New York State Education Department

Remote Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework
2020-2021

Global Concepts Charter School

Remote Renewal Site Visit Dates: November 17-18, 2020
Date of Report: March 11, 2021

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Global Concepts Charter School
Board Chair	Dawan Jones
District of location	Lackawanna City School District
Opening Date	Fall 2002
Charter Terms	• Initial Term: January 16, 2002 - January 15, 2007 • First Renewal Term: January 16, 2007- January 15, 2012 • Second Renewal Term: January 16, 2012 - June 30, 2016 • Third Renewal Term: July 1, 2016 - June 30, 2021
Current Term Authorized Grades/ Approved Enrollment	K-Grade 12 / 975 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K-Grade 12 / 975 students
Comprehensive Management Service Provider	None
Facilities	• 1001 Ridge Road, Lackawanna, NY 14218 - Private Space (K-Grade 8) • 30 Johnson Street, Lackawanna, NY 14218 - Private Space (Grades 9-12) • 170 Roland Avenue, Lackawanna, NY 14218 - Private Space (Grades 9-12) • 1159 Abbott Road, Lackawanna, NY 14220 - Private Space (Administration)
Mission Statement	*The mission of the Global Concepts Charter School is to provide a top-quality educational program where students achieve high academic results; are geared towards higher education and career opportunities; become responsible, caring family and community members; are highly knowledgeable of the multicultural world they are part of; and possess the qualities and problem solving skills to collaborate peacefully in the community and worldwide.*
Key Design Elements	• The implementation of math and ELA Benchmark Assessments based on Common Core and Next Generation Learning Standards and Performance Indicators.

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

	• Required instructional infusion of reading strategies in Science and Social Studies units of study. • Intervention teams track students who are identified as "at risk" and/or are in need of receiving academic support from Reading Specialists, Math Intervention Specialists, and educationally related support services. Thus, ensuring that all students receive timely and targeted academic support. • Students participate in Reading and Writing Workshop in which students work at the instructional level best targeting their individual needs, so that authentic learning can take place through differentiated instruction to improve student performance. • The implementation of a curriculum that infuses components of Service Learning, Creative Problem Solving, Project Based and Experiential Learning. • A commitment to teacher teaming, to promote a collaborative approach to instructional planning and facilitate sharing of best practices among teachers. • A commitment and dedication to implementing a Distributive Leadership Model; wherein teachers drive the creation of curriculum and lead and implement best practices to enhance the school's climate and culture. • Culinary arts program: A professional chef teaches the daily hands-on course, which provides a foundation in nutrition knowledge, food preparation, cooking techniques, hospitality, and a gateway to entry into a career in the culinary arts field.
Requested Revisions	None

Noteworthy: Global Concepts Charter School (GCCS) offers robust fine arts and culinary programs and is seeking to expand its career pathway offerings to become the first charter school in the region with an approved career and technical education program.

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.

COVID-19 PANDEMIC NOTE: As of the publication of this report, New York State is in the midst of responding to the COVID-19 pandemic. NYSED understands that these are not normal times and state assessments for Grades 3-8 as well as high school students were canceled for the 2019-2020 school year (see the applicable memos at http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/law.html). The

NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year, Benchmark 1 allows for the use of longitudinal data and NYSED has been continuing to monitor and evaluate schools through the lens of the Performance Framework during the current crisis as Board of Regents-authorized charter schools have been implementing robust continuity of learning plans and adhering to NYSED's Remote Monitoring and Oversight Plan. Therefore, NYSED will continue to use the Performance Framework and Board of Regents renewal policies to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2016 to 2017	**Year 2 2017 to 2018**	**Year 3 2018 to 2019**	**Year 4 2019 to 2020**	**Year 5 2020 to 2021**
Grade Configuration	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
Total Approved Enrollment	975	975	975	975	975

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School[2]

	Year 1 2021 to 2022	**Year 2 2022 to 2023**	**Year 3 2023 to 2024**	**Year 4 2024 to 2025**	**Year 5 2025 to 2026**
Grade Configuration	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
Total Proposed Enrollment	975	975	975	975	975

METHODOLOGY

A two-day remote renewal site visit was conducted at GCCS on November 17-18, 2020. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, student support team, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to parents.

The team conducted eight remote classroom observations across Grades 2-12. The observations were approximately 20 minutes in length. NYSED utilizes the CSO's remote Classroom Observation Worksheet

[2] This proposed chart was submitted by October 15, 2020 in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

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 2020-2021 organizational chart;**
- **A 2020-2021 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **Spring 2020 CSO COVID-19 Parent Survey Results;**
- **2019-2020 CSO Parent Survey Results;**
- **2019-2020 CSO Teacher Survey Results; with less than 4% teacher turnover, results may be assumed to be similar;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: Academic and Enrollment Data;**
- **NYSED Attachment 2: Fiscal Dashboard Data;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, midterm, renewals);**
- **Spring 2020 Continuity of Learning Plan;**
- **School's 2020 renewal application; and**
- **School's 2019 Notices of Deficiency/Concern.**

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 November 17, 2020 to November 18, 2020 at GCCS, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2015 Charter School Performance Framework Ratings[3]

	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).	**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.	**Meets**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**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.	**Meets**

[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

- GCCS is in year 19 of operation and serves students in K - Grade 12. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Strengths**:
  As affirmed through focus groups and surveys, a shared mission of preparing students for postsecondary and career success through innovative programming, distributive leadership, and embracing diversity is emphasized and implemented at GCCS. The mission is operationalized through current and future plans to enhance career pathways, active committees that provide teachers voice in decision-making, a positive culture that embraces differences, and a host of academic interventions and non-academic supports to meet the needs of all students. GCCS consistently outperforms its district of location in in Grades 3-8 English language arts (ELA) and math overall, with differentials ranging from 17 to 33 percentage points across 2014-2015 through 2018-2019, depending on grade level. Furthermore, Grades 3-8 ELA and math for SWDs not only surpassed the district of location, but New York State (NYS) averages as well, across this time period. The school's 2015 cohort graduation rate was 97%, exceeding the NYS average by 14 percentage points.

- **Summary of Areas in Need of Improvement**:
  GCCS outperformed the school's district of location in both ELA and math from 2014-2015 through 2018-2019. However, across these five years, ELA outcomes never surpassed the state (-5 percentage points in 2018-2019) and math did not surpass the state in the three most recent years (-7 percentage points in 2018-2019).

  At the high school level, student performance on Regents exams is inconsistent, particularly when comparing annual versus four-year cohort outcomes. While GCCS's four-year cohort outcomes in ELA, Global History, Math, Science, and US History were consistently above the state overall across 2012 through 2015 cohorts, annual outcomes were above the state in only two of nine subjects in 2018-2019 (ELA and US History and Government). The largest gaps to the State (over 20 percentage points) were in Algebra II, Geometry, and Physical Setting/Earth Science.

  While the school's total enrollment remains in compliance with the terms of its charter, GCCS enrolled fewer economically disadvantaged (ED) students, students with disabilities (SWDs), and English language learners (ELLs) than its district of location from 2015-2016 through 2018-2019. The CSO issued a Notice of Deficiency to the school for enrollment of ED students and SWDs in February 2019. All 2018-2019 differentials are smaller than the previous year at eight, seven, and eight percentage points below for SWDs, ELLs, and ED students respectively. The school has responded with a plan that includes enhanced distribution of materials related to programming and supports as well as a weighted lottery to continue to close the differential. GCCS must also remedy deficiencies in the school's fingerprinting process prior to hiring new staff members.

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

Summative Evidence for Benchmark 1:

See Attachment 1 for data tables and additional academic information.

Note: State assessments were not administered in the 2019-2020 school year. As such, NYSED is not able to include results from that academic year in the analysis of this benchmark.

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

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

- With remote learning during the 2020-2021 school year, GCCS has largely kept to the same schedule as in-person with live instruction across all classes and both push-in and pull-out supports (through breakout rooms) from math and ELA specialists, special education teachers, and ENL teachers.

- ES/MS:
  - Pearson Envisions had been used for Math in grades K-8 in the 2019-2020 school year, but results were disappointing according to school leaders. A change was made to Zearn with its on-line resources and textbooks for Grades 1-8. Grades 6-8experience eMath learning, including Algebra in both paper and on-line formats.
  - In ELA, teachers utilize The Units of Study from Columbia University Teachers College. Critical components of the ELA program include whole class read-alouds, focused mini-lessons, significant on-task time reading and writing with teaching support through skills groups and conferences, a mid-lesson teaching point, and a debrief of the lesson.
  - Over the course of the charter period, as described by school leaders, GCCS adopted and implemented the Next Generation Science Standards and added STEM components. A professor from Fredonia State consulted with the teaching team which became turnkeys over time. Classroom lessons were used as resources. During the summer of 2018, a focus group of teachers led by national science education expert Dr. Mike Jabot had worked to create new curriculum maps and a framework to enhance laboratory experiences in the classrooms.
  - Social studies instruction has a dedicated time, and through the efforts of a K-12 curriculum committee and its monthly meetings, teacher voice and choice have a place in identifying "purposeful learning," as described by school leadership.

- HS:
  - At the high school level, teachers continue to create their own instructional materials by adhering to the following respective curricula standards:
    1. English Language Arts – NYS NextGen Learning Standards for ELA
    2. Mathematics - Common Core standards and transitioning to NYS NextGen Math Learning Standards
    3. Social Studies – NYS NextGen Learning Standards for Literacy in History/Social Studies and the NYS Grades 9-12 Social Studies Framework
    4. Science – NYS core curriculum and transitioning to NYS P-12 Science Learning
    5. Standards as guided by NextGen Science Standards and STEM initiatives.
  - Changes to assessments include teacher-developed benchmark assessments, unit and mid-term tests using Regents exam-type questions. Students are remote, but teachers use live instruction in a kind of a flip model.

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

- SWDs:
  - To meet the needs of SWDs, GCCS employs 11 certified special education teachers who currently provide consultant teacher and resource room services. Related services (counseling, occupational therapy, physical therapy, and speech therapy) are also provided in accordance with individualized education plans (IEP) specifications.

- During remote learning, special education teachers are modifying assignments based on IEPs and student needs, creating lesson plans to target IEP annual goals, and using technological resources to provide modifications.

- ELLs:
  - To support students identified as ELLs, GCCS employs seven English as a New Language (ENL) teachers across K - Grade 12 and uses a push-in/pull-out model that complies with state-designated minimum minutes of instruction.
  - During remote learning, ENL teachers push-in to core content classes and provide tailored support in breakout rooms, host their own Google classrooms with ELLs to provide further language, reading, writing, listening, speaking, grammar, and spelling support, and utilize other technology features, including Google Hangout and other chat features, to respond to student questions.

Summative Evidence for Benchmark 2:

1. Element: ***Curriculum***:
   - **Indicator a:** During the school leadership focus group, administration noted a transition in math curriculum from Pearson *Envision* to *Zearn* in K-Grade 5 and E-Math Learning in Grades 6-8 prior to the 2020-2021 school year, largely due to improved online resources. In ELA, teachers utilize the *Units of Study* from Lucy Calkins and the Teachers College Reading and Writing Project at Columbia University. Science and social studies are taught using teacher-created curricula in K-Grade 8. At the high school, teachers create their own instructional materials aligned to NYSLS. During the focus group, school leadership shared that summer curricula hours and department meetings are used to align curricula to curricular maps and ensure alignment to NYSLS. According to the 2019 CSO survey, 95% of teachers agree there is a documented curriculum aligned to NYSLS.
   - **Indicator b:** According to the renewal application narrative, GCCS teachers share weekly common planning time at the team level to create unit and lesson plans. Literacy and math specialists, special education teachers, and ENL teachers participate in these meetings as well to review and recommend modifications. In the 2019 CSO survey, teachers describe academic rigor as differentiated lessons to address all learning styles and abilities, making connections to prior knowledge, using Bloom's taxonomy to increase higher order skills and questioning, and actively assessing students' understanding of content. Lastly, according to the 2020 Spring 2020 CSO COVID-19 Parent Survey, nearly three-quarters of parents responding report that their child's schoolwork is challenging.
   - **Indicator c:** According to the renewal application narrative, GCCS provides multiple opportunities for teachers to align curricula horizontally across classrooms and vertically between grades, including weekly common planning time, professional development days, vertical alignment meetings, and Curriculum Committee meetings. According to the 2019 CSO survey, 60% of teachers agree the curriculum is aligned horizontally across same grade-level classrooms with 30% unsure and 65% of teachers agree the curriculum is aligned vertically among grade levels with 25% unsure.
   - **Indicator d:** The renewal application narrative describes multiple ways differentiation is woven into the curriculum to provide students with a variety of learning opportunities, including use of a variety of groupings, reading materials, and centers. According to the 2019 CSO teacher survey, differentiation is supported through assignment modification, use of reading texts at different

levels, small-group reteaching and peer tutoring, and supplemental materials (e.g., audio or visual display, graphic organizers, manipulatives, printed class notes).

- **Indicator e:** According to the school leadership focus group, the curriculum committee, which includes teacher leaders across K-Grade 12, meets monthly with responsibilities that include cross-walking curricula with new standards to ensure alignment and make revisions as necessary. Furthermore, teacher teams meet during the summer and throughout the year to update curriculum maps, at times with support from external consultants, such as K-Grade 8 science, to help support the transition to Next Generation Science Standards. GCCS also uses eDoctrina, a digital curriculum and assessment tool, to document and align curricula and assessments in a digital, online database.

2. Element: ***Instruction***:
   - **Indicator a:** The renewal application narrative describes high-quality instruction as aligning to students' levels and interests, promoting collaboration, including hands-on, project-based activities and investigations, and utilizing the Reading and Writing Workshop model. During focus groups, school leaders noted use of the flipped classroom model during remote learning where direct instruction occurs through recorded videos or other sources and synchronous class time is more focused on application, problem solving, and working on projects. Across eight remote observations, while CSO team members observed use of small group break-out rooms for differentiation and student discussion, evidence of the flipped classroom model was not evident as seven of eight observations contained synchronous direct instruction.
   - **Indicator b:** As described in the May 2020 check-in desk audit and during this renewal SV school leadership focus group, instructional delivery in the remote environment includes daily synchronous instruction aligned closely to in-person schedules, weekly class meetings, and office hours for individual conferencing. According to the renewal application narrative, engagement is fostered through differentiation of content, resources, and instructional activities, particularly through the use of Reading and Writing Workshop and breakout rooms during remote learning. During December 2020 remote observations, differentiated use of class time and/or breakout rooms were observed in four of eight classes. Furthermore, while K-Grade 8 observations used multiple strategies to promote student engagement (e.g., student questioning, small group discussion, thumbs up), across high school observations, students largely remained muted, shared responses via chat for only the teacher's review, and/or were not engaged by the teacher to participate outside of independent work. According to the Spring 2020 CSO COVID-19 Parent Survey, 51% rate the school excellent and an additional 34% rate the school good in providing instruction during the COVID-19 pandemic.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** GCCS utilizes a variety of formative and summative assessments to assess student achievement and diagnose areas needing improvement. Formative assessments highlighted in the renewal application narrative include STAR early literacy (K-Grade 1), reading (Grades 1-11), and math assessments (Grades 1-9), math benchmark assessments three times per year, Teachers' College Running Records (K-Grade 8), and high school quizzes and unit exams created with eDoctrina. Summative assessments highlighted in the renewal application narrative include Grades 3-8 NYS Tests, NYS High School Regents Examinations, NYS English as a Second Language Achievement Test, and schoolwide, cross-discipline Project-Based Learning (PBL) to demonstrate global competency and 21st century skills as part of the school's mission. During the school

leadership focus group, school leaders confirmed that STAR tests, Running Records, and unit exams are still occurring during remote learning.

- **Indicator b:** The renewal application narrative describes how teachers use formative and summative assessment results to understand the needs of their students, differentiate their lessons, and make necessary adjustments in instruction. According to the 2019 CSO survey, teachers use data from informal assessments (e.g., classroom activities, exit tickets, active observation) to provide immediate, individual feedback and formal assessments (e.g., unit tests and STAR testing results) to alter future lessons and provide small-group instruction to reteach and reinforce skills.
- **Indicator c:** The renewal application narrative describes analyzing the results of formative and summative assessments to form the basis of the GCCS school-wide achievement plan. However, according to the 2019 CSO survey, only 55% of teachers agree the administration uses data from assessments to make school-wide decisions with 35% unsure. During the board focus group, board members described how a Progress Towards Goals committee, which includes board members and school leadership, meets quarterly to review qualitative and quantitative data and monitor outcomes in relation to goals.

4. Element: ***Supports for Diverse Learners***:
    - **Indicator a:** GCCS provides a continuum of supports to meet the needs of all learners. For students struggling academically, GCCS provides progressively more intensive academic supports with math and ELA specialists as part of Response to Intervention (RtI) and Academic Intervention Services (AIS). To meet the needs of SWDs, GCCS employs 11 certified special education teachers who provide consultant teacher and resource room services. Related services (counseling, occupational therapy, physical therapy, and speech therapy) are also provided in accordance with Individualized Education Plan (IEP) specifications. To support students identified as ELLs, GCCS employs seven ENL teachers across K-Grade 12 and uses a push-in/pull-out model that complies with state-designated minimum minutes of instruction. During the student support team focus group, special education and ENL teachers confirmed that, during remote learning, push-ins to core content classes are still occurring, with breakout rooms for small-group work, as well as scheduled time for resource room or more one-to-one support. According to the 2019 CSO survey, 85% of teachers find the special education program to be strong and effective and 90% of teachers find the program for ELLs to be strong and effective.
    - **Indicator b:** According to the renewal application narrative, and confirmed in the student support team focus group, special education and ENL teachers collaborate with classroom teachers at least weekly to provide instruction and supports tailored to meet the needs of SWDs and ELLs. Special education and ENL teachers review lessons and assignments to inform pre-teaching, re-teaching, and modifications. According to the 2019 CSO survey, 100% of teachers affirm the availability of a special education teacher/coordinator and 95% affirm the availability of an ENL teacher/coordinator to help create modifications and accommodations for individual students.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

Element	*Indicators*
1. *Behavior Management and Safety*	a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. *Family Engagement and Communication*	a. 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.
3. *Social-Emotional Supports*	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.

Summative Evidence for Benchmark 3:

1. Element: ***Behavior Management and Safety:***
   - **Indicator a:** GCCS utilizes Safe and Civil Schools' CHAMPS in K-Grade 8 and Discipline in the Secondary Classroom in Grades 9-12 for establishing positive, restorative-based behavior management expectations for classrooms and common spaces. According to the 2019 CSO

survey, while 75% of teachers find a uniform expectation for classroom management, only 60% of teachers find the school-wide discipline policy is consistently applied and 25% of teachers find the discipline policy is clearly explained.

- **Indicator b:** The Parent-Student Handbook emphasizes the shared responsibility for making the school a safe and secure environment for learning. During the April 2019 Mid-Term Site Visit, the school appeared safe and well managed. According to the 2019 CSO survey, 94% of parents find the school provides a safe environment.
- **Indicator c:** The renewal application narrative describes multiple strategies to create a school environment that is safe and free from harassment and discrimination, including grouping students for various types of supports, providing educational opportunities to showcase diversity, providing specialized professional development for teachers and staff.
  According to the 2019 CSO survey, 100% of teachers find the school generally free of bullying, discrimination, and harassment for students. Related issues are addressed through engaging the student development coordinator, DASA coordinator, or counselors. While 11 of 20 respondents could not identify the DASA coordinator, 80% of teachers confirmed DASA training within the past two years. DASA information and coordinator contacts are included in the Parent-Student Handbook. The student support team, in its focus group, indicated that its role has changed with remote learning. There is not the emphasis on behavior and whole school learning environment, but rather support for individual students and their families. Team members counselors and social workers reported responding to teacher referrals for social emotional supports, making phone calls, conducting one-on-one or small group counseling sessions, and making home visits when needed.
- **Indicator d:** According to the 2019 CSO survey, 100% of teachers describe teacher-student interactions as supportive and respectful. Furthermore, roughly 80% of parents find classroom environments support learning and are generally free from disruption. During the April 2019 Mid-Term Site Visit, each of the 17 classrooms observed were well managed, conducive to learning, and free from disruptions. CSO SV team members observed that across December 2020 remote classrooms, while all eight observations were generally free from disruptions, it was found that during high school observations, students largely remained muted and/or shared responses via chat for only the teacher's review.

2. Element: ***Family Engagement and Communication:***
   - **Indicator a:** The renewal application narrative describes a variety of ways families are communicated with and engaged including weekly emails, the website, teacher direct communications to families, and school-wide celebrations throughout the year. Board members, in the focus group, reported that relationships between families and the school have been strengthened by remote learning needs, and that family participation in remote school activities is considerably higher than previously experienced.
     The Parent Teacher Association (PTA) and ad hoc parent advisory groups provide opportunities for families to socialize and provide feedback on the school community. According to the Parent-Student Handbook, the PTA meets monthly, is open to all, and promotes advocacy, volunteerism, and fundraising to best serve the needs of students. According to the Spring 2020 CSO COVID-19 Parent Survey, 95% of respondents confirmed receipt of a Chromebook (85%) or laptop computer (10%) since building closures, over 40 percentage points higher than the All Charter Schools percentage. Furthermore, 69% strongly agree and an additional 23% somewhat agree that the school provided parents with help to support students' remote learning. According to the 2019 CSO survey, 92% of parents agree there is regular communication and 70% of parents agree the school provides opportunities for participation in school activities.

- **Indicator b:** According to the renewal application narrative, teachers communicate strengths and needs in both formalized (e.g., quarterly progress reports, bi-annual parent and teacher conferences) and ongoing communication to families (e.g., ClassDojo, Remind, Google Classroom, PowerSchool). In the Spring 2020 CSO COVID-19 Parent Survey, nearly 80% of respondents report at least weekly contact by the teacher and that they have a clear idea of how the school is educating their children. Furthermore, according to the 2019 CSO survey, 70% of teachers regularly communicate with families on issues related to academics with nearly 90% of parents agreeing that they receive regular and timely information related to their child/children's academic progress.
- **Indicator c:** According to the renewal application narrative, GCCS assesses family and student satisfaction through the use of internal and external surveys. Internally, GCCS works with its partner, Safe and Civil Schools, to distribute surveys and hold focus groups related to student satisfaction. Externally, GCCS implements the NYSED CSO surveys. All survey data are reviewed and used to create action plans to address concerns that may arise. According to the CSO survey, nearly 80% of parents agree the school seeks their feedback through surveys, meetings, or other forums.
- **Indicator d:** The renewal application narrative affirms the immediate review of any concerns by the respective administrative team with outreach back to the concerned party within 24 hours and meetings scheduled as needed to resolve the concern. The board-approved complaints policy states that matters concerning individual students should be addressed by the teacher and administration first prior to referral to the board of trustees in writing if the matter is not resolved. This policy is included in the Parent-Student Handbook. According to the 2019 CSO survey, nearly 80% of parents agree the school has a clear complaint policy.
- **Indicator e:** According to the renewal application narrative, academic data are presented and discussed at public school board meetings as well as posted to the school's website. However, a review of the school's website did not lead to readily available academic data. According to the 2019 CSO survey, only 50% of teachers agree administrators regularly communicate with the community on issues related to academics with 30% unsure. Similarly, only 57% of parents agree that they are informed of how the school performs in relation to other schools in the district and NYS.

3. Element: ***Social-Emotional Supports***:
    - **Indicator a:** Currently, GCCS employs four counselors (two in K-Grade 8 and two in the high school) and a shared full-time social worker, who collectively provide family outreach and individual and small-group counseling, as well as complete home visits, to support students' social-emotional needs. Furthermore, as described in the school leadership and student support team focus groups, all K-Grade 8 teachers begin each day with community time to check in on students, inquire about how they are feeling, and assess if any further supports may be warranted. At the high school, counselors are pushing into certain classes and teachers are expected to weave self-reflection questions and assignments into lessons as further means to determine any student needs. According to the 2019 CSO survey, 80% of teachers agree the school has systems in place to support students' social-emotional needs. These supports include referrals to the school counselor or social worker, mentor programs, character education, sensory paths/room, and morning meetings. The 2019 CSO parent survey results confirm their awareness of social and emotional programs with 83% agreeing they are available when needed. Fifteen percent of parents responding to the Spring 2020 CSO COVID-19 Parent Survey stated their child has participated in social or emotional counseling when 55% said they are concerned about their child's social or emotional well-being during remote learning. The September 2020 reopening

manual states that the counselors and social worker are available throughout the day to meet with students in individual or group sessions.

- **Indicator b:** The April 2019 Mid-Term Site Visit Report describes a variety of means to collect and use data to ascertain the efficacy of student supports, including trends in disciplinary referrals, talking to students and parents, comparing counseling notes from session to session, and administering pre- and post-surveys on counseling topics. During the student support team focus group, the team described reviewing attendance and academic information weekly to determine students and parents for outreach and home visits and referring students with behavioral or social-emotional concerns to the special education coordinator for developing and tracking interventions. However, the team also acknowledged forthcoming revisions to the RtI model to support a more collective, systemized approach to identifying and tracking student needs. In the 2019 CSO survey, only 25% of teachers agreed and 55% were unsure if the school collects and uses data to track the social-emotional needs of all students.
- **Indicator c:** According to the renewal application narrative, data are collected through observation, parent surveys, and student surveys to respond to any mental health concerns and add or remove programs based on need. In the April 2019 Mid-Term Site Visit Report, school leaders reported using these data to determine staffing needs, such as the addition of a social worker prior to the 2018-2019 school year. During the student support team focus group, the team acknowledged relying on feedback from parents and students, as well as ongoing team communication, to assess the impact of social-emotional programming. They reported that a more systemized process of identifying and monitoring social-emotional programming and student outcomes is in progress as part of revisions to the RtI model.

Benchmark 4: Financial Condition

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

Finding: Meets

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

GCCS appears to be in sound 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. GCCS's 2019-2020 composite score is 3.00.

Composite Scores
2015-2016 to 2019-2020

Year	*Composite Score*
2015-2016	3.00
2016-2017	3.00
2017-2018	3.00
2018-2019	3.00
2019-2020	3.00

Benchmark 5: Financial Management

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

Finding: Meets

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 Global Concepts Charter School's 2019-2020 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.

In 2017, the Office of the State Comptroller (OSC) conducted an audit (https://www.osc.state.ny.us/local-government/audits/charter-school/2018/02/02/global-concepts-charter-school-cash-disbursements-2017m-126) of the school with the objective of evaluating its cash disbursement process. OSC found that leadership did not ensure that the policies and procedures in the charter and bylaws were followed and at times allowed the chair of the board of trustees to control all aspects of the disbursement and purchasing processes; there was a discrepancy between the charter and the bylaws where the charter requires checks over $5,000 to have dual signatures and may be signed by the Board Chair or his or her designee, but the bylaws designate the Treasurer as the check signer; and school officials did not seek competition for 39 of the 48 purchases reviewed. OSC recommended that school leadership review and update cash disbursement and purchasing policies to ensure they are consistent with the charter and bylaws; establish clear lines of authority for preparing and signing checks, approving purchases and approving claims for payment; and ensure that the school officials secure quotes or competitive bids when required, review all quotes that are received and publicly advertise to meet the school's procurement needs. The school's leadership did not agree with the 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: Meets

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

Summative Evidence for Benchmark 6:

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** The GCCS Board of Trustees consists of six members, which aligns with the by-laws' expectation for between five and 11 board members. According to the annual report, five of six board members have served three or more terms with a sixth member added in September 2018. According to the April 2019 Mid-Term Site Visit Report, this new board member is an alumnus of the school and will support enhancing the student perspective, identifying career exploration opportunities, and developing alumni programming. As noted in the board roster, board members have diverse professional backgrounds, including teaching, finance, engineering, and data analysis. During the board of trustees focus group, board members confirmed that board succession planning is underway, given the longstanding tenure of the board majority, and two new potential candidates are under review by the board.
   - **Indicator b:** According to the renewal application narrative, the board recently approved a new five-year strategic plan for 2020-2025 and meets bi-annually for strategic planning purposes. Previously, the high school building and Ruben Santiago-Hudson Fine Arts Center projects both resulted from a board-led strategic planning process.
   - **Indicator c:** According to the renewal application narrative, and affirmed during the board focus group, the board uses its monthly meetings to review progress toward academic and other school goals. Administrator reports are expected to include data on academic progress, school climate/culture, parent engagement, student behavior, and faculty and staff issues. Board minutes demonstrate a principals' report, secretary's report, and treasurer's report are presented

at each board meeting. The board Finance Committee meets monthly to provide financial oversight, including review of purchase requests and completion of the annual independent audit. A Progress Toward Goals Committee, which includes board members and other staff, monitors and assesses school growth and performance toward the school's goals. During the board focus group, board members provided examples of the committees' ongoing oversight of four goal areas related to STAR literacy gains, state testing outcomes, credit accumulation, and family involvement.

- **Indicator d:** According to the renewal narrative, an annual meeting of the board of trustees, CEO, and the school's attorneys takes place to reflect on current school policies and to refine them as needs arise. Furthermore, the board evaluates fiscal policies on a regular basis to ensure consistency with best practices, laws, and regulations with an update made recently to its fiscal policies and procedures.
- **Indicator e:** As confirmed in the board focus group, the board of trustees utilizes a board self-evaluation instrument, which retrieves feedback from all members as to their effectiveness as a board and insight into any areas of concern. The evaluation instrument is based on six dimensions of board competency, which include contextual, educational, interpersonal, analytical, political, and strategic. Additionally, the board affirmed evaluating the CEO annually with an evaluation instrument provided for review. The board also reviews the results of the anonymous parent and student surveys to identify potential concerns and positive feedback about the school operations.
- **Indicator f:** According to the renewal application narrative, board members attend local Boards of Cooperative Educational Services (BOCES) training and other state and national charter conferences to maintain awareness of legal obligations and review governance best practices. Furthermore, according to the April 2019 Mid-Term Site Visit Report, the board relies on education law specialists to stay abreast of laws and regulatory changes applicable to the school.

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

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

Summative Evidence for Benchmark 7:

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

- **Indicator a:** According to the renewal application narrative, the administrative team meets once a month to discuss and clarify both operational and academic goals. Data and information from these meetings are shared with the board of trustees at the monthly board meeting. Eighty percent of teachers agree the mission is clear and shared by all stakeholders and 85% of parents agree they are familiar with the mission as reported in the 2019 CSO survey.

- **Indicator b:** Leadership team members include the chief executive officer; school business administrator; coordinator of curriculum, assessment, and instruction; coordinator of technology integration; special education coordinator; human resources specialist; human resources assistant/recruiter; district data coordinator; K-8 and high school principals; and assistant principals. The school's organizational chart demonstrates clear roles and responsibilities for school leadership. For example, the high school principal oversees the assistant principal, all teaching staff, the nurse, guidance counselors, and office staff at the high school building and the special education coordinator oversees special education teachers and contracted physical therapy, occupational therapy, speech, vision and hearing providers. During the school leadership focus group, participants articulated roles and responsibilities aligned with the organizational chart.
- **Indicator c:** The renewal application narrative describes multiple avenues for communication to families and staff. For families, information is shared via letters sent home with students, mailed to homes, electronic communication, postings on the school website, and other social media with written and digital communication available in Arabic, Spanish, and English. Furthermore, the PTA also meets monthly, which provides an opportunity to address and discuss any concerns. At the high school, administrators and department chairs meet regularly to discuss assessment results, departmental needs, and potential professional development opportunities. During focus groups, school leadership and student support team members described multiple channels for communication, including school-based committees, weekly student support team meetings, weekly team meetings by either grade level or content, and dedicated, scheduled time for staff at the end of each day.
- **Indicator d:** As described in the renewal application narrative, GCCS recruits new teachers through advertisement on various websites, and in print, radio, and television. To prioritize recruitment efforts, GCCS added an additional staff position of recruiter, who will have the dedicated task of recruitment and onboarding. Teacher retention efforts described in the renewal application narrative and affirmed in focus groups, include enhanced benefits, regular staff recognition, opportunities for teachers to be leaders, and support for individual professional development for teachers, the school also sponsors a teacher recruitment day which provides opportunities for immediate interviews.

  According to the 2019 CSO survey, 70% of teachers find GCCS to be a long-term, sustainable option as a place to work. When asked to further explain, roughly half of respondents cited positive reasons for staying including welcoming environment, opportunities for empowerment and advancement, and everyone feeling like family. However, the other half cited reasons it is not a sustainable option including inadequate pay in comparison to other neighboring schools, inconsistency between administration and policies, including the discipline policy. Out of over 90 classroom teacher positions included on the staff roster, school leadership reported only four new hires this year. Teacher retention has increased steadily over the past several years, according to the board focus group.

2. Element: ***Professional Climate:***
   - **Indicator a:** The organizational chart demonstrates adequate staffing in all needed areas, including business, human resources, special education, maintenance, and data positions at the central office level. According to the September 2020 Self-Evaluation, GCCS recently added two positions to strengthen its organizational capacity to deliver a high-quality educational program: a coordinator for curriculum and instruction and a technology integration coordinator. According to the 2019 CSO survey, 90% of teachers agree they have the resources and supports to do their jobs well.

- **Indicator b:** According to the April 2019 Mid-Term Site Visit Report, teachers reported regularly scheduled common planning periods several times each week, in addition to grade-level team meetings, content-area department meetings, and school-wide staff development days. The May 2020 check-in desk audit confirmed that department meetings are held bi-weekly at the building level, including the student support team. Lastly, as part of the school's distributive leadership model, GCCS utilizes a committee structure where teachers are participants. Committees include: (1) Curriculum, Instruction, and Assessment; (2) School Climate and Culture; (3) Safety and Civility of Students; (4) Professional Learning; and (5) Strategic Planning. According to the 2019 CSO survey, 95% of teachers cite frequent collaboration on matters of curriculum and instruction.
- **Indicator c:** Teachers participate in a professional development week in August and monthly throughout the year. According to the school leadership focus group, to support teacher feedback in selecting meaningful professional development topics, the professional development plan is developed annually by the Curriculum and Professional Learning Committees with technology integration and the flipped classroom model a large focus so far this year. As described in the renewal application narrative and school leadership focus group, requisite skills and expertise are also achieved through participating in Reading and Writing Workshop trainings, attending BOCES or other off-site conferences, applying for summer curriculum hours, and utilizing SimpleK12, an online clearinghouse of recorded professional developments where teachers can target areas of need.
- **Indicator d:** The renewal application narrative describes regular analysis of monitoring, benchmark, and state assessment data as a primary means to monitor instructional quality. According to the 2019 CSO survey, 95% of teachers agree a system is in place to monitor and evaluate teacher instruction, citing informal and formal observations. Teachers with more than three years of experience only receive one formal observation. Evaluations are aligned to the Danielson Framework for Teaching.
- **Indicator e:** Teacher feedback is largely solicited through annual surveys, surveys following professional development, and committee involvement. As described in the school leadership focus group, committees related to curriculum, professional learning, culture and climate, student supports, safety, and diversity meet monthly and afford teachers voice and ownership in schoolwide planning and decision-making. According to the 2019 CSO survey, 75% of teachers agree school leadership has systems in place to solicit staff feedback. Examples cited include surveys, at staff meetings, through emails, and through an informal open-door policy.

3. Element: ***Contractual Relationships***:
   - **Indicator a:** N/A
   - **Indicator b:** N/A
   - **Indicator c:** 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: ***Missions and Key Design Elements:***
   - **Indicator a:** GCCS's mission is: *to provide a top-quality educational program wherein students achieve high academic results; are geared toward higher education and career opportunities; become responsible, caring, family and community members; are highly knowledgeable of the multicultural world they are part of; and possess the qualities and problem solving skills to collaborate peacefully in the community and worldwide*. During the school leadership focus group, administrators emphasized implementing innovative curricula and programming, developing career-oriented pathways to support students' long-term success, and truly serving *all* students while celebrating diversity. According to the 2019 CSO survey, 80% of teachers agree the mission is clear and shared by all stakeholders and 85% of parents are familiar with the mission. Tenets articulated in the CSO teacher survey include high academic standards for all students, citizenship and character in contributing to the community, and cultural awareness.
   - **Indicator b:** GCCS implements the key design elements outlined in the charter. Through Reading and Writing Workshop, informal and formal assessments, curricula that integrate cross-discipline, and project-based learning academic elements are realized. Social-emotional supports are provided by a proactive student support team, which responds to teacher referrals, student/family requests and their own observations of students. No students are currently in attendance, remotely or in-person, on Wednesdays, and this time is available and used for such activities as grade level and team meetings, and cross-curricular plan development. There is, in addition, a one-hour daily planning period for grade-level teams. Multiple structures are in place for teacher collaboration and leadership, where implementation of the distributive leadership model gives teachers a voice in decision-making. The fledgling culinary arts program has inspired additional career-related options and the board indicated in their focus group an interest in nursing, construction trades, and mechanics as potential additions to the CTE array. The school leaders spoke of creating a "mini BOCES" in the future. The Ruben Santiago-Hudson Fine Arts Center, located adjacent to the high school, provides fine arts opportunities for all students which may expand its offerings into more career-focused pathways.

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

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

Summative Evidence for Benchmark 9:

1. Element: ***Target are met:***
   - **Indicator a:** GCCS has been between 96% and 99% enrollment from 2014-2015 to 2018-2019. Based on June 30, 2020 enrollment in the 2019-2020 Annual Report, the school is currently at 97% enrollment.
2. Element: ***Targets are not met:***
   - **Indicator a:** Across the 2015-2016 through 2019-2020 school years, GCCS did not enroll a comparable number of ED students (-4 percentage points in 2019-2020), SWDs (-8 percentage points in 2019-2020), and ELLs (-10 percentage points in 2019-2020) with its district of location, Lackawanna CSD. Between 2015-2016 and 2019-2020, the gap between GCCS and Lackawanna CSD's enrollment of SWDs declined annually from 14 percentage points in 2015-2016 to eight percentage points in 2019-2020. For ELLs the gap remained at 10 percentage points. For ED students, Lackawanna CSD saw a decline in the percentage enrolled from 88% to 73% between 2015-2016 and 2019-2020, GCCS also saw a slight decrease as well, from 81% to 79%. In February 2019, the CSO issued a Notice of Deficiency to GCCS related to enrollment gaps for ED students and SWDs. At the time of the remote site visit the school had increased its proportion of the three identified sub-groups to within acceptable differences from the district of location and the school's deficiency status is terminated.

- **Indicator b:** As described in the renewal application narrative, and confirmed during the student support team focus group, GCCS developed a brochure that details all available special education services and reiterates the school's commitment to meetings all students' individualized needs to use in recruitment outreach for SWDs. Additionally, GCCS anticipates implementing a weighted lottery to give SWDs an increased chance of admission during the next charter term. The annual report cites additional recruitment efforts in 2019-2020 and plans for 2020-2021, which include:
    - Using Census data to target recruitment information to families in areas of need;
    - Establishing partnerships with local preschool, head start, and daycare organizations in areas of need and with those offering early intervention services;
    - Contacting institutions, such as free medical clinics, Catholic Charities and St. Vincent de Paul Societies, that assist ED families;
    - Advertising in the Special Education Edition of WNY Family magazine and with the Parent Network of WNY;
    - Communicating regularly with Buffalo and Lackawanna CSE chairs to ensure their knowledge of systems available at GCCS; and
    - Partnering with Buffalo State College marketing students to develop a strategic plan.

  Lastly, the May 2020 Check-In SV Memo describes an increased, targeted campaign to recruit these students through social media and updated marketing materials, including branding, for which the board has allocated additional funds.
- **Indicator c:** During the board focus group, board members confirmed that monthly board reports contain information on enrollment in relation to targets to ensure the board remains informed of trends and differentials to Lackawanna CSD. Additionally, as described in the school's Corrective Action Plan (CAP) resulting from its Notice of Deficiency, GCCS implemented new technology-based student tracking systems to support accurate and timely submission of data reporting, increased communication between data management staff and administration, and cross-trained staff in multiple departments related to student data management. Furthermore, a standing meeting is now scheduled between the CEO and special education coordinator to verify all SWDs currently enrolled, their beginning and end dates, and any other changes that may have occurred since the previous meeting to help ensure data is updated timely for reporting requirements.

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: Meets

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

Summative Evidence for Benchmark 10:

1. Element: ***Legal Compliance:***
   - **Indicator a:** The school generally complies with the law and the provisions of its charter. However, the school had past fiscal improprieties, as discovered by an OSC audit, failed to enroll student subgroups comparable to the district of location, and was the subject of multiple parent complaints and concerns during the charter term. Some of the school's policies require revision to be legally compliant, and school officials have not been complying with fingerprinting and clearance requirements for staff, a serious safety violation. The school must adopt a multi-step, comprehensive process to ensure that all school employees have fingerprint clearance prior to their start date at the school.
   - **Indicator b:** The school has undertaken corrective action when necessary. For example, in February 2019, the CSO issued a Notice of Deficiency due to the school not enrolling a comparable number of ED students and SWDs when compared to the district of location. The school submitted a corrective action plan with a goal and strategies related to improving student sub-population identification and tracking to ensure accurate reporting of ED students and SWDs. This deficiency and subsequent corrective action are addressed in greater detail in Benchmark 9.
   - **Indicator c:** The school has not sought any significant revisions during the current charter term.

Attachment 1: 2020-2021 Renewal Site Visit

Global Concepts 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:

This schools outperforms schools with similar grades and subgroup demographics in ELA, math, science and graduation rate.

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.

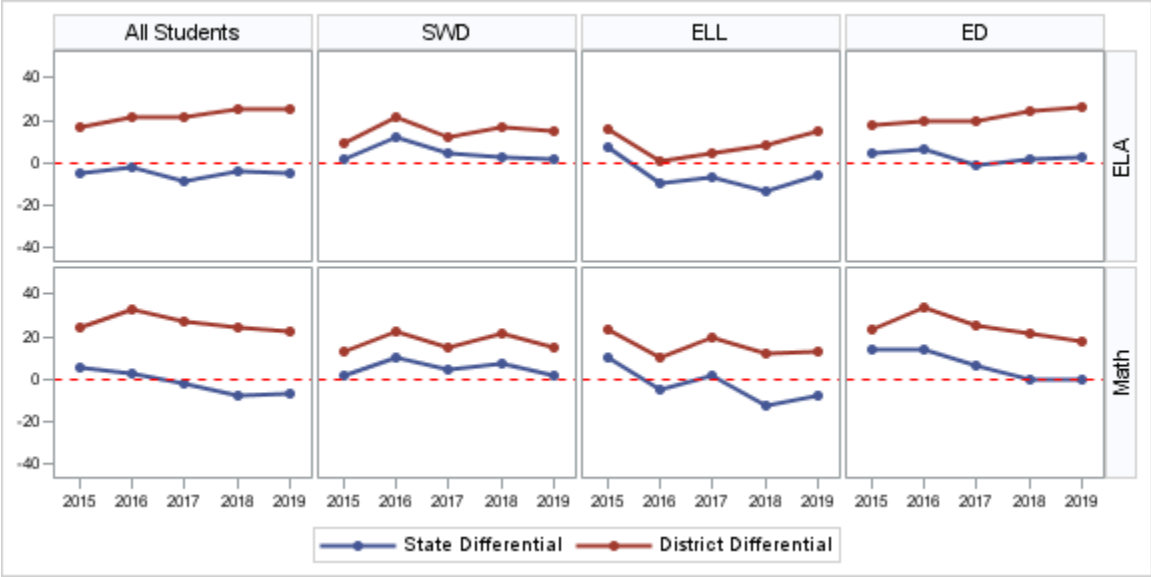
Table 1: Elementary/Middle School Trending Toward Proficiency – Target = 75%

		All Students	SWD	ELL	ED
ELA	2015-2016	49%	48%	39%	48%
	2016-2017	39%	19%	23%	36%
	2017-2018	48%	42%	22%	44%
	2018-2019	51%	31%	40%	51%
Math	2015-2016	58%	50%	58%	58%
	2016-2017	49%	23%	42%	47%
	2017-2018	46%	38%	29%	42%
	2018-2019	50%	30%	41%	48%

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

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level 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				
		Global Concepts CS	Lackawanna CSD	Differential to District	NYS	Differential to NYS	Global Concepts CS	Lackawanna CSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	26%	9%	+17	31%	-5	43%	19%	+24	38%	+5
	2015-2016	36%	15%	+21	38%	-2	42%	9%	+33	39%	+3
	2016-2017	31%	10%	+21	40%	-9	38%	11%	+27	40%	-2
	2017-2018	41%	16%	+25	45%	-4	37%	13%	+24	45%	-8
	2018-2019	40%	15%	+25	45%	-5	40%	18%	+22	47%	-7
SWD	2014-2015	9%	0%	+9	7%	+2	14%	1%	+13	12%	+2
	2015-2016	21%	0%	+21	9%	+12	22%	0%	+22	12%	+10
	2016-2017	15%	3%	+12	11%	+4	18%	3%	+15	14%	+4
	2017-2018	19%	2%	+17	16%	+3	24%	3%	+21	17%	+7
	2018-2019	17%	2%	+15	15%	+2	19%	4%	+15	17%	+2
ELL	2014-2015	17%	1%	+16	10%	+7	29%	6%	+23	19%	+10
	2015-2016	3%	2%	+1	13%	-10	15%	5%	+10	20%	-5
	2016-2017	5%	1%	+4	12%	-7	21%	1%	+20	19%	+2
	2017-2018	11%	3%	+8	25%	-14	16%	4%	+12	29%	-13
	2018-2019	19%	4%	+15	25%	-6	23%	10%	+13	31%	-8
ED	2014-2015	25%	7%	+18	21%	+4	41%	18%	+23	27%	+14
	2015-2016	33%	13%	+20	27%	+6	42%	8%	+34	28%	+14
	2016-2017	28%	8%	+20	29%	-1	35%	10%	+25	29%	+6
	2017-2018	37%	13%	+24	35%	+2	34%	13%	+21	34%	0
	2018-2019	39%	13%	+26	36%	+3	36%	18%	+18	36%	0

**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				
		Global Concepts CS	Lackawanna CSD	Differential to District	NYS	Differential to NYS	Global Concepts CS	Lackawanna CSD	Differential to District	NYS	Differential to NYS
Grade 3	2014-2015	22%	12%	+10	31%	-9	21%	15%	+6	42%	-21
	2015-2016	45%	18%	+27	42%	+3	24%	9%	+15	44%	-20
	2016-2017	30%	11%	+19	43%	-13	33%	12%	+21	48%	-15
	2017-2018	58%	23%	+35	51%	+7	39%	19%	+20	54%	-15
	2018-2019	39%	19%	+20	52%	-13	31%	23%	+8	55%	-24
Grade 4	2014-2015	51%	7%	+44	33%	+18	61%	13%	+48	43%	+18
	2015-2016	43%	8%	+35	41%	+2	58%	10%	+48	45%	+13
	2016-2017	48%	15%	+33	41%	+7	50%	15%	+35	43%	+7
	2017-2018	69%	12%	+57	47%	+22	64%	11%	+53	48%	+16
	2018-2019	65%	21%	+44	48%	+17	51%	19%	+32	50%	+1
Grade 5	2014-2015	28%	8%	+20	30%	-2	63%	25%	+38	43%	+20
	2015-2016	39%	14%	+25	33%	+6	48%	5%	+43	40%	+8
	2016-2017	37%	9%	+28	35%	+2	50%	16%	+34	43%	+7
	2017-2018	40%	14%	+26	37%	+3	45%	17%	+28	44%	+1
	2018-2019	38%	7%	+31	38%	0	52%	17%	+35	46%	+6
Grade 6	2014-2015	18%	6%	+12	31%	-13	43%	29%	+14	39%	+4
	2015-2016	33%	13%	+20	34%	-1	59%	18%	+41	40%	+19
	2016-2017	33%	3%	+30	32%	+1	53%	4%	+49	40%	+13
	2017-2018	28%	12%	+16	49%	-21	43%	14%	+29	44%	-1
	2018-2019	46%	11%	+35	47%	-1	42%	17%	+25	47%	-5
Grade 7	2014-2015	21%	11%	+10	29%	-8	46%	34%	+12	35%	+11
	2015-2016	19%	9%	+10	35%	-16	13%	15%	-2	36%	-23
	2016-2017	18%	10%	+8	42%	-24	27%	8%	+19	38%	-11
	2017-2018	28%	9%	+19	40%	-12	22%	6%	+16	41%	-19
	2018-2019	18%	7%	+11	40%	-22	28%	15%	+13	43%	-15
Grade 8	2014-2015	15%	6%	+9	35%	-20	21%	.	+21	22%	-1
	2015-2016	32%	29%	+3	41%	-9	45%	3%	+42	24%	+21
	2016-2017	14%	9%	+5	45%	-31	.	2%	-2	22%	-22
	2017-2018	22%	28%	-6	48%	-26	2%	8%	-6	30%	-28
	2018-2019	31%	22%	+9	48%	-17	35%	19%	+16	33%	+2

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

Indicator 3: High School Outcomes

3.a.i.and 3.a.ii. Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes: See Tables 4a and 4b below.

Table 4a: Annual Regents Outcomes: Pre-High School

		All Students				ED			
		Charter Total Tested	Global Concepts Charter School	NYS	Differential to State	Charter Total Tested	Global Concepts Charter School	NYS	Differential to State
Algebra I (Common Core)	2016-2017	10	100%	94%	+6	8	100%	88%	+12
	2017-2018	18	100%	90%	+10	11	100%	81%	+19
	2018-2019	6	100%	89%	+11	.	.	.	.

**See NOTES (2), (3), (4), and (7) below.*

Table 4b: Annual Regents Outcomes: High School

		All Students				SWD				ELL				ED			
		Charter Total Tested	Global Concepts CS	NYS	Differential to State	Charter Total Tested	Global Concepts CS	NYS	Differential to State	Charter Total Tested	Global Concepts CS	NYS	Differential to State	Charter Total Tested	Global Concepts CS	NYS	Differential to State
Algebra I (Common Core)	2016-2017	90	82%	70%	+12	9	67%	46%	+21	5	40%	49%	-9	73	79%	63%	+16
	2017-2018	78	69%	64%	+5	7	57%	39%	+18	7	57%	46%	+11	55	71%	56%	+15
	2018-2019	92	64%	66%	-2	12	42%	43%	-1	6	17%	50%	-33	65	65%	59%	+6
Algebra II (Common Core)	2016-2017	17	35%	81%	-46	.	.	.	.	.	.	.	.	13	38%	70%	-32
	2017-2018	32	72%	82%	-10	.	.	.	.	.	.	.	.	23	74%	72%	+2
	2018-2019	41	46%	83%	-37	.	.	.	.	.	.	.	.	28	46%	72%	-26
English Language Arts (Common Core)	2016-2017	66	80%	84%	-4	.	.	.	.	.	.	.	.	50	78%	77%	+1
	2017-2018	82	78%	79%	-1	10	50%	52%	-2	5	80%	47%	+33	59	76%	70%	+6
	2018-2019	80	89%	84%	+5	7	71%	61%	+10	6	17%	56%	-39	58	86%	78%	+8
Geometry (Common Core)	2016-2017	38	66%	63%	+3	.	.	.	.	.	.	.	.	29	62%	50%	+12
	2017-2018	69	35%	67%	-32	.	.	.	.	8	13%	45%	-32	46	30%	54%	-24
	2018-2019	54	43%	70%	-27	.	.	.	.	.	.	.	.	34	44%	57%	-13
Global History	2016-2017	94	77%	68%	+9	11	64%	38%	+26	.	.	.	.	78	72%	58%	+14
	2017-2018	20	40%	39%	+1	.	.	.	.	.	.	.	.	18	44%	36%	+8
Global History Transition	2017-2018	83	75%	73%	+2	5	60%	45%	+15	13	38%	44%	-6	58	79%	62%	+17
	2018-2019	19	53%	62%	-9	6	50%	34%	+16	.	.	.	.	11	55%	51%	+4
Living Environment	2016-2017	99	67%	72%	-5	8	13%	45%	-32	7	14%	37%	-23	82	61%	62%	-1
	2017-2018	84	62%	70%	-8	.	.	.	.	9	22%	43%	-21	59	59%	60%	-1
	2018-2019	95	58%	71%	-13	9	44%	45%	-1	6	17%	43%	-26	65	55%	61%	-6
Physical Setting/Chemistry	2016-2017	9	56%	74%	-18	.	.	.	.	.	.	.	.	5	60%	61%	-1
	2017-2018	26	69%	72%	-3	.	.	.	.	.	.	.	.	18	67%	59%	+8
	2018-2019	15	60%	73%	-13	.	.	.	.	.	.	.	.	11	55%	60%	-5
Physical Setting/Earth Science	2016-2017	67	61%	64%	-3	.	.	.	.	.	.	.	.	56	61%	53%	+8
	2017-2018	73	38%	68%	-30	.	.	.	.	7	29%	42%	-13	50	32%	58%	-26
	2018-2019	65	25%	64%	-39	.	.	.	.	6	0%	37%	-37	43	28%	53%	-25
US History and Government	2016-2017	66	91%	81%	+10	.	.	.	.	.	.	.	.	51	88%	73%	+15
	2017-2018	77	87%	81%	+6	10	80%	56%	+24	.	.	.	.	55	87%	73%	+14
	2018-2019	75	83%	77%	+6	5	60%	51%	+9	8	50%	47%	+3	52	83%	67%	+16

**See NOTES (2), (3), (4), and (7) below.*

3.a.iii. and 3.a.iv. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes: See Table 5 below.

Table 5: Regents 4-Year Cohort Outcomes

		All Students				SWD				ED			
		Charter Total Cohort	Global Concepts CS	NYS	Differential to NYS	Charter Total Cohort	Global Concepts CS	NYS	Differential to NYS	Charter Total Cohort	Global Concepts CS	NYS	Differential to NYS
ELA	2012 Cohort	56	95%	85%	+10	.	.	.	.	44	93%	79%	+14
	2013 Cohort	68	85%	85%	0	9	67%	55%	+12	54	85%	80%	+5
	2014 Cohort	60	93%	84%	+9	.	.	.	.	41	93%	78%	+15
	2015 Cohort	75	95%	84%	+11	9	78%	55%	+23	51	96%	79%	+17
Global History	2012 Cohort	56	93%	78%	+15	.	.	.	.	44	91%	70%	+21
	2013 Cohort	68	81%	78%	+3	9	33%	42%	-9	54	78%	70%	+8
	2014 Cohort	60	97%	77%	+20	.	.	.	.	41	95%	69%	+26
	2015 Cohort	75	89%	78%	+11	9	67%	43%	+24	51	90%	70%	+20
Math	2012 Cohort	56	98%	86%	+12	.	.	.	.	44	98%	81%	+17
	2013 Cohort	68	93%	85%	+8	9	67%	50%	+17	54	94%	80%	+14
	2014 Cohort	60	95%	83%	+12	.	.	.	.	41	95%	77%	+18
	2015 Cohort	75	99%	84%	+15	9	89%	51%	+38	51	100%	78%	+22
Science	2012 Cohort	56	96%	84%	+12	.	.	.	.	44	95%	78%	+17
	2013 Cohort	68	94%	84%	+10	9	67%	52%	+15	54	94%	78%	+16
	2014 Cohort	60	97%	83%	+14	.	.	.	.	41	95%	76%	+19
	2015 Cohort	75	93%	83%	+10	9	89%	51%	+38	51	94%	76%	+18
US History	2012 Cohort	56	88%	81%	+7	.	.	.	.	44	84%	74%	+10
	2013 Cohort	68	87%	81%	+6	9	56%	49%	+7	54	85%	74%	+11
	2014 Cohort	60	92%	80%	+12	.	.	.	.	41	95%	72%	+23
	2015 Cohort	75	91%	79%	+12	9	89%	48%	+41	51	92%	71%	+21

**See NOTES (2), (3), (4), and (7) below.*

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

Table 6: High School Graduation Rates by Cohort

		All Students				SWD				ED			
		Charter Total Cohort	Global Concepts CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	Global Concepts CS	NYS Graduation Rate	NYS Differential	Charter Total Cohort	Global Concepts CS	NYS Graduation Rate	NYS Differential
2011 Cohort	4 Year	63	95%	80%	+15	7	100%	54%	+46	48	94%	73%	+21
	5 Year	63	95%	84%	+11	7	100%	60%	+40	48	94%	79%	+15
	6 Year	63	95%	85%	+10	7	100%	62%	+38	48	94%	81%	+13
2012 Cohort	4 Year	56	95%	82%	+13	.	.	.	.	44	93%	75%	+18
	5 Year	57	96%	85%	+11	.	.	.	.	45	96%	80%	+16
	6 Year	57	96%	86%	+10	.	.	.	.	45	96%	82%	+14
2013 Cohort	4 Year	68	93%	82%	+11	9	100%	58%	+42	54	91%	76%	+15
	5 Year	70	93%	85%	+8	10	90%	64%	+26	55	93%	80%	+13
	6 Year	70	94%	86%	+8	10	100%	66%	+34	55	93%	82%	+11
2014 Cohort	4 Year	60	92%	83%	+9	.	.	.	.	41	93%	76%	+17
	5 Year	57	96%	86%	+10	.	.	.	.	39	97%	81%	+16
2015 Cohort	4 Year	75	97%	83%	+14	9	100%	62%	+38	51	98%	77%	+21

**See NOTES (2), (3), (5), and (7) below.*

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup On-Track to Graduate: See Table 7 below.

Table 7: Third Year On-Track to Graduate – Target = 75%

Global Concepts Charter School	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2012	56	52	93%	.	.	.	.	.	.	47	43	91%
2013	70	59	84%	8	5	63%	.	.	.	56	46	82%
2014	62	58	94%	.	.	.	.	.	.	46	43	93%
2015	70	63	90%	8	6	75%	5	5	100%	52	45	87%
2016	69	60	87%	6	3	50%	8	3	38%	49	43	88%

**See NOTES ((2), (3), (4), (7), and (9) below.*

3.b.v. and 3.b.vi. Graduation Outcomes – Aggregate and Subgroup Student Persistence: See Table 9 below.

Table 8: High School 4-Year Persistence Rates – Target = 85%

Global Concepts CS		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	4 Year Persistance	Original Cohort	Persistent	4 Year Persistance	Original Cohort	Persistent	4 Year Persistance	Original Cohort	Persistent	4 Year Persistance
2013 Cohort	4-Year	72	51	71%	.	.	.	.	.	.	60	41	68%
	5-Year	72	52	72%	.	.	.	.	.	.	60	42	70%
	6-Year	72	52	72%	.	.	.	.	.	.	60	42	70%
2014 Cohort	4-Year	63	49	78%	.	.	.	5	4	80%	53	41	77%
	5-Year	63	49	78%	.	.	.	5	4	80%	53	41	77%
2015 Cohort	4-Year	72	57	79%	8	7	88%	.	.	.	60	45	75%

**See NOTES (2), (3), (4), (5), (7), and (10) below.*

Benchmark 9:

Table 9: Student Demographics

	SWD			ELL			ED		
	Global Concepts CS	Lackawanna CSD	Differential to District	Global Concepts CS	Lackawanna CSD	Differential to District	Global Concepts CS	Lackawanna CSD	Differential to District
2015-2016	7%	21%	**-14**	9%	19%	**-10**	81%	88%	**-7**
2016-2017	10%	20%	**-10**	9%	19%	**-10**	81%	89%	**-8**
2017-2018	8%	20%	**-12**	12%	21%	**-9**	66%	89%	**-23**
2018-2019	11%	18%	**-7**	13%	21%	**-8**	72%	80%	**-8**
2019-2020	11%	19%	**-8**	12%	22%	**-10**	79%	83%	**-4**

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

Table 10: Retention – Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Global Concepts CS	Lackawanna CSD	Differential to District	Global Concepts CS	Lackawanna CSD	Differential to District	Global Concepts CS	Lackawanna CSD	Differential to District	Global Concepts CS	Lackawanna CSD	Differential to District
2015-2016	90%	84%	+6	90%	81%	+9	95%	86%	+9	91%	83%	+8
2016-2017	89%	86%	+3	90%	86%	+4	89%	89%	0	89%	85%	+4
2017-2018	86%	86%	0	89%	85%	+4	82%	84%	-2	87%	85%	+2
2018-2019	88%	84%	+4	88%	84%	+4	87%	84%	+3	88%	84%	+4
2019-2020	88%	82%	+6	88%	83%	+5	94%	80%	+14	88%	84%	+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).

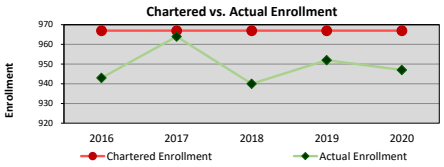
Charter School Fiscal Accountability Summary

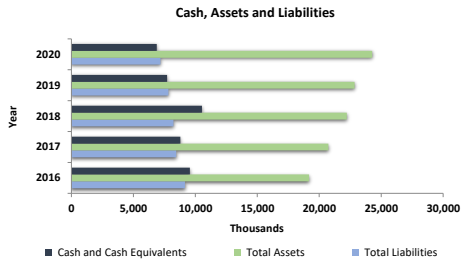
GLOBAL CONCEPTS CHARTER SCHOOL

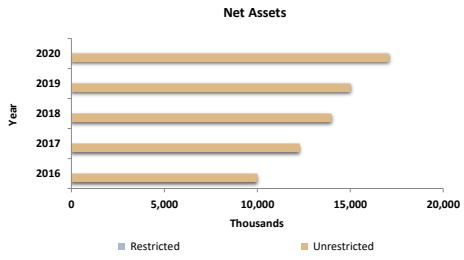
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

	2015-16	2016-17	2017-18	2018-19	2019-20
Grades Served	K-12	K-12	K-12	K-12	K-12
Maximum Chartered Grades Served	K-12	K-12	K-12	K-12	K-12
Chartered Enrollment	967	967	967	967	967
Maximum Chartered Enrollment	967	967	967	967	967
Actual Enrollment	943	964	940	952	947
ASSETS					
Current Assets					
Cash and Cash Equivalents	9,561,128	8,794,614	10,530,147	7,719,350	6,887,835
Grants and Contracts Receivable	-	825,944	655,796	1,086,165	-
Prepaid Expenses	178,887	132,891	60,835	145,555	156,226
Other Current Assets	677,672	-	-	3,420,574	5,755,838
Total Current Assets	10,417,687	9,753,449	11,246,778	12,371,644	12,799,899
Non-Current Assets					
Property, Building and Equipment, net	7,181,124	9,932,401	9,922,523	9,581,565	10,406,184
Restricted Cash	-	-	1,060,567	-	-
Security Deposits	150,000	-	-	-	-
Other Non-Current Assets	1,434,956	1,049,511	-	901,692	1,064,918
Total Non - Current Assets	8,766,080	10,981,912	10,983,090	10,483,257	11,471,102
Total Assets	19,183,767	20,735,361	22,229,868	22,854,901	24,271,001
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	1,804,471	414,758	1,566,519	231,384	823,907
Accrued Payroll and Payroll Taxes	-	1,208,726	-	1,236,829	-
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	165,000	156,392	166,392	-	241,384
Total Current Liabilities	1,969,471	1,779,876	1,732,911	1,468,213	1,065,291
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	7,200,000	6,671,433	6,505,041	6,365,251	6,123,867
Total Long-Term Liabilities	7,200,000	6,671,433	6,505,041	6,365,251	6,123,867
Total Liabilities	9,169,471	8,451,309	8,237,952	7,833,464	7,189,158
NET ASSETS					
Unrestricted	10,014,296	12,284,052	13,991,916	15,021,437	17,081,843
Restricted	-	-	-	-	-
Total Net Assets	10,014,296	12,284,052	13,991,916	15,021,437	17,081,843
Total Liabilities and Net Assets	19,183,767	20,735,361	22,229,868	22,854,901	24,271,001

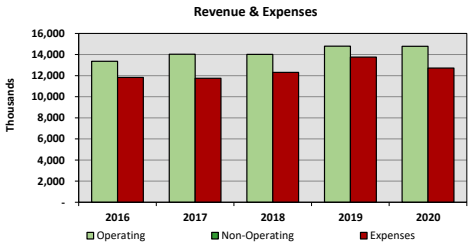


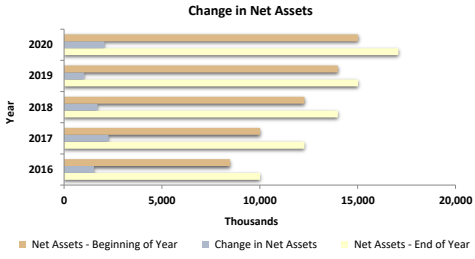




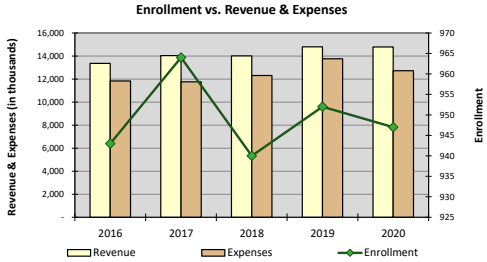
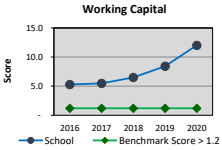
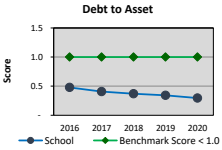
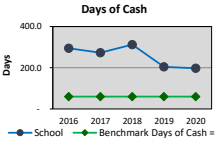
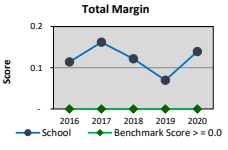
STATEMENT OF ACTIVITIES

	2015-16	2016-17	2017-18	2018-19	2019-20
OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	11,390,231	12,115,364	12,045,686	12,744,620	12,687,060
State and Local Per Pupil Revenue - SPED	482,878	632,568	584,448	488,482	633,788
State and Local Per Pupil Facilities Revenue	202,863	-	-	-	-
Federal Grants	1,158,936	1,149,802	1,193,962	1,289,009	1,140,058
State and City Grants	11,416	11,356	11,630	11,262	44,998
Other Operating Income	113,324	118,199	177,167	256,118	280,281
Total Operating Revenue	13,359,648	14,027,289	14,012,893	14,789,491	14,786,185
EXPENSES					
Program Services					
Regular Education	7,571,137	7,441,887	7,895,820	8,665,428	8,290,134
Special Education	785,160	929,717	840,075	957,480	931,586
Other Expenses	1,455,470	1,437,762	1,520,399	1,563,800	1,286,646
Total Program Services	9,811,767	9,809,366	10,256,294	11,186,708	10,508,366
Supporting Services					
Management and General	2,023,582	1,948,167	2,048,735	2,573,262	2,217,413
Fundraising	-	-	-	-	-
Total Support Services	2,023,582	1,948,167	2,048,735	2,573,262	2,217,413
Total Expenses	11,835,349	11,757,533	12,305,029	13,759,970	12,725,779
Surplus/Deficit from Operations	1,524,299	2,269,756	1,707,864	1,029,521	2,060,406
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	-	-	-	-
Contributions and Grants	-	-	-	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	-	-
Total Support and Other Revenue	-	-	-	-	-
Change in Net Assets	1,524,299	2,269,756	1,707,864	1,029,521	2,060,406
Net Assets - Beginning of Year	8,489,997	10,014,296	12,284,052	13,991,916	15,021,437
Net Assets - End of Year	10,014,296	12,284,052	13,991,916	15,021,437	17,081,843





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

	2015-16	2016-17	2017-18	2018-19	2019-20
REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	14,167	14,551	14,907	15,535	15,614
Support and Other Revenue	-	-	-	-	-
Total Revenue	14,167	14,551	14,907	15,535	15,614
Expenses - Per Pupil					
Program Services	10,405	10,176	10,911	11,751	11,096
Mangement and General, Fundraising	2,146	2,021	2,180	2,703	2,342
Total Expenses	12,551	12,197	13,090	14,454	13,438
% of Program Services	82.9%	83.4%	83.4%	81.3%	82.6%
% of Management and Other	17.1%	16.6%	16.6%	18.7%	17.4%
% of Revenue Exceeding Expenses	12.9%	19.3%	13.9%	7.5%	16.2%
FINANCIAL COMPOSITE SCORE					
Composite Score	3.00	3.00	3.00	3.00	3.00
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	8,448,216	7,973,573	9,513,867	10,903,431	11,734,608
Working Capital (Current) Ratio	5.3	5.5	6.5	8.4	12.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.5	0.4	0.4	0.3	0.3
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	294.9	273.0	312.4	204.8	197.6
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	0.1	0.2	0.1	0.1	0.1
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard