



New York State Education Department

Renewal Site Visit Report 2019-2020

Genesee Community Charter School

**Visit Date: November 6, 2019 – November 7, 2019
Date of Report: April 2, 2020**

[Charter School Office](#)
89 Washington Avenue
Albany, New York 12234
charterschools@nysed.gov
518-474-1762

TABLE OF CONTENTS

SCHOOL DESCRIPTION	2
METHODOLOGY	4
BENCHMARK ANALYSIS.....	6
SUMMARY OF FINDINGS.....	8
BENCHMARK 1: STUDENT PERFORMANCE	9
BENCHMARK 2: TEACHING AND LEARNING.....	10
BENCHMARK 3: CULTURE, CLIMATE, AND FAMILY ENGAGEMENT.....	13
BENCHMARK 4: FINANCIAL CONDITION	15
BENCHMARK 5: FINANCIAL MANAGEMENT.....	16
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE.....	17
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	18
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	21
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION.....	22
BENCHMARK 10: LEGAL COMPLIANCE.....	23
ATTACHMENT 1: BENCHMARKS 1 AND 9 DATA.....	25
ATTACHMENT 2: CHARTER SCHOOLS FISCAL ACCOUNTABILITY SUMMARY DASHBOARD	30

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Genesee Community Charter School
Board Chair	Michele Hannagan
District of location	Rochester City School District
Opening Date	Fall 2000
Charter Terms	<ul style="list-style-type: none"> • Initial Term: November 10, 2000-November 9, 2005 • First Renewal Term: November 10, 2005-June 30, 2010 • Second Renewal Term: July 1, 2010-June 30, 2015 • Third Renewal Term: July 1, 2015-June 30, 2020
Current Term Authorized Grades/ Approved Enrollment	K – Grade 6/ 225 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 6/225 students
Comprehensive Management Service Provider	None
Facilities	657 East Avenue, Rochester, New York 14607 - Private Space
Mission Statement	<i>The Genesee Community Charter School provides a rich educational experience that values intellectual rigor, respect for diversity and community responsibility. Our local history-base and globally-connected program immerses our diverse population of children in investigation and discovery, extensively using cultural and natural resources of our community. Using the EL Education (formerly Expeditionary Learning) design, we nurture children's natural abilities to be reflective questioners, articulate communicators, critical thinkers and skilled problem solvers.</i>
Key Design Elements	<ul style="list-style-type: none"> • EL Education; • Learning Expeditions; • GCCS Curriculum Framework; • Field Work & Experts; • Rochester Museum & Science Center • Responsive Classroom & Character Development • Professional Development; • Arts Integration; • Family Participation & Involvement; and,

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

	<ul style="list-style-type: none"> • Final Products
Requested Revisions	None

Noteworthy: Genesee Community Charter School (GCCS) was identified as a model of EL Education (formerly Expeditionary Learning) school for the national network. GCCS is also an exemplar for the nation on collaborative partnerships with district public schools. GCCS has a collaborative partnership with Roberto Clemente School #8 in the Rochester City School District to share effective ELA instructional practices.

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 2015 to 2016	Year 2 2016 to 2017	Year 3 2017 to 2018	Year 4 2018 to 2019	Year 5 2019 to 2020
Grade Configuration	K-Grade 6	K-Grade 6	K-Grade 6	K-Grade 6	K-Grade 6
Total Approved Enrollment	225	225	225	225	225

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

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023	Year 4 2023 to 2024	Year 5 2024 to 2025
Grade Configuration	K-Grade 6	K-Grade 6	K-Grade 6	K-Grade 6	K-Grade 6
Total Proposed Enrollment	225	225	225	225	225

METHODOLOGY

A two-day renewal site visit was conducted at Genesee Community Charter School on November 6, 2019 and November 7, 2019. The New York State Education Department’s Charter School Office (CSO) team conducted interviews with the principal and director of student support services. In cooperation with school leadership, the CSO administered an anonymous online survey to teachers.

The team conducted 12 classroom observations in kindergarten through Grade 6. The observations were approximately 20 minutes in length and conducted jointly with the school leader and the curriculum specialist. The team also met with a group of students and alumni over lunch where the conversation focused on student empowerment and lasting effects of the GCCS educational experience. The team also attended a weekly community circle and a board meeting.

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

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

- a. **Current organizational chart** showing all key staff positions, names of staff in those positions, and the school's reporting structure;
- b. **A master school schedule** showing each class, grade or course, and teacher(s). Note what days are A, B, C days and which classrooms include ELLs/MLLs and SWDs;
- c. **A map of the school** showing a basic floor plan, including classroom numbers, teacher names, and offices;
- d. **Board materials**, strategic plan (if applicable), and a narrative describing the board's self-evaluation process;
- e. **Narrative describing the process used to evaluate school leadership;**
- f. **Narrative describing the process school leadership uses to evaluate teachers;**
- g. **School-administered parent surveys;**
- h. **Required NYSED CSO Parent Survey and NYSED CSO Teacher Survey results;**
- i. **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets** (*including ELLs/MLLs, SWDs, EDs; if the school is not meeting its targets, describe the efforts made to do so, the evaluation of those efforts, and the results of the evaluation.*);
- j. **Admissions and Waitlist:** (1) number of new students who submitted an application for enrollment for the 2019-2020 SY, (2) number of new students admitted for the 2019-2020 SY, (3) number of students currently on the wait list for the 2019-2020 SY, (4) a backfill policy if the school has one,(5) an enrollment preference, weighted lottery, and/or set aside if the school has one; and
- k. **Faculty/Staff Roster.**

BENCHMARK ANALYSIS

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

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

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

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

For the site visit conducted from November 6-7, 2019 at Genesee Community Charter School, see the following Performance Framework benchmark ratings and narrative.

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

Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	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.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Approaches
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter &	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.	Approaches

Summary of Findings

GCCS is in year 18 of operation and serves students in kindergarten through Grade 6. During its current charter term, the school is rated in the following manner: meeting 7 benchmarks and approaching 3 benchmarks. Additional details regarding those ratings are provided below.

Areas of Strengths:

- GCCS executes a project-based, interdisciplinary-focused educational program grounded in the theories and practices of the EL Education model. Professional practices that strengthen instruction include a looping model, extensive (313 hours) and strategically employed professional development, as well as consistent observation, feedback and teacher coaching. These systematic practices allow teachers to further hone their craft as facilitators of the academic program and simultaneously ensure students remain engaged and experience growth during the school year. GCCS codifies its theories, practices and approach toward elementary education and fosters collaboration with other traditional public and charter schools to increase student access to its proven model for high student achievement.
- Overall student retention during the charter term is 95%, and CSO data shows that 91% of EDs, 96% of SWDs, and 100% of ELLs/MLLs were retained at the school during that time. The school recently engaged in a zip code analysis to further identify specific areas to engage in focused recruitment.
- GCCS' school environment is warm and inviting, with classrooms, hallways and common areas offering displays of the rich "history-based and globally-connected program." A demonstration of school culture is incorporated into the weekly community circle, where presentations and performances by classes and other groups support community building with parents and guests who attend and, on occasion, participate.

Areas in Need of Improvement:

- GCCS has not met the enrollment targets established in the charter law for economically disadvantaged students (EDs), English language learners (ELLs) /Multilingual learners (MLLs) or students with disabilities (SWDs). Limited seats are available at the kindergarten level which makes it difficult for the school to meet targets.
- GCCS' by-laws continue to require revisions as certain components are inconsistent with the law and/or NYSED guidance.

Benchmark 1: Student Performance

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

Finding: **Meets**

Academic Program for Elementary School/Middle School

- GCCS employs a project-based learning model grounded in EL Education. Students engage with the curriculum through interdisciplinary-designed units embedded with projects from a historical and environmental focus. Curricular content is delivered through the context of specific time periods, from early exploration in the Americas to the growth of the modern city, along a natural resource, the Genesee River, and the city of Rochester. Paired teaching teams in each classroom facilitate learning through small-group and direct instruction. Students are often grouped based on skill and ability level with differentiation incorporated through assignments and instruction.

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs)/Multilingual learners (MLLs):

- GCCS employs a part-time bilingual teacher/coordinator. She is responsible for the New York State English as a Second Language Achievement Test (NYSESLAT) assessment of students, and delivery of instruction to them.
- Response to intervention (RtI) supports students at all levels. The renewal application outlines strategies employed at each tier of intervention; however, it is not clear how students are identified to transition to support services in tiers II and III, specifically if a student enters without a pre-developed IEP (Individualized Education Plan).
- There is one part-time special education coordinator and a part-time social worker (this position may become full-time in the upcoming academic year). GCCS also has a partnership with the district of residence of most students to support students with emotional needs.

Summative Evidence for Benchmark 1:

GCCS is transitioning from Common Core to the New York State Learning Standards (NYSL), according to the guidance provided by the New York State Education Department (NYSED). Based on GCCS' record of performance, professional practice, and experience, this alignment is not likely to disrupt the model used to engage students. EngageNY is the primary curriculum for math, and while GCCS admits the math modules are lacking in complex problems, the application indicates integration of math concepts in the learning expeditions enhances the students' ability to utilize a range of math skills and therefore solve more complex problems. GCCS' proactive approach toward addressing this gap will likely reduce the achievement gap among ED students. In 2018-2019, 48% of ED students were trending toward proficiency as compared to 64% of all students.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
<i>1. Curriculum</i>	<p>a. The school has a documented curriculum that is aligned to the NYSLs.</p> <p>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.</p> <p>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p> <p>e. The curriculum is systematically reviewed and revised.</p>
<i>2. Instruction</i>	<p>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p>
<i>3. Assessment and Program Evaluation</i>	<p>a. The school uses a balanced system of formative, diagnostic and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</p>
<i>4. Supports for Diverse Learners</i>	<p>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.</p> <p>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.</p>

Summative Evidence for Benchmark 2:

1. Element: *Curriculum*:

- **Indicator a:** The English Language Arts (ELA) curriculum is a “standards-based literacy program,” delivered through the expeditions and experiences across the content areas. In the 2016-2017 school year, GCCS shifted from a guided reading curriculum to a structured phonics curriculum for the primary (K-2) grades. GCCS currently uses *Engage NY* for math, acknowledging the lower math scores and recognizing the limitations of the curriculum. GCCS

leadership acknowledged, in its renewal application, that teachers often supplement the math curriculum and expeditions to incorporate more complex problem-solving methods and strategies. For example, teachers supplement the math modules by integrating math concepts with learning expeditions, which enhances the student's ability to utilize a range of math skills and solve higher-order, complex problems.

- **Indicator b:** Teachers write and prepare modules/lessons for the learning expeditions, which incorporate ELA standards for each grade level. The duration of an expedition or experience is not explicitly stated in the proposal; however, lessons are supplemented, as teachers feel is necessary. A foundational skills block is utilized to reinforce basic skills and strategies. GCCS received the highest rating from EdReports based on the ELA curriculum used in primary grades, which is a testament to the rigorous, multi-layered design and development process. Specific protocols, such as teacher observation and student-work review are followed to allow teachers to provide feedback on lesson and learning expedition plans.
- **Indicator c:** GCCS employs an interdisciplinary approach, therefore curriculum is not only aligned across content areas (i.e.; social studies and science standards are aligned); a “bundling” process allows teachers to engage ELA standards across all content areas throughout the year. There is one classroom per grade level and looping with teachers allows for alignment of curriculum and personalized instruction plans based on a student's current skill and ability level.
- **Indicator d:** Design of the curriculum allows for differentiation based on assessment (i-Ready) results. Every week students are administered i-Ready diagnostics (20-40 minutes), which generate individualized lessons. Teachers scaffold and modify lesson plans for small group instruction. The Wilson Intervention program is utilized for students requiring intense intervention, and primary grade-level students receive enhanced instruction via the EL Education Reading Foundational Skills curriculum.
- **Indicator e:** Annually, teachers engage in curriculum design, and grade-level documents are developed for reference and alignment to the state learning standards. Based on discussions with the school leader, the school engaged in a deeper review of whether the math curriculum is best suited to meet the needs of teachers and students. Teachers and school leadership determined the existing curriculum (EngageNY) does not provide students with sufficient opportunities to engage in complex inquiry and problem-solving. Teachers have already started to supplement the math curriculum in expedition modules. As leadership further explores math curricula, they will incorporate a process by which options are evaluated in conjunction and consideration of special student populations, specifically ELL/MLL and SWD students. GCCS leadership also noted, in focus group discussions, an interest in exploring curricula that incorporate culturally relevant and contemporary components that will further enhance projects and expeditions.

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

- **Indicator a:** Teacher professional development is designed to improve professional practice as well as student performance. Teacher partnering and professional learning communities (PLCs) instill opportunities for collaboration, accountability, and modeling into the instructional program. GCCS' school leader has established a goal of conducting five, fifteen-minute observations as the basis for feedback to teachers.
- **Indicator b:** The project-based, interdisciplinary approach engages students to feel the "heartbeat" of history in the Rochester community. In addition to an immersive learning experience, teachers support students from where they are to elevate learning outcomes regardless of entry point. Students engage in group projects (expeditions) with their

respective "crew," and work together daily to solve problems related to the project, and display acts of kindness and support to one another in their learning journey. Teachers were observed providing direct and clear feedback to students during classroom lessons, and vocabulary used during discussions reinforced concepts in expeditions and built comprehension.

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

- **Indicator a:** School leaders reported that GCCS administers the i-Ready diagnostic three times/year, as well as the EL Education benchmark assessments to identify areas of improvement and achievement. Standards-aligned assessments based on units and modules support clarity on achieved objectives and skills.
- **Indicator b:** Six-week cycles of data review provide consistency and intentionality toward identifying whether students are engaged with learning objectives.
- **Indicator c:** Annually, GCCS engages in school and class-level data analysis to determine strengths and weaknesses of instructional and curricular programming.

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

- **Indicator a:** The RTI system is employed to ensure the needs of all students, including SWDs and EDs, are met. Interventions, academic and social/emotional, are varied based on the student's tier status and the identified support needed.
- **Indicator b:** A part-time special education coordinator provides the schedule for delivery of specialized services, although it lacks a more detailed plan for transitioning students across tiers. Over the term of the charter, this population has demonstrated inconsistent performance. In the 2014-2015 school year, 71% of SWD were proficient in math, whereas in 2018-2019 school year 33% of SWDs were proficient in math. GCCS is also considering tracking and reporting students who have received a reduction in services based on interventions and support.

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><i>1. Behavior Management and Safety</i></p>	<p>a. The school has a clear approach to behavioral management, including a written discipline policy.</p> <p>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</p> <p>d. Classroom environments are conducive to learning and generally free from disruption.</p>
<p><i>2. Family Engagement and Communication</i></p>	<p>a. The school communicates with and engages families with the school community.</p> <p>b. Teachers communicate with parents to discuss students' strengths and needs.</p> <p>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.</p> <p>d. The school has a systematic process for responding to family or community concerns.</p> <p>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><i>3. Social-Emotional Supports</i></p>	<p>a. The school has systems or programs in place to support the social-emotional needs of students.</p> <p>b. School leaders collect and use data to track the socio-emotional needs of students.</p> <p>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:

1. Element: *Behavior Management and Safety*:

- **Indicator a:** The board reported that its discipline committee, which is comprised of the school leader, teachers and members of the student support team, is engaged in a review and revision of the school's discipline policy. A major thrust of the revision is removing statements that indicate or imply "zero tolerance," while making strides toward creating responsive and restorative practices of discipline. Committee leadership stated consultation with other EL schools, such as Polaris in Chicago, is underway. The goal is to develop a code of conduct and policy that are more reflective of the school's actual practices, which include the responsive classroom approach, a preventative, proactive approach to behavioral management, as

opposed to a punitive model. The current discipline policy is clearly articulated to parents and includes a notification and agreement form called the "Caring Community Contract," that is endorsed by students and parents. Among other components, the policy affords discretion to the school leader to make recommendations and determinations related to short-and long-term suspension or expulsion.

- **Indicator b:** The school support team has developed a classroom based, behavioral regulation system for students, which allows student to "reset and recover." A specific area of the room is identified for students to essentially put themselves on a "time-out," and take a moment to assess their psychological and emotional well-being. Students in their focus group expressed pride in how the school embraces differences, by noting that "It's okay to be different." Students are guided by the school's foundational character traits, which is a key design element and prominently displayed in the classrooms. It was clear from student commentary that they have a deep understanding of the school's focus on character development and their respective roles in embodying and demonstrating its components: perseverance, collaboration, responsibility, compassion, initiative and courage.
- **Indicator c:** The GCCS discipline policy clearly articulates forbiddance of bullying by students.
- **Indicator d:** Some classrooms had notably high decibel levels during transitions and small group activities; however, even with increased volume students were engaged and appeared to know what to expect next. Teachers are able to re-engage and/or re-direct students with minimal effort and without significant expended time. Due to a recent grant, the student support team instituted "reset & restore" centers in the classrooms for students when there is a need to adjust. Students were observed in this station with headphones and reviewing zones of regulation materials without disruption to other students.

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

- **Indicator a:** Weekly community circle at GCCS invites families to connect, engage and participate in the learning community. Communication protocols such as private, classroom Facebook pages and the bimonthly "Currents" newsletter create multiple opportunities to keep parents informed and engaged with the school community. The "Currents" newsletter, for example, provides a calendar of upcoming important dates, contact information for board members, family association officers, and classroom volunteer coordinators.
- **Indicator b:** Teachers report to parents with various tools and trackers (i.e.: daily log, learning tracker and behavior charts) to communicate with and keep parents abreast of strengths, challenges and progress of their respective children.
- **Indicator c:** GCCS conducts an annual parent satisfaction survey which parents can access to complete during parent conferences or online. Mid/upper-level students (grades 4-6) are also engaged in an annual survey to ascertain their receptiveness and engagement with the school community. Surveys of both students and parents revealed additional work is needed to ensure peers (student to student, parent to parent) have the psychological safety to engage in honest discussions.
- **Indicator d:** The GCCS principal has an open-door policy; however, a 10-day response to parent or family concerns may be excessive; this policy and practice does not align with the discipline policy specifically as related to short- or long-term suspensions. The discipline policy and community caring contract request parents to respond with urgency, but the school's policy in response to parent- or student-initiated concerns does not relay similar urgency.

- **Indicator e:** Student performance data is shared internally within the school community and with the board of trustees; however, it is not clear how performance data is shared externally with stakeholders, those interested in learning more about the school, or with the broader Rochester community.

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

- **Indicator a:** GCCS has begun to engage in training and professional development related to becoming a trauma-informed school. In addition to consistently activating supports such as morning meetings, community circles, tolerance and character-based programming, school leaders report the school has developed an annual work plan that includes goals to train staff on the impact of trauma. The existing supports are designed for all students to develop trust and engage in restorative practices. GCCS has also devoted time to exploring cultural responsiveness, including discussion regarding culturally relevant pedagogy or implicit bias.
- **Indicator b:** An established intervention team collects and reviews student data to identify students who may need additional supports. The team reports it has met up to six times each year and identified trends; however, no details related to these trends were discussed nor was how trend or pattern data altered programming or supports.
- **Indicator c:** GCCS's social worker reported she collects data, based on pre and post assessments administered to students; this data is shared with the school leader and the board of trustees. The EL Education network also engages in data collection to monitor implementation of the curriculum and program.

Benchmark 4: Financial Condition

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

Finding: Meets

Important Notes:

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

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

Summative Evidence for Benchmark 4:

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.

Financial Condition

Genesee Community 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 *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in good financial health. Genesee Community Charter School’s 2018-2019 composite score is 2.91.

**Composite Scores
2014-2015 to 2018-2019**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.03
2015-2016	2.47
2016-2017	2.91
2017-2018	2.42
2018-2019	2.91

Benchmark 5: Financial Management

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

Finding: Meets

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

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

The Charter School Office reviewed Genesee Community Charter School’s 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

The renewal application budget submission does not reflect the school’s financial condition as reported in the school’s annual financial statements. The school’s audited financial report shows that it maintained cash and cash equivalents of \$284,949 as of June 30, 2019. However, the school’s proposed budget does not reflect any cash on hand for 2020-2021. In addition, the school’s budget shows that the school is operating at a loss in three out of the five years of the projected charter term. The board treasurer is currently working with the finance division of the Charter School Office to correct the Charter School Fiscal Accountability Summary.

Benchmark 6: Board Oversight and Governance

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

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
<p><i>1. Board Oversight and Governance</i></p>	<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:

1. Element: Board Oversight and Governance

- **Indicator a:** Composition of the board is broad and diverse; a nominating committee is charged with recruitment and recommendation of new members. Membership is identified based on skill set or expertise needed on the board, as well as a commitment to the mission, vision and philosophy of GCCS. Despite numerous discussions with CSO to the contrary, the school continues to violate guidance for board decision making with the requirement that the

Educational Governance Council approve any board action. Board membership, as identified on the school’s website and on the board roster that was submitted with the renewal application, although not in meeting minutes, includes the school leader and two staff members. The school has been reminded of the inappropriate members predating the current charter.

- **Indicator b:** Members of the GCCS board focus group indicated that they will soon engage in the development of a five-year strategic plan, determine which committee of the board will lead this endeavor, and identify what the expected outcomes or goals of the plan will include. The board continually engages in training and development opportunities.
- **Indicator c:** Various committees, i.e. finance, personnel, diversity, and discipline have been established to provide oversight and guidance on specific areas. Annually, the board reviews the GCCS workplan to become familiar with and probe about student performance outcomes.
- **Indicator d:** The Board reviews and updates its policies as necessary; however, the process for review and revision was not clear.
- **Indicator e:** The school leader is evaluated every two years; however, no explanation was provided as to why leadership evaluation does not occur annually. The Board, on the other hand, reported it conducts a self-evaluation survey annually. How the board uses these results was not made clear during the visit.
- **Indicator f:** The board is aware of its legal obligations, and counsel for the school provides annual updates and relevant training information to ensure trustees are knowledgeable about any applicable updates to state, federal, local regulations or laws.

Benchmark 7: Organizational Capacity

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. School Leadership	<ul style="list-style-type: none"> a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	<ul style="list-style-type: none"> a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers.

c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs.

	<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> <input type="checkbox"/> 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:

1. Element: *School Leadership*

- **Indicator a:** GCCS leadership reported that it engages teachers in the design, redesign and evaluation of curriculum, project modules and school initiatives, each derived and based on the school’s mission and commitment to the EL Education model. An example of this commitment to shared decision-making is the establishment of a transition team, comprised of founding GCCS teachers and other staff members, to hire the new school leader.
- **Indicator b:** Teachers are regularly observed by school leaders and provided feedback to improve practice. School leaders indicated that teachers receive clear criteria of what qualifies as “exemplary” teaching as part of the Teacher Professional Development Accountability Process (TDAP). Instructional deficits observed by GCCS leaders are discussed with the teacher, who may then be placed on a corrective action plan. A teacher who is unable to correct deficiencies is in jeopardy of losing employment at the school. Clear descriptions of roles and responsibilities are defined for teacher assistants, as they differ from those of the classroom teacher. Support staff, those involved with interventions, also have a defined set of roles and responsibilities to support students identified as at-risk. The board has established committees with identified roles, and the GCCS by-laws identify trustee roles.
- **Indicator c:** GCCS has established a variety of communication systems to keep parents and the school’s other stakeholders informed of decisions and student progress. Media such as the bi-monthly newsletter, parent satisfaction surveys, parent-teacher and student-led conferences, in addition to backpack mail and an active family association are integral components to ensure effective communication across the school.
- **Indicator d:** GCCS engages in a multi-level hiring process that involves school stakeholders: teachers, parents and board members. In addition to a resume/work history, candidates are required to engage in a teaching demonstration, submit letters of recommendation, and participate in several rounds of interviews.

2. Element: *Professional Climate*

- **Indicator a:** GCCS’ school leader ties the staff performance assessments to the overall job performance, strengths, and opportunities for improvement. Leadership encourages on-going reflection of practice by teachers, who participate in a semi-annual self-assessment to identify areas of improvement and growth. The GCCS school leader frequently observes classroom instruction to identify and support areas in need of coaching. During the summer

of 2019, teachers in teams of three went out into the city on an initiative called “Take the bus.” They visited the targeted zip code areas of the city by taking city buses to experience some of the challenges felt by the families they serve – those with limited income, no personal means of transportation, and living conditions sometimes far from ideal.

- **Indicator b:** Effective collaboration, support and coaching of teachers is evidenced by the 88% retention rate GCCS experienced in the 2018-2019 school year, an increase of 4% over the term of the charter. Collaboration is also evidenced by participation on various school-wide committees; for example, the technology committee is responsible for updating usage policies. Additionally, teachers collaborate with one another during expeditions; for example, classroom teachers meet mid-expedition with the arts teachers to ensure the integration fidelity of the art curriculum with the respective expedition.
- **Indicator c:** The initial hiring of teaching staff is an in-depth process to ensure that teachers have requisite skills and expertise. GCCS leader observations of classroom instruction, as well as consistent analysis of student performance data, allow leadership to identify deficits. Deficiencies are addressed in a jointly developed corrective action plan, with the goal of improving instruction to meet student needs. Annually, teachers participate in more than 300 hours of professional development and training, including training administered directly by EL Education. These hours are devoted to reviewing data, developing teaching skills, and improving student performance. In addition to traditional professional development, GCCS leadership has introduced training for teachers to gain better perspective on student needs and experiences. Teachers were encouraged to self-assess for implicit bias by taking the Harvard Implicit Association Test; and engaged Zaretta Hammond to learn more about culturally responsive teaching.
- **Indicator d:** The Teacher Professional Development Accountability Process (TDAP) has embedded teacher collaboration, as well as intentionally focusing on improving instructional practices. TDAP provides an opportunity for teachers, along with GCCS leader, to identify areas for improvement and growth. Teachers are grouped or paired with others based on similar areas of growth and improvement. Evidence of collaboration is obtained when grouped/paired teachers co-present their progress and achievement of goals to the teaching community.
- **Indicator e:** Anonymous feedback is solicited through several mechanisms over the course of the school year by GCCS leadership and the governing board. School-administered teacher satisfaction surveys assess the culture and work climate; a leadership survey gauges feedback on school leadership; a parent survey gauges family satisfaction in several areas, and the board’s personnel committee solicits feedback on the Staff Handbook. Each of these avenues provide teachers a forum to express concerns, address policies and resolve potential conflicts and improve their work environment.

3. Element: *Contractual Relationships N/A*

Benchmark 8: Mission and Key Design Elements

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

Finding: **Meets**

Element

Indicators

1. Mission and Key Design Elements

- a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.
- b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

1. Element: *Mission and Key Design Elements*

- **Indicator a:**

The renewal application states that from the board to the students, the school has practices in place that allow for a common and consistent understanding of the philosophy of the school. These include an annual board retreat, monthly staff presentations of elements of the educational program to the board, and a focus on a key design element at each board meeting. Teachers have an opportunity to weigh in on alignment of the mission with expedition modules prior to and during the school year.

Indicator b: The EL Education model fully integrates the school's design elements and goals by ensuring students are reflective, engaged in critical thinking and developing problem-solving skills. The nature of a project-based learning model requires these elements are met through implementation of the curriculum. GCCS' evidence of this implementation is further reflected in its status as a model/mentor school for the EL Education network.

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:

1. Element: *Targets are met*

☐ **Indicator a: N/A**

2. Element: *Targets are not met*

- **Indicator a:** GCCS has not met its targets for serving special student populations. The rationale for not meeting targets includes: 1) a limited number of seats available at entry-grade (kindergarten); which are narrowed even further by sibling preference and retention rates; and 2) students do not qualify for, and therefore are not indicated as, ELLs/MLLs. In the 2019- 2020 school year, GCCS partnered with E3Rochester, SchoolMint and other local charters to participate in a common application, with the goal of increasing exposure and recruitment efforts to all areas of the Rochester community, specifically Rochester City School District, where more than 80% of current GCCS students reside.

- **Indicator b:** For the 2019-2020 enrollment period, GCCS received a slight increase (nine) in applications (172 up from 163) from the previous year. The outreach campaign included a variety of marketing efforts, including targeting five zip codes that represent families in under-represented and high poverty areas within the Rochester City School District. GCCS will continue to conduct bilingual advertising and work with advocates within ethnic-centered community organizations to conduct outreach. Additionally, GCCS plans to engage the five zip codes via public transportation routes, local radio and events within these communities.
- **Indicator c:** In addition to identifying and analyzing the zip codes of the existing student population, the application pool, and other areas where there is a high incidence of targeted populations, GCCS has partnered with a local organization, E3 Rochester, to enlarge its footprint for recruitment and marketing efforts. Zip code analysis allows GCCS to target its outreach and the common application process creates a streamlined process for families to access choice options in the area.

See Attachment 1 for data tables and additional information.

<p>Benchmark 10: Legal Compliance</p> <p><i>The school complies with applicable laws, regulations, and the provisions of its charter.</i></p>
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Finding: Approaches

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

Summative Evidence for Benchmark 10:

1. Element: Legal Compliance

- **Indicator a.** The school has failed to implement changes to policy documents, specifically, the by-laws, as required by NYSED during the charter term, despite NYSED guidance dating back to the second renewal charter term. The school will work with the CSO to review, update, and finalize the bylaws, in accordance with law and regulation.

- **Indicator b:** The school developed an enrollment/recruitment Corrective Action Plan (CAP) based on a Notice of Deficiency issued by the NYSED CSO on February 13, 2019. The CSO approved the CAP and continues to monitor the implementation of the plan, through regular check-in conversations with the school. The Corrective Action Plan put into place to address the school's longstanding enrollment concerns yielded no marked improvement at the time of the submission of the renewal application.
- **Indicator c:** Non-material revision requests were submitted to the Charter School Office related to the curriculum, staff attendance procedures, the discipline policy and the common application in July of 2019. They were subsequently approved by the CSO.

Attachment 1: 2019-2020 Renewal Site Visit
Genesee Community Charter School

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

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.

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

In ELA and math, Genesee Community Charter School students tend to outperform students in schools with similar grade spans and demographics.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency: See Table 1 below.

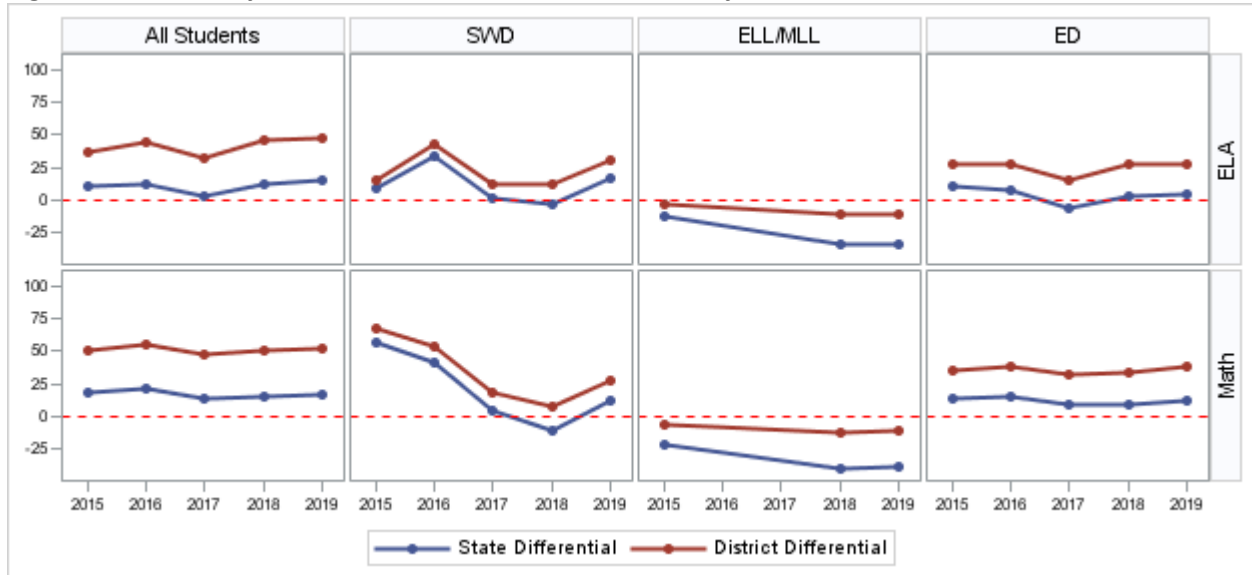
Table 1: Elementary/Middle School Trending Toward Proficiency – Minimum Expectation = 75%

		2015-2016	2016-2017	2017-2018	2018-2019
ELA	All Students	58%	47%	65%	64%
	SWD	.	30%	36%	83%
	ED	43%	36%	62%	45%
Math	All Students	72%	63%	66%	69%
	SWD	.	36%	38%	40%
	ED	55%	45%	52%	48%

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

2.b.i. and 2.b.ii. Proficiency - Aggregate and Subgroup Proficiency: See Figure 1 and Table 2 below.

Figure 1: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time



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

Table 2: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	42%	5%	+37	31%	+11	60%	9%	+51	42%	+18
	2015-2016	51%	7%	+44	38%	+13	64%	9%	+55	42%	+22
	2016-2017	41%	8%	+33	38%	+3	58%	10%	+48	44%	+14
	2017-2018	58%	12%	+46	46%	+12	63%	13%	+50	48%	+15
	2018-2019	61%	14%	+47	46%	+15	67%	15%	+52	50%	+17
SWD	2014-2015	17%	1%	+16	7%	+10	71%	3%	+68	14%	+57
	2015-2016	44%	1%	+43	10%	+34	56%	2%	+54	15%	+41
	2016-2017	13%	1%	+12	12%	+1	21%	2%	+19	16%	+5
	2017-2018	14%	2%	+12	17%	-3	10%	3%	+7	20%	-10
	2018-2019	33%	3%	+30	16%	+17	33%	5%	+28	20%	+13
ED	2014-2015	32%	5%	+27	21%	+11	44%	8%	+36	30%	+14
	2015-2016	34%	6%	+28	27%	+7	46%	8%	+38	31%	+15
	2016-2017	22%	6%	+16	28%	-6	41%	8%	+33	32%	+9
	2017-2018	39%	11%	+28	36%	+3	45%	11%	+34	36%	+9
	2018-2019	40%	12%	+28	36%	+4	51%	13%	+38	39%	+12

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

2.b.iii. Aggregate Grade Level Proficiency: See Table 3 below.

Table 3: Aggregate Grade Level Proficiency

		ELA					Math				
		Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS	Genesee Community CS	Rochester CSD	Differential to District	NYS	Differential to NYS
Grade 3	2014-2015	21%	7%	+14	31%	-10	41%	13%	+28	42%	-1
	2015-2016	50%	8%	+42	42%	+8	62%	11%	+51	44%	+18
	2016-2017	59%	10%	+49	43%	+16	59%	14%	+45	48%	+11
	2017-2018	62%	17%	+45	51%	+11	65%	18%	+47	54%	+11
	2018-2019	68%	18%	+50	52%	+16	81%	22%	+59	55%	+26
Grade 4	2014-2015	32%	5%	+27	33%	-1	45%	9%	+36	43%	+2
	2015-2016	45%	8%	+37	41%	+4	64%	11%	+53	45%	+19
	2016-2017	42%	8%	+34	41%	+1	63%	8%	+55	43%	+20
	2017-2018	61%	13%	+48	47%	+14	61%	13%	+48	48%	+13
	2018-2019	64%	14%	+50	48%	+16	73%	14%	+59	50%	+23
Grade 5	2014-2015	67%	4%	+63	30%	+37	95%	7%	+88	43%	+52
	2015-2016	40%	5%	+35	33%	+7	50%	5%	+45	40%	+10
	2016-2017	35%	6%	+29	35%	0	59%	9%	+50	43%	+16
	2017-2018	46%	7%	+39	37%	+9	57%	11%	+46	44%	+13
	2018-2019	61%	11%	+50	38%	+23	61%	12%	+49	46%	+15
Grade 6	2014-2015	57%	4%	+53	31%	+26	62%	7%	+55	39%	+23
	2015-2016	70%	6%	+64	34%	+36	77%	7%	+70	40%	+37
	2016-2017	24%	5%	+19	32%	-8	50%	6%	+44	40%	+10
	2017-2018	63%	13%	+50	49%	+14	71%	9%	+62	44%	+27
	2018-2019	52%	14%	+38	47%	+5	56%	12%	+44	47%	+9

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

Indicator 3: High School Outcomes

(Not applicable for this charter school)

Benchmark 9:

Table 4: Student Demographics

	SWD			ELL/MLL			ED		
	Genesee Community CS	Rochester CSD	Differential to District	Genesee Community CS	Rochester CSD	Differential to District	Genesee Community CS	Rochester CSD	Differential to District
2015-2016	11%	21%	-10	1%	14%	-13	31%	93%	-62
2016-2017	14%	22%	-8	1%	15%	-14	31%	92%	-61
2017-2018	14%	22%	-8	0%	16%	-16	34%	92%	-58
2018-2019	11%	23%	-12	1%	17%	-16	36%	92%	-56

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

Table 5: Retention – Aggregate and Subgroups

	All Students			SWD			ELL/MLL			ED		
	Genesee Community Charter School	Rochester CSD	Differential to District	Genesee Community Charter School	Rochester CSD	Differential to District	Genesee Community Charter School	Rochester CSD	Differential to District	Genesee Community Charter School	Rochester CSD	Differential to District
2016-2017	95%	87%	+8	85%	89%	-4	100%	86%	+14	93%	87%	+6
2017-2018	93%	87%	+6	86%	90%	-4	100%	86%	+14	95%	87%	+8
2018-2019	95%	87%	+8	96%	90%	+6	100%	87%	+13	91%	87%	+4

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

***NOTES:**

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(2) For the students with disabilities and the ELL/MLL 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).

