New York State Education Department

Renewal Site Visit Report
2016-2017

Launch Expeditionary Learning Charter School

Visit Date: 9/21/2016
Date of Report: 1/10/2017

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SCHOOL DESCRIPTION[1]

Charter School Summary[2]

Name of Charter School	Launch Expeditionary Learning Charter School
Board Chair	Jonathan Harbor
School Leader	Geoffrey Roehm
District of location	NYC CSD 16
Opening Date	August 22, 2012
Charter Terms	Charter approved: 12/14/2010 Planning year: 7/1/2011-6/30/2012 Initial charter term: 7/1/2012 – 6/30/2017
Management Company	N/A
Educational Partners	New York City Outward Bound Expeditionary Learning Education (EL)
Facilities	Co-located with NYCDOE PS 243 at: 1580 Dean Street, Floor 3 Brooklyn NY 11213
Mission Statement	Launch students will develop the academic skills and strength of character necessary to thrive in college, contribute to their communities, and excel in their careers.
Key Design Elements	*1) Learning Expeditions* *2) Active Pedagogy* *3) Culture and Character* *4) Leadership and School Improvement* *5) Structures*
Revision History	In February 2016, the Board of Regents approved a revision to decrease the grade levels and maximum enrollment from 461 students in grades 6-10 to 271 students in grades 6-8 due to space constraints.
Requested Revisions	Requesting approval to increase enrollment to 335 (grades 6-8)

Enrollment

School Year	Grades Served	Maximum Enrollment	Actual Enrollment
2016-2017	6-8	271	310
2015-2016	6-8	271	313
2014-2015	6-8	271	311

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

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

METHODOLGY

A one day renewal site visit was conducted at Launch Expeditionary Learning Charter School (Launch or LELCS)) on September 21, 2016. The CSO team conducted interviews with the board of trustees, school leadership team, and parents. In cooperation with school leadership, the team also administered anonymous online surveys to teachers.

The team conducted 18 classroom observations in Grades 6-8. These were conducted jointly with Principal Geoffrey Roehm and Assistant Principal for Curriculum and Instruction Efrat Kussell.

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

- **Teacher roster**
- **Current organization chart**
- **A master school schedule**
- **Board materials**
- **Board self-evaluation documents**
- **Blank teacher and administrator evaluation forms**
- **Student/family handbook**
- **Staff handbook and personnel policies**
- **A list of curricular documents**
- **A list of major assessments**
- **Enrollment data including subgroups**
- **Professional development plans and schedules**
- **Academic data**
- **Survey results**
- **Special Services Handbook**
- **Strategic Plan**

BENCHMARK ANALYSIS

The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school that was chartered or renewed in 2012 or beyond, outlines 10 Performance Benchmarks in three key areas of charter school performance:

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

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

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

For the site visit conducted on September 21, 2016 at Launch Expeditionary Learning Charter School, see the following Performance Benchmark Scores and discussion.

New York State Education Department
Charter School Performance Framework Rating

	Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Falls Far Below
	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 Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Approaches
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	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.	Meets
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

Performance Benchmark	Level
Summary of Findings	

In the initial charter term, Launch Expeditionary Learning Charter School (Launch or LELCS) has demonstrated some improvement over the last three years but continues to perform below the state in both math and ELA and slightly below the district of location in ELA outcomes. The most recent data demonstrates that students outperform the district in math outcomes for all students and all subgroups. The school enrolls a large percentage of students with disabilities (28%) and a small but growing number of English language learners, which is comparable with the district of location.

The school has made significant changes to its academic program to address the needs of their students and improve student performance while maintaining its key design elements, specifically Expeditionary Learning (EL) components such as crew advisory, learning expeditions, and presentations of learning. Eighteen months ago, the school revised its curriculum to better align with state standards. It added three daily periods for literacy and enhanced its interim assessments to better reflect state testing expectations. The school has also enhanced its services for at-risk students; it notably added self-contained special education classes and hired an ELL specialist. The school has a strong culture of learning based on Habits of Heart and Mind with few reported discipline incidents. While observed classroom management was generally effective, the rigor and engagement of instruction varied.

The school has a data-driven culture evidenced by an assessment system that includes processes for data analysis and action planning. The school is also driven internally by measurable student performance goals, though the board was less familiar with specific targets for growth and achievement.

The school's board possesses a range of relevant skills and has structures and procedures in place for effective governance. The initial leadership team was set up in a co-leadership structure, but was revised in year 4 of the term. The current leadership team is headed by the principal who reports to the board and oversees two assistant principals, who provide ongoing coaching and support for teachers, many of whom are new to the school. According to the school principal, 75% of teachers have three or more years of teaching experience. The principal also oversees the director of EL and outreach and the support services coordinator, as well as the director of operations.

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: Falls Far Below

Summative Evidence for Benchmark 1: See Appendix A for further information.

1.a. ESEA designation.
Launch Expeditionary Learning Charter School was designated by the Department as a *Focus School* in 2015-2016 (based on data from 2013-2014 and 2014-2015).

1.b. Similar Schools Comparison
Using a list of schools generated by NYSED's "similar schools" algorithm, Launch analyzed their performance compared to schools with similar characteristics. According to their analysis, Launch is now outperforming similar schools in math proficiency by 1.8% but remains 5.8% below the similar schools in ELA proficiency. The data also show that from 2013 to 2016, Launch has demonstrated a positive trend and is improving at a faster rate than the similar schools.

2.a. (i-ii) Growth
Launch reports that each year a greater percentage of students are demonstrating "trending toward proficiency" as defined in the CSO Performance Framework, in both math and ELA. The percentage of students trending toward proficiency has more than doubled in the past two years, with the largest gain occurring last school year. The number of students moving up a level far outpaces the number maintaining at a level. This holds true for the two subgroups, Economically Disadvantaged (ED) and Students with Disabilities (SWD); there are few English Language Learners (ELL).

According to the school's renewal application, the school has also demonstrated growth in its mean growth percentile (MGP), rising from the 28th percentile in 2013 to 42nd in 2014 to 49th in 2015 to the 50th in 2016

2.b. (i-iii) Proficiency 3-8 Assessments
LELCS began its charter term performing below the state and district averages in Math and ELA, but is now outperforming the district in Math and has nearly closed the gap with the district in ELA, while still performing below the state in both Math and ELA. However, subgroup and grade level proficiency rates are trending upwards for both subject areas. ELA proficiency was 24% below the state in 2013-2014 and 20.8% below in 2015-2016. Math proficiency was 25% below the state in 2013-2014 and 16.8% below in 2015-2016.

As reported by the school, in 2015-2016, 16% of students were proficient on the state ELA test, which is below the district (18%) and state (37%). However, the school has steadily improved over time with 6% proficient in 2013-2014 increasing to 10% in 2014-2015 and 16% in 2015-2016. This is a slightly greater rate of aggregate increase than both the district and state. For students that are economically disadvantaged, 14% were proficient in 2015-2016, up from 6% in 2013-2014. This underperforms both the district and state by 3.5 and 13 percentage points respectively. For students with disabilities, 4%

were proficient in 2015-2016, up from 0% in 2013-2014. This is close to district and state performance, off by less than 1 and 2.3 percentage points respectively. The school has not achieved proficiency in ELA for its English language learners (ELL) which is equal to the district and close to state achievement for this subgroup.

In 2015-2016, 18% of students were proficient on the state mathematics test, which outperforms the district (14%) but is below the state (34%). The school has shown increases over time, with 6% proficient in 2013-2014, 11% in 2014-2015 and 18% in 2015-2016. Economically disadvantaged students performed better than the district (18% versus 13%) last year. However, economically disadvantaged students underperformed the state by 6.5%. Last year 6% of students with disabilities were proficient, which outperformed the district (3%) and was slightly below the state (7%). With 11% of ELL students proficient last year, the school outperformed the district by 7.3 percentage points and outperformed the state (8%) as well.

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 Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Approaches

Summative Evidence for Benchmark 2:

The curriculum at Launch has been evolving in response to student needs and performance. New curriculum resources were put in place last year and better align with New York State Learning Standards. In mathematics, the school is using *Math in Focus* supplemented by *Connected Math Projects* (CMP3). Because math proficiency rates are outpacing ELA proficiency rates, the school has made some programmatic changes to target ELA improvement. With the assistance of consultants, the school refined its literacy program prior to the 2015-2016 school year, creating three literacy periods per day (Reading, Writing and a reading intervention class known as Reading Zone) with a focus on targeted small group instruction and increased expectations for writing based on the Teachers College Writing Program. This year the school is working with literacy consultants to further refine and leverage the major programmatic shifts made last school year. The school has also adjusted its use of Expeditionary Learning elements; for instance, it has reduced the use of expeditions to once at the end of the year to allow more time for remedial instruction.

Instruction is designed to focus on small group instruction supported by co-teaching in all classes as well as the reintroduction of self-contained classes for students with special needs. Observed instruction was purposeful and organized while instructional rigor and cognitive engagement varied across classrooms.

The school uses data to identify remedial needs and grouping students for targeted instruction. In addition, the school uses internal comparative and growth goals to drive its intervention efforts and monitors progress towards goals. For example, leadership evaluations incorporate state test and interim growth goals. The school's internal assessment system includes iReady and other interim assessments. The school worked with a consultant over the summer to improve its literacy interim assessments to

better align with state tests; the school's math interim assessments are already based on state test questions and reportedly have been predictive of student performance on state assessments. Although teacher survey results confirmed a culture of data use to inform instruction, many teachers were not aware that the school has been underperforming the district in ELA and the state in both ELA and mathematics.

The role of support services manager has evolved to focus primarily on special education core programs and ELL systems and structures. In addition to the use of self-contained classes, the special education program also includes integrated co-teaching (ICT) classes on each grade level. The school has a case management system that allows all staff to review IEPs and case managers are beginning to create "at-a-glance" documents for general education teachers. There is frequent collaboration between general and special education teachers as a result of the co-teaching model and weekly formal planning team meetings with leadership. For ELL students, the school hired an ELL specialist this year to pull-out sessions for targeted instruction groups.

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

Summative Evidence for Benchmark 3:

On the day of the evaluation visit, the school was calm and orderly and students generally behaved in accordance with the school's expectations. Student survey results indicated the vast majority of students feel safe in the school. There was clear evidence of routines established in classrooms and smooth transitions between activities and classes. While students were not always full engaged, classroom management was usually effective in redirecting off-task students and the tone was typically positive rather than punitive. Eighty-six percent of teachers surveyed agreed or strongly agreed that there was uniformity in teachers' classroom management across Launch.

The school has a number of systems and procedures in place to encourage a positive environment and strong relationships between adults and students. For example, Habits of Hearts and Mind is taught during small group Crew advisory meetings and Kickboard is used to collect and communicate behavior and academic data, which parents can access. Parents indicated frequent communication from teachers via online systems as well as opportunities to talk directly with staff. According to parent survey results, 91% of families felt that teachers communicate regularly with parents/guardians and 91% of families felt that the school leadership team promotes family and community involvement in the school. Survey results indicated strong satisfaction with the school program and interviewed parents appreciated the Expeditionary Learning components. Teacher survey results also indicated that teachers and administrators communicate regularly with families regarding issues related to academics.

The school supports the social emotional development of its students. The school's renewal application indicated that the "Second Step social-emotional curriculum provides instruction around empathy and communication, bullying, emotion management, and substance abuse." In addition to Expeditionary

Learning program, including the Crew advisory, the school provides non-mandated counseling for students. School staff members conduct home visits and the school provides workshops and trainings for parents as well.

Benchmark 4: Financial Condition

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

Finding: Meets

Summative Evidence for Benchmark 4:

Financial Condition

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

CSO reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.

Overall Financial Outlook

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. LELCS's composite score for 2014-2015 is 3.00. The table below shows the school's composite scores from 2012-2013 to 2014-2015.

Launch Expeditionary Learning Charter School's Composite Scores
2012-2013 to 2014-2015

Year	*Composite Score*
2014-2015	3.00
2013-2014	3.00
2012-2013	2.90

Source: NYSED Office of Audit Services

Near Term Indicators

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

The *current ratio* is a financial ratio that measures whether a charter school has enough resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the school is of paying its obligations, with a ratio under 1.0 a cause for concern. For 2015-2016, LELCS had a current ratio of 5.3.

Unrestricted cash measures, in days, whether the charter school can meet operating expenses without receiving new income. Schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2015-2016, LELCS operated with 107 days of unrestricted cash.

Enrollment stability measures whether a school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. LELCS's enrollment stability for 2015-2016 was 84 percent.

Long Term Indicators

A charter school's *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2015-2016, Launch Expeditionary Learning Charter School's debt to asset ratio was .2.

Total margin measures the deficit or surplus a charter school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2015-2016, LELCS's total margin was -.1 percent.

Benchmark 5: Financial Management

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

Finding: Meets

Summative Evidence for Benchmark 5:

CSO reviewed LELCS's 2015-2016 audited financial statement to determine whether the independent auditor observed sufficient internal controls over financial statements. In 2014-2015, the auditor had observed that the school's insurance coverage for property excluding computers and leasehold improvements fell far short of the replacement cost of the school's property and equipment and recommended an increase in coverage. During 2015-2016, the school took corrective action by increasing coverage to cover the full replacement cost of the assets.

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

Summative Evidence for Benchmark 6:

As evidenced by information provided in the Renewal Application, the school's board of trustees possesses a range of relevant skills and background for governing the school. These include education, finance, fundraising, legal, and strategic planning. A majority of board members have served for over three years.

The board has been responsive to school performance, making changes in the school's organizational structure and pace of implementation of Expeditionary Learning program components, and supporting co-teaching in every class and increased use of technology. Board members noted budget adjustments made last year in order to support the changes they deemed necessary to improve school performance.

While the board has engaged in strategic planning, interviewed board members did not describe clear and measurable goals with which to drive school improvement efforts and evaluate school leadership and its partner organization. There is an understanding of the need for greater than one year of growth for a school with many students entering well below grade level, but not specific targets for progress monitoring. Board members also indicated Launch's students attend high schools with higher graduation rates than the average. In addition, the board receives regular reports and data from school leadership and was familiar with the results of state assessments.

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

Summative Evidence for Benchmark 7:

Interviews with school staff indicated that roles and responsibilities are generally clear and focused on specific domains. The school has expanded its leadership team to include a principal, assistant principal for curriculum and instruction, and assistant principal for culture and programming. The board appointed the founding executive director to principal, who reports directly to the board and supervises all other staff.

The school has experienced relatively high teacher turnover -- approximately 59% of teachers have three years or less experience teaching their current subject area or assignment and 40% are new to the school this year. School leaders reported revisiting their hiring process to ensure better alignment with the school program and increase teacher retention. Although Launch has a large number of novice teachers, school leaders indicated that they specifically sought "coachable" faculty who they can grow

into the school model and have devoted substantial instructional leadership time to training and developing teachers. For example, the school created a new performance rubric for teachers and the instructional leadership team provides ongoing classroom observation, coaching and feedback. Instructional leaders focus on their areas of subject expertise and roles and are assigned to coach specific departments. Surveyed teachers confirmed that they participate in weekly staff PD, weekly common planning meetings, bi-weekly department meetings, bi-weekly grade team meetings, and weekly coaching meetings. Eight-nine percent of teachers agreed or strongly agreed that these meetings are "well organized, well-attended, and address relevant content" and 75% of teachers stated that they view Launch as a long-term, sustainable place to work. Launch staff also attend Expeditionary Learning Outward Bound conferences to learn how to implement elements of the program.

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

Summative Evidence for Benchmark 8:

Interviewed stakeholders, including school staff and board members, all described a clear focus on student achievement as well as developing student agency through the Expeditionary Learning model. Ninety-three percent of surveyed teachers stated that a clear sense of the mission was shared by all stakeholders. The school is focused on developing college and career readiness skills and tracking the types of high schools and colleges that students will attend. Parents appreciate the focus on educational quality as well as the opportunities provided by the Expeditionary Learning program. The use of Habits of Heart and Mind, Crew advisory program, and student presentations of learning are all core practices that align with the school's key design elements. Surveyed teachers emphasized that the Expeditionary Learning structures (Crew, Student Led Conferences, Presentations of Learning) offer excellent opportunities for character growth and reflection. School leaders acknowledged changes to implementation of the Expeditionary Learning model to better meet the academic needs of a large at-risk student population, but indicated that these changes have been developed with the support and guidance of the Expeditionary Learning organization.

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: Meets

Table 3: Student Demographics – LELCS Compared to District of Location

	2014-15			2015-16			2016-17
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	CSD	Variance[3]	School	CSD	Variance	School[4]
Enrollment of Special Populations							
Economically Disadvantaged	84%	86%	-2%	89%	82%	+7%	89%
English Language Learners	4%	6%	-2%	3%	5%	-1%	5%
Students with Disabilities	27%	30%	-3%	28%	28%	0%	26%

Summative Evidence for Benchmark 9:

The school enrolls a largely economically disadvantaged student population at a rate above that of the district. More than a quarter of the students have disabilities, while a small percentage of students are English language learners, which is similar to the district ELL enrollment proportion.

The school has made good faith efforts to recruit, serve and retain at-risk students, which has resulted in growing numbers of students with disabilities. In 2013-2014 the school added self-contained special education classes and maintains ICT classes on each grade. The self-contained classes have been departmentalized to provide more expertise in humanities and STEM subjects. The school also hired an ELL specialist this year. According to the Renewal Application, Launch's retention rate for 2015-2016 was 88% for economically disadvantaged students, 100% for ELL students, and 88% for students with disabilities.

[3] Variance is defined as the percent of subgroup enrollment between the charter school and the district of location.
[4] Reported by the school; 2015-16 enrollment data has not been publicly released as of the date of this report.

Benchmark 10: Legal Compliance

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

Finding: Approaches

Summative Evidence for Benchmark 10:

The school is generally compliant with most applicable laws, rules and regulations and terms of the charter agreement. However, over the charter term the board has revised certain key school policies, such as by-laws, without securing authorizer approval as required by the Board of Regents Charter School Oversight Plan. Similarly, the board has seated several new members without seeking authorizer approval as required in the charter agreement. These practices have since been have been addressed and corrected with the school leader and with the board.

APPENDIX A: ASSESSMENT

Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students: *School, District& NYS Level Aggregates*

All Students	ELA					Math				
	School	District		NYS		School	District		NYS	
		District	Delta = (Sch–Dct)	NYS	Delta = (Sch–NYS)		District	Delta = (Sch–Dct)	NYS	Delta = (Sch–NYS)
2013-14	6%	12%	-6	30%	-24	6%	9%	-3	31%	-25
2014-15	10%	16%	-6	31%	-21	11%	11%	--	33%	-22
2015-16	16%	18%	-2	37%	-21	17%	14%	+3	34%	-17

Table 2: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup – Economically Disadvantaged Students: *School, District& NYS Level Aggregates*

Economically Disadvantaged	ELA					Math				
	School	District		NYS		School	District		NYS	
		District	Delta = (Sch–Dct)	NYS	Delta = (Sch–NYS)		District	Delta = (Sch–Dct)	NYS	Delta = (Sch–NYS)
2013-14	6%	12%	-6	19%	-13	7%	9%	-2	21%	-14
2014-15	8%	15%	-7	21%	-13	10%	11%	-1	23%	-13
2015-16	14%	17%	-3	27%	-13	18%	13%	+5	24%	-6

Table 3: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup – Students with Disabilities: *School, District& NYS Level Aggregates*

Students with Disabilities	ELA					Math				
	School	District		NYS		School	District		NYS	
		District	Delta = (Sch–Dct)	NYS	Delta = (Sch–NYS)		District	Delta = (Sch–Dct)	NYS	Delta = (Sch–NYS)
2013-14	0%	3%	-3	4%	-4	0%	3%	-3	6%	-6
2014-15	1%	4%	-3	5%	-4	5%	5%	--	7%	-2
2015-16	4%	5%	-1	7%	-3	6%	3%	+3	7%	-1

Table 4: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup – English Language Learners: *School, District & NYS Level Aggregates*

English Language Learners	ELA					Math				
	School	District		NYS		School	District		NYS	
		District	Delta = (Sch–Dct)	NYS	Delta = (Sch–NYS)		District	Delta = (Sch–Dct)	NYS	Delta = (Sch–NYS)
2013-14	-	0%	-	1%	-	-	3%	-	9%	-
2014-15	0%	0%	-	2%	-2	14%	2%	+12	9%	+5
2015-16	0%	0%	-	2%	-2	11%	4%	+7	8%	+3