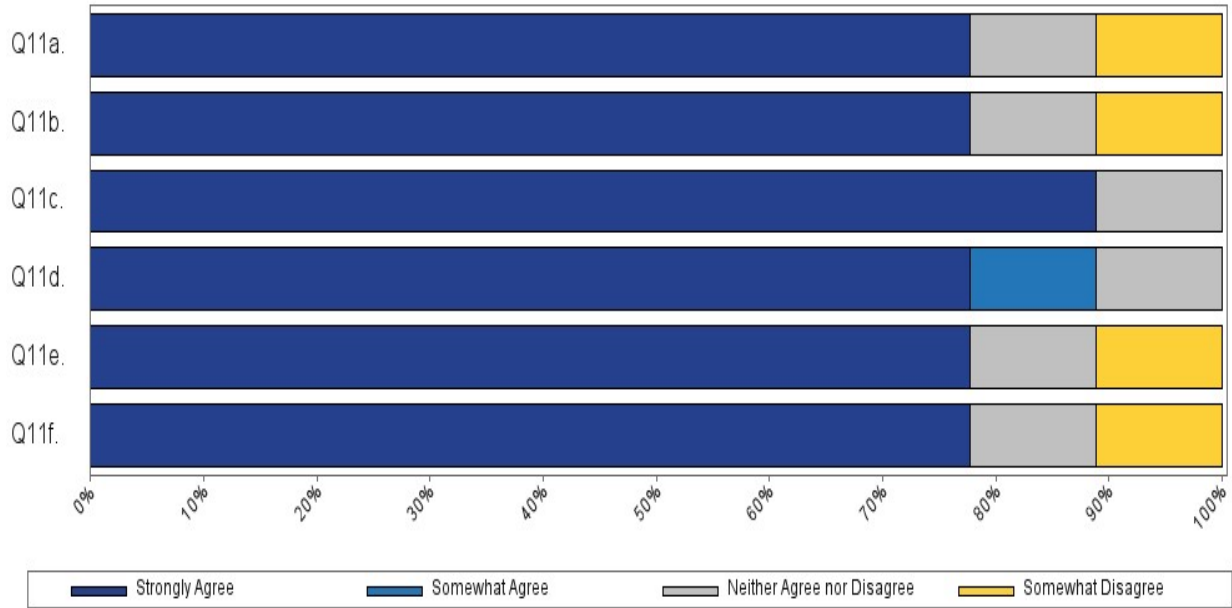
Q10. When is the last time you received DASA training?



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q10. When is the last time you received DASA training?	<1 year ago	33%	3	48%	927
	1-2 years ago	11%	1	21%	399
	3-4 years ago	22%	2	10%	193
	>4 years ago	22%	2	10%	195
	I've never received DASA training	11%	1	11%	217

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EMBLAZE ACADEMY CHARTER SCHOOL
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Family Engagement and Communication

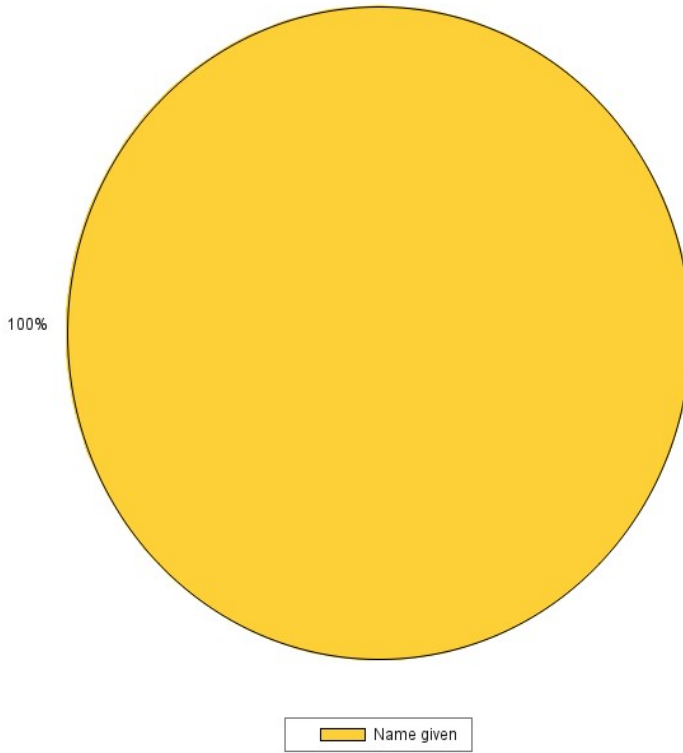


Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	78%	7	50%	961
	Somewhat Agree	0%	0	30%	585
	Neither Agree nor Disagree	11%	1	11%	214
	Somewhat Disagree	11%	1	6%	117
	Strongly Disagree	0%	0	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	78%	7	57%	1,100
	Somewhat Agree	0%	0	31%	601
	Neither Agree nor Disagree	11%	1	7%	135
	Somewhat Disagree	11%	1	3%	60
	Strongly Disagree	0%	0	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	89%	8	67%	1,295
	Somewhat Agree	0%	0	26%	511
	Neither Agree nor Disagree	11%	1	4%	79
	Somewhat Disagree	0%	0	1%	26
	Strongly Disagree	0%	0	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	78%	7	56%	1,088
	Somewhat Agree	11%	1	29%	567
	Neither Agree nor Disagree	11%	1	10%	196
	Somewhat Disagree	0%	0	3%	54
	Strongly Disagree	0%	0	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	78%	7	52%	996
	Somewhat Agree	0%	0	30%	572
	Neither Agree nor Disagree	11%	1	12%	240
	Somewhat Disagree	11%	1	4%	82
	Strongly Disagree	0%	0	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	78%	7	45%	873
	Somewhat Agree	0%	0	23%	448
	Neither Agree nor Disagree	11%	1	25%	484
	Somewhat Disagree	11%	1	4%	80
	Strongly Disagree	0%	0	2%	46

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EMBLAZE ACADEMY CHARTER SCHOOL
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27% RESPONSE RATE

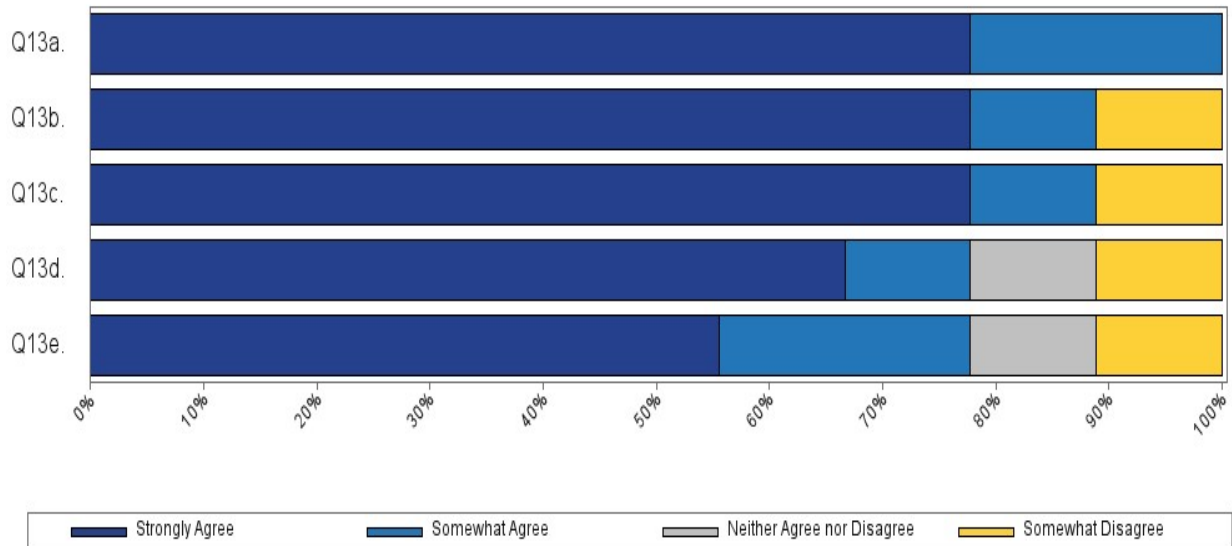
Q12. What is the name of your school's McKinney-Vento Coordinator?



McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	0%	0	40%	780
	Don't know	100%	9	60%	1,151

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27% RESPONSE RATE

Social-Emotional and Mental Health Support

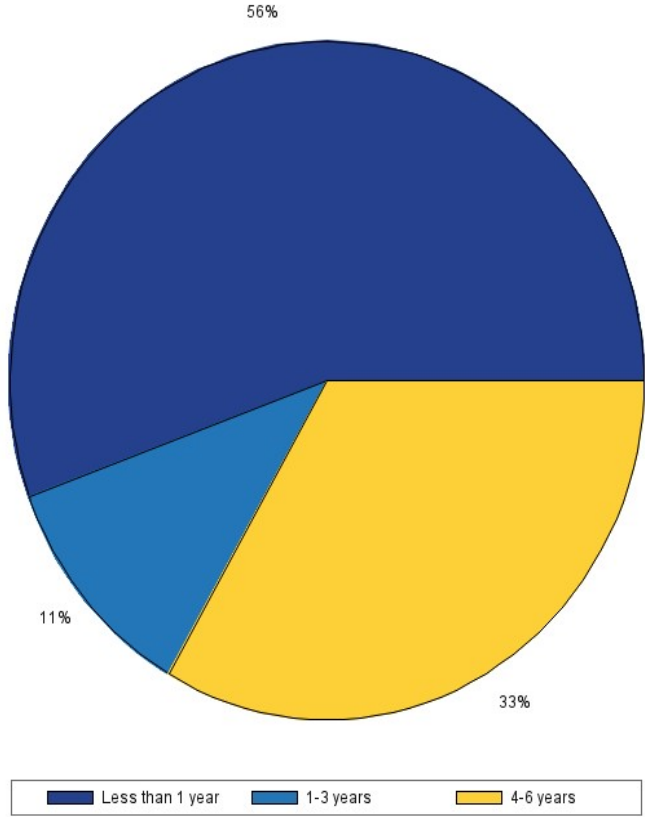


Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	78%	7	53%	1,023
	Somewhat Agree	22%	2	32%	618
	Neither Agree nor Disagree	0%	0	6%	111
	Somewhat Disagree	0%	0	6%	122
	Strongly Disagree	0%	0	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	78%	7	43%	831
	Somewhat Agree	11%	1	29%	552
	Neither Agree nor Disagree	0%	0	16%	314
	Somewhat Disagree	0%	0	8%	155
	Strongly Disagree	11%	1	4%	79

Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	78%	7	43%	829
	Somewhat Agree	11%	1	27%	526
	Neither Agree nor Disagree	0%	0	18%	352
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	11%	1	4%	79
Q13d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	67%	6	46%	892
	Somewhat Agree	11%	1	30%	583
	Neither Agree nor Disagree	11%	1	10%	202
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	11%	1	6%	109
Q13e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	56%	5	36%	688
	Somewhat Agree	22%	2	20%	392
	Neither Agree nor Disagree	11%	1	35%	676
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	11%	1	5%	97

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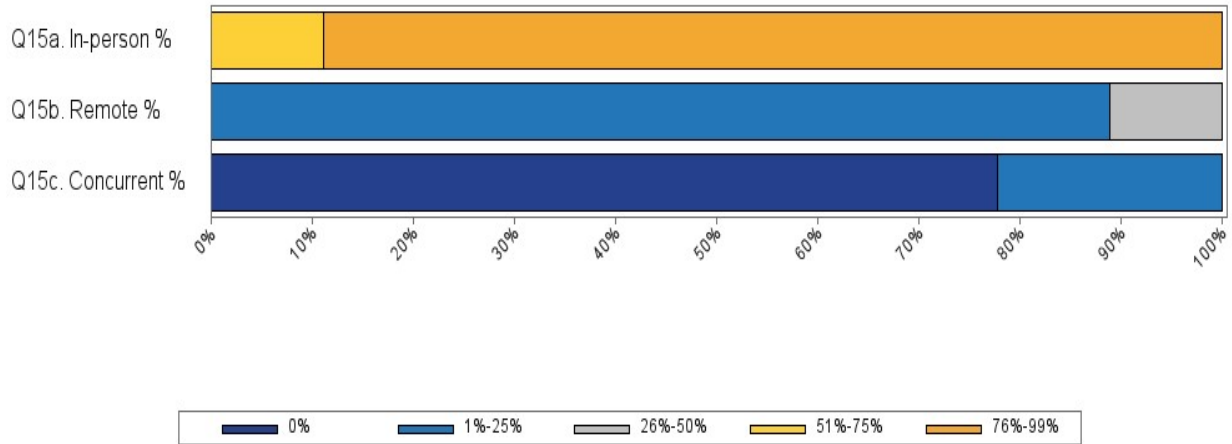
Q14. How many total years of K-12 teaching experience do you have?



Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	0%	0	7%	137
	1-3 years	56%	5	21%	401
	4-6 years	11%	1	26%	499
	7-10 years	33%	3	21%	408
	More than 10 years	0%	0	25%	486

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Teaching Modality

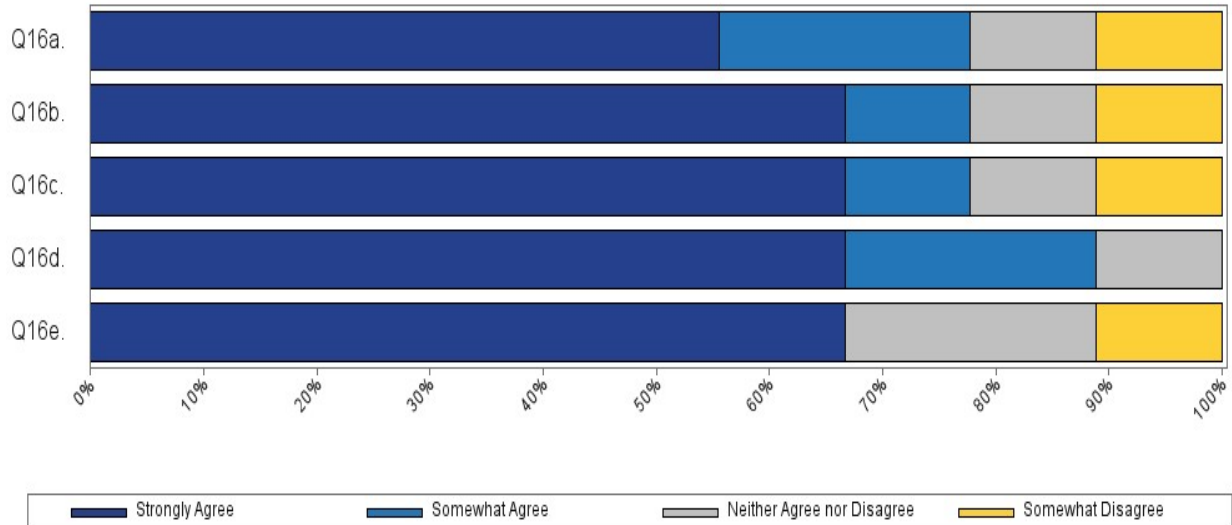


Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	0%	0	4%	69
	1% to 25%	0%	0	1%	15
	26% to 50%	0%	0	3%	63
	51% to 75%	11%	1	5%	92
	76% to 99%	89%	8	52%	1,002
	100%	0%	0	36%	690
Q15b. Remote %	0%	0%	0	42%	804
	1% to 25%	89%	8	55%	1,054
	26% to 50%	11%	1	3%	50
	51% to 75%	0%	0	0%	9
	76% to 99%	0%	0	0%	7
	100%	0%	0	0%	7

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15c. Concurrent %	0%	78%	7	79%	1,522
	1% to 25%	22%	2	16%	311
	26% to 50%	0%	0	2%	38
	51% to 75%	0%	0	0%	3
	76% to 99%	0%	0	1%	13
	100%	0%	0	2%	44

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School Leadership

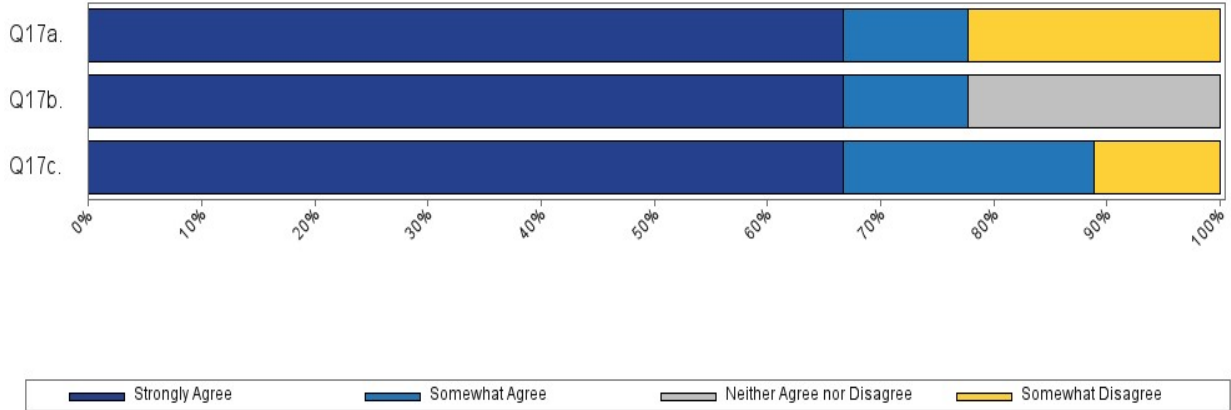


School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	56%	5	47%	914
	Somewhat Agree	22%	2	29%	565
	Neither Agree nor Disagree	11%	1	9%	173
	Somewhat Disagree	0%	0	8%	159
	Strongly Disagree	11%	1	6%	120
Q16b. The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	67%	6	42%	811
	Somewhat Agree	11%	1	30%	570
	Neither Agree nor Disagree	11%	1	10%	192
	Somewhat Disagree	0%	0	11%	217
	Strongly Disagree	11%	1	7%	141

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	67%	6	34%	655
	Somewhat Agree	11%	1	28%	539
	Neither Agree nor Disagree	11%	1	15%	280
	Somewhat Disagree	0%	0	15%	295
	Strongly Disagree	11%	1	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	67%	6	37%	709
	Somewhat Agree	22%	2	26%	508
	Neither Agree nor Disagree	11%	1	21%	411
	Somewhat Disagree	0%	0	10%	184
	Strongly Disagree	0%	0	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	67%	6	42%	810
	Somewhat Agree	0%	0	28%	539
	Neither Agree nor Disagree	22%	2	14%	271
	Somewhat Disagree	0%	0	9%	166
	Strongly Disagree	11%	1	8%	145

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Professional Climate

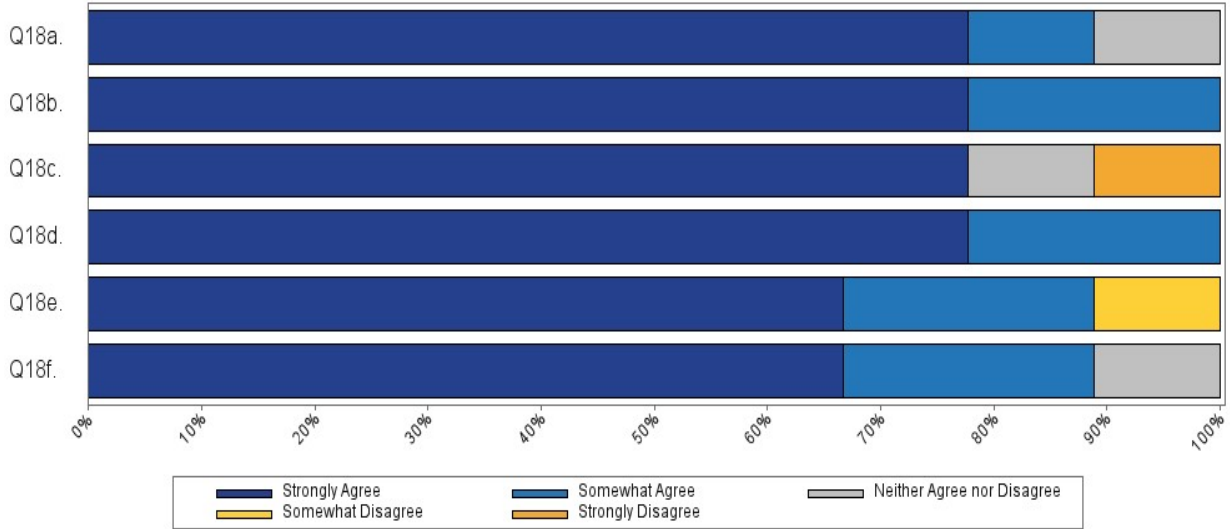


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	67%	6	43%	838
	Somewhat Agree	11%	1	30%	585
	Neither Agree nor Disagree	0%	0	13%	249
	Somewhat Disagree	0%	0	8%	158
	Strongly Disagree	22%	2	5%	101
Q17b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	67%	6	44%	843
	Somewhat Agree	11%	1	32%	623
	Neither Agree nor Disagree	22%	2	12%	228
	Somewhat Disagree	0%	0	8%	153
	Strongly Disagree	0%	0	4%	84

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	67%	6	42%	813
	Somewhat Agree	22%	2	27%	527
	Neither Agree nor Disagree	0%	0	14%	267
	Somewhat Disagree	0%	0	10%	192
	Strongly Disagree	11%	1	7%	132

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Professional Climate

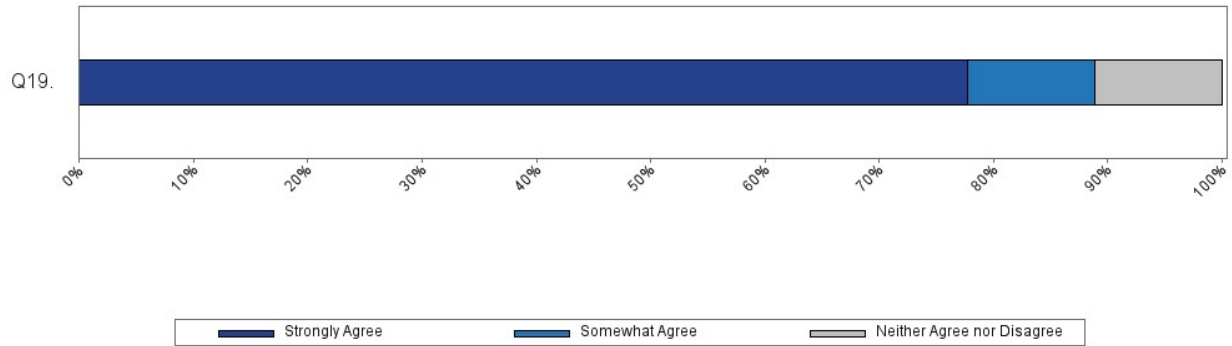


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	78%	7	48%	922
	Somewhat Agree	11%	1	34%	656
	Neither Agree nor Disagree	11%	1	8%	151
	Somewhat Disagree	0%	0	7%	141
	Strongly Disagree	0%	0	3%	61
Q18b. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	78%	7	52%	1,001
	Somewhat Agree	22%	2	32%	615
	Neither Agree nor Disagree	0%	0	9%	165
	Somewhat Disagree	0%	0	5%	90
	Strongly Disagree	0%	0	3%	60

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18c. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	78%	7	45%	870
	Somewhat Agree	0%	0	31%	599
	Neither Agree nor Disagree	11%	1	11%	207
	Somewhat Disagree	0%	0	8%	155
	Strongly Disagree	11%	1	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	78%	7	47%	913
	Somewhat Agree	22%	2	27%	522
	Neither Agree nor Disagree	0%	0	18%	356
	Somewhat Disagree	0%	0	5%	90
	Strongly Disagree	0%	0	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in -person.	Strongly Agree	67%	6	53%	1,030
	Somewhat Agree	22%	2	33%	633
	Neither Agree nor Disagree	0%	0	7%	128
	Somewhat Disagree	11%	1	5%	91
	Strongly Disagree	0%	0	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	67%	6	39%	759
	Somewhat Agree	22%	2	22%	434
	Neither Agree nor Disagree	11%	1	32%	610
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	0%	0	3%	50

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EMBLAZE ACADEMY CHARTER SCHOOL
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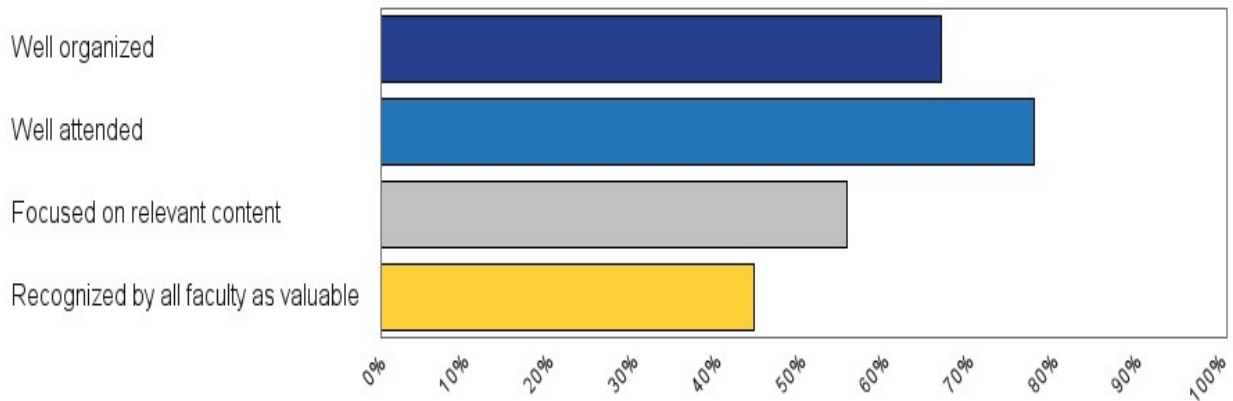
Professional Climate



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q19. How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	78%	7	40%	764
	Somewhat Agree	0%	0	35%	683
	Neither Agree nor Disagree	11%	1	12%	225
	Somewhat Disagree	0%	0	8%	148
	Strongly Disagree	11%	1	6%	111

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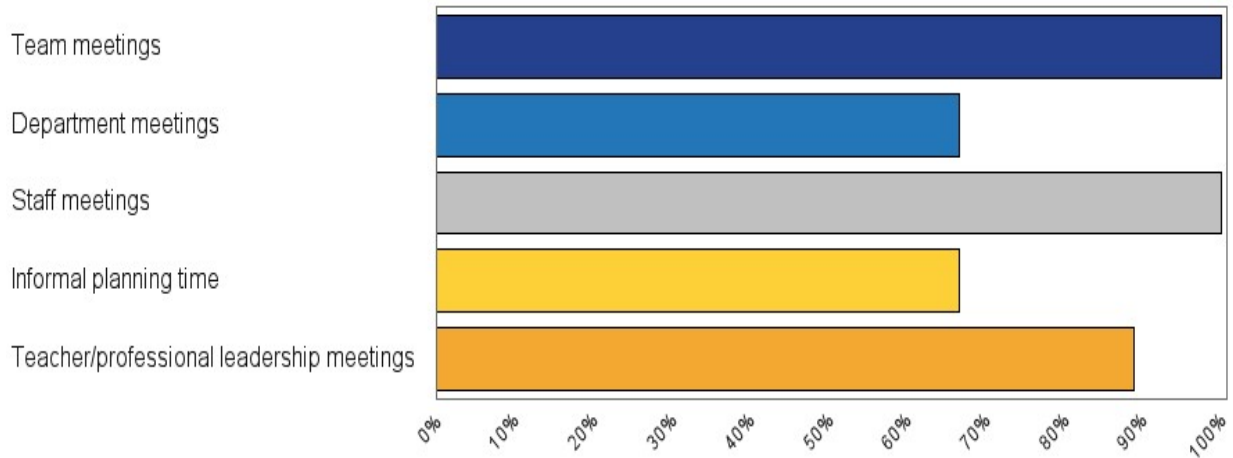
Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:



Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	% by School	Total by School	% All Schools	Total All Schools
Well organized	67%	6	68%	1,314
Well attended	78%	7	78%	1,500
Focused on relevant content	56%	5	63%	1,217
Recognized by all faculty as valuable	44%	4	36%	700
None of the above	0%	0	5%	105

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Q21. Select all types of meetings where faculty members collaborate with one another:



Q21. Select all types of meetings where faculty members collaborate with one another:	% by School	Total by School	% All Schools	Total All Schools
Team meetings	100%	9	90%	1,739
Department meetings	67%	6	67%	1,297
Staff meetings	100%	9	80%	1,553
Informal planning time	67%	6	73%	1,419
Teacher/professional leadership meetings	89%	8	65%	1,257
Other	0%	0	5%	95

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Q22. Please provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.

Question Answer
The school desperately needs to use a curriculum. As an experienced teacher, I have resources to pull from and what to use that help support my students. However, I am pulling from my own resources for the entire year. When I asked leadership if they could buy into a curriculum but they said they were not going to buy into a curriculum/workbooks/textbooks as resources. After exhausting all approaches to fix students morale and behavior, the grade teams expressed to leadership/administration that they need support in the classrooms. However, leadership tends to place blame on the teachers as to why there is a schoolwide behavior problem. Students that have IEP's for a good portion of the year were not being met with their accommodations. All students with IEP's are placed in one classroom setting them up for failure. These students do not receive the supports they are required to have due to their IEP. When advocating for these students, two SPED coordinators have quit the position as for a fear of putting their license on the line for the school as the school refused to meet IEP requirements.
This school can use a Dean of culture.