



New York State Education Department

Renewal Site Visit Report 2017-2018

Math, Engineering, and Science Academy Charter High School

Visit Date: November 30, 2017

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Math, Engineering, and Science Academy Charter High School
Board Chair	Maureen Ryan
District of Location	NYC CSD 32
Opening Date	Fall 2013
Charter Terms	Initial Charter Term: 8/19/2013 - 06/30/2018
Proposed Renewal Term	07/01/2018 - 07/01/2023
Authorized Grades/Maximum Authorized Enrollment	Grades 9-12 / 500 students
Management Company	None
Facilities	Co-located 231 Palmetto Street, Brooklyn, NY 11221
Mission Statement	Math, Engineering, and Science Academy (MESA) Charter High School will provide a rigorous education that equips each student with the ability to succeed in life and in college. MESA students will develop a passion for science, technology, engineering, and mathematics, and through an intensive college readiness program, develop critical thinking and self-advocacy.
Key Design Elements	<ul style="list-style-type: none"> • Four-year college bound program • Academic focus on STEM fields • Daily 9th Grade Writing Seminar • Strong support for teaching staff • Strong focus on school culture and family engagement • Weekly effort grades in each class • Explicit focus on family and community engagement • A year-round calendar
Requested Revisions	<i>Revise advisory to take place four mornings a week, focused on community building and academic support, rather than Common Core speaking and listening standards.</i>

Note that the data tables for this report were created in SY 2020-2021. It is possible that there are slight differences from the Regents item which would not have affected the Renewal outcome.

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

Renewal Outcomes

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

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.
- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1, but falls far below meeting one or more of the other performance benchmarks in the Framework.
- **Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

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

School Characteristics

Enrollment for the Current Charter Term

	Year 1 2013 to 2014	Year 2 2014 to 2015	Year 3 2015 to 2016	Year 4 2016 to 2017	Year 5 2017 to 2018
Grade Configuration	Grade 9	Grades 9-10	Grades 9-11	Grades 9-12	Grades 9-12
Total Approved Enrollment	127	250	362	500	500
Actual Enrollment	125	243	350	462	466

***Proposed Enrollment for the Renewal Charter Term**

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Approved Enrollment	500	500	500	500	500

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

METHODOLOGY

A one-day renewal site visit was conducted at Math, Engineering, and Science Academy Charter High School (MESA) on November 30, 2017. The CSO team conducted interviews with the board of trustees, school leadership team, teachers, and parents. In cooperation with school leadership, the NYSED Charter School Office (CSO) administered an anonymous online survey to teachers.

The team conducted 11 classroom observations in Grades 9-12. The observations were approximately 15-20 minutes in length and conducted jointly with the executive director.

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

- **Renewal Application**
- **Academic data**
- **Renewal Site Visit Workbook**
- **Current organizational chart**
- **A master school schedule**
- **Map of school with room numbers and teacher names**
- **Board materials (roster and minutes)**
- **Board self-evaluation processes and documents**
- **Student/family handbook**
- **Staff handbook and personnel policies**
- **A list of major assessments**
- **Teacher and administrator evaluation processes**
- **Interventions offered at the school**
- **School-conducted surveys of teachers, parents, and/or students, and/or NYC DOE surveys**
- **Professional development plans and schedules**
- **Efforts towards achieving enrollment and retention targets**
- **School submitted Annual Reports**

BENCHMARK ANALYSIS

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

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

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

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

For the site visit conducted on November 30, 2017 at MESA, see the following Performance Framework benchmark scores and discussion.

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

Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	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

Summary of Findings

The CSO renewal site visit team found that MESA met all benchmarks of the Performance Framework. The school's academic performance has consistently exceeded both the community school district (CSD) of location and the state average, with four-year graduate rates above 90%. According to school leaders and teachers, systems are in place to define and reinforce a safe school culture based on high expectations and educational success. Curriculum content is created in-house and is reported by school leadership as strategic and aligned to the NYSLS.

While instructional delivery varied somewhat across the school, behavior management was consistent, and the school appears to maintain a safe and welcoming environment. The school does not yet have a formal strategic plan in place, however, the board and school leadership set informal goals each school year. The school's leadership team has remained stable across the charter term. The school had 30% of teacher turnover at the end of the 2017 school year, and the leadership team is working to address this turnover. While MESA exhibits good faith efforts to attract, recruit, and retain English language learners (ELLs) and educationally disadvantaged students (ED), the school falls below the district average for the ELL and the SWD subgroups. The school appears compliant with most laws, regulations, and provisions of its charter.

Please see additional summative evidence for each benchmark of the Performance Framework below.

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:

Indicator 1: All Schools

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

MESA's accountability status has been in good standing for the 2015-2016, 2016-2017, and 2017-2018 school years.

Indicator 2: Similar Schools Comparison

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

MESA consistently outperforms similar schools' graduation rates.

Indicator 3: High School Outcomes

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

Table 1: Annual Regents Outcomes - Aggregate and Subgroups

		All Students				SWD				ELL				ED			
		Charter Total Tested	Math, Engineering and Science Academy CHS	NYS	Differential to NYS	Charter Total Tested	Math, Engineering and Science Academy CHS	NYS	Differential to NYS	Charter Total Tested	Math, Engineering and Science Academy CHS	NYS	Differential to NYS	Charter Total Tested	Math, Engineering and Science Academy CHS	NYS	Differential to NYS
Algebra I (Common Core)	2014-2015	118	59%	53%	+6	26	38%	26%	+12	26	35%	29%	+6	113	60%	42%	+18
	2015-2016	169	72%	66%	+6	36	53%	41%	+12	31	52%	47%	+5	146	73%	59%	+14
	2016-2017	159	76%	70%	+6	32	53%	46%	+7	20	55%	49%	+6	135	79%	63%	+16
	2017-2018	147	67%	64%	+3	29	66%	39%	+27	28	50%	46%	+4	127	66%	56%	+10
Algebra II (Common Core)	2015-2016	70	14%	74%	-60	9	0%	55%	-55	16	6%	54%	-48	61	15%	62%	-47
	2016-2017	81	19%	81%	-62	8	13%	62%	-49	.	.	.	.	69	20%	70%	-50
	2017-2018	99	39%	82%	-43	5	20%	61%	-41	.	.	.	.	84	40%	72%	-32
Algebra II/Trigonometry	2015-2016	86	10%	55%	-45	9	0%	37%	-37	16	0%	46%	-46	76	9%	45%	-36
English Language Arts (Common Core)	2014-2015	31	100%	80%	+20	.	.	.	.	.	.	.	.	27	100%	73%	+27
	2015-2016	107	93%	86%	+7	12	83%	61%	+22	22	86%	52%	+34	92	96%	79%	+17
	2016-2017	118	87%	84%	+3	21	62%	59%	+3	13	69%	47%	+22	102	86%	77%	+9
	2017-2018	139	71%	79%	-8	29	55%	52%	+3	20	45%	47%	-2	113	73%	70%	+3
Geometry (Common Core)	2014-2015	83	18%	63%	-45	10	20%	33%	-13	19	16%	34%	-18	77	19%	48%	-29
	2015-2016	116	14%	63%	-49	17	6%	30%	-24	18	17%	36%	-19	101	14%	47%	-33
	2016-2017	179	39%	63%	-24	26	4%	34%	-30	18	11%	39%	-28	151	40%	50%	-10
	2017-2018	147	29%	67%	-38	18	17%	38%	-21	16	31%	45%	-14	119	30%	54%	-24
Global History	2014-2015	118	73%	67%	+6	18	33%	35%	-2	26	62%	41%	+21	108	74%	56%	+18
	2015-2016	144	57%	68%	-11	33	36%	37%	-1	32	47%	40%	+7	129	57%	57%	0
	2016-2017	171	63%	68%	-5	37	24%	38%	-14	23	30%	39%	-9	141	63%	58%	+5
	2017-2018	40	48%	39%	+9	14	7%	23%	-16	9	33%	29%	+4	31	45%	36%	+9
Global History Transition	2017-2018	130	69%	73%	-4	25	28%	45%	-17	16	50%	44%	+6	104	70%	62%	+8
Living Environment	2014-2015	132	81%	76%	+5	33	55%	47%	+8	36	58%	45%	+13	124	82%	66%	+16
	2015-2016	129	76%	76%	0	31	45%	49%	-4	25	64%	47%	+17	108	76%	67%	+9
	2016-2017	142	77%	72%	+5	29	45%	45%	0	16	44%	37%	+7	120	77%	62%	+15
	2017-2018	138	67%	70%	-3	27	44%	44%	0	32	38%	43%	-5	119	70%	60%	+10
Physical Setting/Chemistry	2014-2015	112	13%	75%	-62	12	0%	53%	-53	20	0%	52%	-52	105	11%	62%	-51
	2015-2016	34	15%	76%	-61	.	.	.	.	8	13%	54%	-41	32	16%	63%	-47
	2016-2017	7	0%	74%	-74	.	.	.	.	.	.	.	.	5	0%	61%	-61
	2017-2018	36	17%	72%	-55	.	.	.	.	.	.	.	.	30	20%	59%	-39
Physical Setting/Earth Science	2015-2016	221	71%	66%	+5	36	36%	40%	-4	43	63%	36%	+27	194	70%	55%	+15
	2016-2017	167	44%	64%	-20	39	18%	40%	-22	22	18%	33%	-15	140	44%	53%	-9
	2017-2018	175	50%	68%	-18	34	32%	44%	-12	21	33%	42%	-9	145	52%	58%	-6
US History and Government	2015-2016	107	79%	82%	-3	16	44%	55%	-11	23	57%	57%	0	91	78%	74%	+4
	2016-2017	127	83%	81%	+2	24	58%	55%	+3	17	65%	50%	+15	105	86%	73%	+13
	2017-2018	133	72%	81%	-9	28	43%	56%	-13	20	40%	58%	-18	112	75%	73%	+2

3.a.iii. and iv. Regents Testing Outcomes – Regents 4-Year Cohort Outcomes: See Table 2.

Table 2: Regents 4-Year Cohort Outcomes: Aggregate and Subgroups

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS	Differential to NYS	Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS	Differential to NYS	Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS	Differential to NYS	Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS	Differential to NYS
ELA	2013	116	91%	85%	+6	20	65%	55%	+10	12	67%	41%	+26	92	92%	80%	+12
	2014	113	88%	84%	+4	21	67%	54%	+13	17	53%	52%	+1	101	88%	78%	+10
Global History	2013	116	83%	78%	+5	20	60%	42%	+18	12	50%	35%	+15	92	83%	70%	+13
	2014	113	81%	77%	+4	21	33%	42%	-9	17	53%	43%	+10	101	81%	69%	+12
Math	2013	116	96%	85%	+11	20	80%	50%	+30	12	83%	53%	+30	92	95%	80%	+15
	2014	113	94%	83%	+11	21	76%	49%	+27	17	71%	59%	+12	101	93%	77%	+16
Science	2013	116	95%	84%	+11	20	75%	52%	+23	12	83%	42%	+41	92	96%	78%	+18
	2014	113	91%	83%	+8	21	67%	52%	+15	17	59%	50%	+9	101	91%	76%	+15
US History	2013	116	85%	81%	+4	20	45%	49%	-4	12	67%	40%	+27	92	87%	74%	+13
	2014	113	87%	80%	+7	21	62%	48%	+14	17	47%	50%	-3	101	86%	72%	+14

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

Table 3: High School Graduation Rates by Cohort – Aggregate and Subgroups

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS	Differential to NYS	Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS	Differential to NYS	Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS	Differential to NYS	Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS	Differential to NYS
2013 Cohort	4 Year	116	91%	82%	+9	20	70%	58%	+12	12	58%	42%	+16	92	92%	76%	+16
	5 Year	116	93%	85%	+8	20	75%	64%	+11	13	62%	50%	+12	93	95%	80%	+15
2014 Cohort	4 Year	113	93%	83%	+10	21	90%	60%	+30	17	82%	54%	+28	101	93%	76%	+17

Benchmark 2: Teaching and Learning

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

Finding: Meets

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

Summative Evidence for Benchmark 2:

Curriculum

MESA has a documented curriculum aligned to the New York State Learning Standards (NYSL). The English language arts (ELA), math, science, and social studies curricula are teacher developed. For STEM, MESA's curriculum is fully aligned to the Project Lead the Way (PLTW) Biomedical Sciences sequence of classes. The French and Spanish curricula are teacher-generated and aligned to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Finally, the College Bound curriculum was designed by cofounder Arthur Samuels.

During summer institute professional development, the school reviews and revises the curriculum to map and align it to NYSLs. The principal works with curriculum specialists during summer institute to amend the curriculum, and a flexible scope and sequence is created and honed during each school year through a collaborative process between teachers and the leadership team. Teachers work in department and grade level teams to facilitate horizontal and vertical curriculum alignment across the school.

MESA teachers use a standard referenced grading (SRG) system, meaning that students are provided multiple opportunities to reach mastery on a given standard. MESA teachers are encouraged to utilize a lesson planning template of their choice, but a weekly lesson plan review is required by all teachers at the start of each week. Coaches support teachers with lesson planning, creating a five-week plan, and determining assessments.

Instruction

During the 2017 renewal site visit, school personnel articulated a common description of high-quality instruction. The executive director stated that high-quality instruction includes students on-task, a range of scaffolds offered to students, and opportunities for student voice. Overall, instructional practices and delivery varied across observed classrooms. While on site, NYSED staff found the majority of students on-task and engaged in classrooms, most of which was observed through students focusing on the teacher's instruction and following along by writing in notebooks or annotating text. While scaffolds for students were not seen in observed classrooms, teachers and leadership described differentiation strategies that are used across the school. Finally, student voice was primarily elicited through students raising hands to ask or answer questions. Whole-class participation opportunities were limited.

Assessment and Program Evaluation

MESA utilizes formative and summative assessments. Formative assessments include standards referenced grading (SRG) such as do-nows, guided and independent practice, exit tickets, and weekly quizzes. Diagnostic assessments are administered to all incoming Grade 9 students during Summer VISTA, a one-week diagnostic program for ELA and math prior to the start of the school year. Summative assessments include unit assessments at the end of each unit of study, and interim assessments which are offered four times per year—at the end of each trimester, and at the end of the academic year. If a student has a Regents Exam that corresponds to a course, it is taken in place of an interim assessment.

Data from formative and summative assessments is used to inform instruction and is also used to evaluate the overall effectiveness of the academic program—allowing school leadership and teachers to make adjustments, when necessary. Teachers use assessments to revise pacing, differentiate lessons, remediate skills or content, group students, select students for interventions, assess professional growth and progress, and to communicate with students, parents, and families. The principal and executive director use assessments to design, review, and revise curriculum, evaluate teachers and instructional methods, and make decisions about professional development.

Supports for Diverse Learners

MESA provides various supports for both struggling and advanced learners. Support for students with disabilities (SWDs) at MESA occurs through integrated co-teaching (ICT) classes, special education teacher support services (SETTS), the *Wilson Reading System*, and "litt-lab," where students receive individualized reading instruction. Students who are struggling to achieve learning standards in ELA or mathematics, but do not have a current IEP, are eligible to receive Academic Intervention Services (AIS). AIS may be provided indirectly (consulting with teachers to provide supports and interventions in the classroom), or directly (providing intensive, small group instruction in a separate location). RTI is used to identify

students at-risk of academic difficulty. Early intervention takes place prior to a student's referral and is part of the process by which a struggling learner is differentiated from a student with a disability.

Interventionists and classroom teachers are able to collaborate through monthly SPED/ELL meetings—each of which have a topic of focus—and co-planning time is used by teachers to collaborate on lessons and explore data.

Gifted or advanced students have the opportunity to receive pull-out or small group instruction at an accelerated pace, and MESA Grade 11 students are able to take college-level classes at CUNY through the College Now program. MESA also offered its first AP course in 2015-2017, five courses in 2016-2017, and six courses in 2017-2018.

For English language learners (ELLs), MESA holds a small writing seminar class that provides extra reading and writing support for Grade 9 and 10 students. SBG provides multiple opportunities for students to master content, and ELLs are placed in advisory with a bilingual speaker. In every department at MESA there is at least one bilingual teacher, and all parent-facing staff must speak Spanish.

Differentiation of instruction at MESA occurs primarily through use of technology, and use of various co-teaching models (parallel teaching, small groups, stations, etc.).

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

<i>Element</i>	<i>Indicators</i>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> 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. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> a. Teachers communicate with parents to discuss students’ strengths and needs. b. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. c. The school has a systematic process for responding to parent or community concerns. d. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> a. School leaders collect and use data to track the socio-emotional needs of students. b. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.

Summative Evidence for Benchmark 3:

Behavior Management and Safety

MESA has a full-time dean of students who administers the discipline policy, and a director of school culture who oversees all positive reinforcement initiatives. MESA’s approach to behavior management is to create an environment that is instructionally engaging and normalizes high behavioral expectations from the first day, minimizing disruption. Consequences for minor misbehavior vary depending on the student and the situation, and the school has a series of set consequences for egregious behavior. The school’s suspension rates have declined over the course of the charter term, with 45 suspensions in the 2014-2015 school year, 31 in the 2015-2016 school year, and 10 suspensions in the 2017-2018 school year, to date.

The school appears to maintain a safe environment, free of harassment and discrimination. While on site, classrooms appeared safe and well-managed, and most classrooms were free from disruption. The school has a DASA coordinator in place. The NYSED 2017 teacher survey indicated that 72% of teachers agreed or strongly agreed that the school is generally free of bullying, discrimination, and harassment, and teacher

comments indicate that various approaches are used to address these issues, including establishing a strong culture of respect, mediation sessions, phone calls home, and counseling.

Family Engagement and Communication

MESA uses multiple forms of family engagement and communication. Communication and engagement practices include the following:

- Home visits to all new families;
- A space on MESA's Board designated for a MESA parent;
- Teachers make at least two positive parent contacts per week;
- Monthly parent workshops or events;
- Advisors communicate with parents at least once per month as part of the student advisory program; and
- When MESA students enter 11th grade, MESA involves parents in the development of their child's post-secondary plan through workshops and individual conferences.

MESA formally gauges parent, teacher, and student satisfaction through the use of the NYCDOE's school survey. MESA assesses student satisfaction through conversations with parents during parent teacher conferences. MESA's leadership uses surveys to assess family and student satisfaction, and considers the results when making schoolwide decisions, such as changes to the school's operations, policies, or practices. During informal gatherings, such as parent breakfasts with the principal or family events, MESA staff gathers additional formative data points on family and student satisfaction.

The 2017 NYC School Quality Survey revealed high levels of parent satisfaction. Ninety-seven percent of parents feel the principal works to create a sense of community in the school. Additionally, interviewed parents expressed satisfaction with family engagement and communication.

Academic data is shared with parents throughout the school year in various forms. Parents receive biweekly progress reports, and can log into the school's electronic gradebook—called *JumpRope*—at any time. The NYC School Quality Survey showed that 88% of parents say that they have communicated with their child's teacher about their child's performance.

Social-Emotional Supports

MESA has an intensive counseling program in place, with three social workers and one guidance counselor on staff to provide social-emotional support to students. Services include individual counseling, group counseling, family meetings, supports in the classrooms, observations, behavior intervention plans, and referrals out to services in the community.

Benchmark 4: Financial Condition

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

Finding: Meets

Important Notes:

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

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

Summative Evidence for Benchmark 4:

Financial Condition

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

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

Overall Financial Outlook

A *composite score* is an overall measure of financial health calculated by the Department’s Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. MESA Charter High School’s composite score for 2015-2016 is 2.7. The table below shows the school’s composite scores from 2013-2014 to 2015-2016.

**MESA Charter High School's Composite Scores
2013-2014 to 2015-2016**

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.7
2014-2015	2.7
2013-2014	2.2

Source: NYSED Office of Audit Services

Near-Term Indicators

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

The *current ratio* is a financial ratio that measures whether or not a charter school has enough resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the school is of paying its obligations, with a ratio under 1.0 indicating concern. For 2015-2016, MESA Charter High School had a current ratio of 4.8.

Unrestricted cash measures, in days, whether the charter school can meet operating expenses without receiving new income. Charter schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2015-2016, MESA Charter High School operated with 67 days of unrestricted cash.

Enrollment stability measures whether or not a charter school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. MESA Charter High School's enrollment stability for 2015-2016 was at 98 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, MESA Charter High School's debt to asset ratio was 0.2.

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, MESA Charter High School's total margin was 8 percent.

Benchmark 5: Financial Management

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

Finding: Meets

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

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

Summative Evidence for Benchmark 5:

The Charter School Office reviewed MESA Charter High School's 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

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

Summative Evidence for Benchmark 6:

The board is comprised of nine members, and four of these members have been on the board for the duration of the charter term. Five members left the board this charter term, and five new members were added. Turnover is mainly due to geographic relocations and changes in work commitments. Board member backgrounds include education, technology, finance, legal, community relations, and finance. The school's executive director recently attended training on board member recruitment. While a wide range of skills are represented on the current board, future recruitment will focus on adding legal or education expertise.

The MESA Board has engaged in formal and informal planning sessions and trainings over the course of the charter term and is planning to conduct a planning and training retreat in the winter of 2018. Several board members have attended the National Charter Schools Conference. The former chair has attended the National Charter Schools Lawyers conference and has participated in fundraising training. Board members have attended training sessions on governance and financial responsibility held by the New York City Charter School Center. The board engages in conversations with the school leadership at the start of the school year to discuss goals around school stability, finance, fundraising, and growth. While the board does not have a formal strategic plan in place, it relies on the academic goals set forth in its charter application to monitor progress.

The leadership team makes board presentations on a regular basis regarding a variety of data, including ongoing assessment results, state test results, attendance/disciplinary information,

financial information, and relevant personnel-related data. This information is shared through a data dashboard.

The board updates school policies on an add-needed basis. When necessary, policy adjustments are made and then shared with legal counsel for review and input. When appropriate, the board votes to approve revisions. Where policy changes may constitute a change to the charter, MESA has communicated these changes to NYSED. To maintain awareness with legal obligations, school leaders are familiar with the most relevant legal obligations and are in regular contact with legal counsel for the school if concerns arise. The board's bylaws address conflicts of interest, and each board member completes an annual set of assurances that includes conflict of interest considerations.

The board conducts an annual evaluation of the school's executive director, who in turn leads the evaluation process of the principal. The executive director's evaluation utilizes key instructional benchmarks, progress towards achievement goals, operational benchmarks, staff and parent satisfaction surveys, and other criteria that measure the overall health of the school. In the 2017-2018 school year, four quantitative goals were added. The executive director creates this professional growth plan (PGP) annually, which is shared with and approved by the board. The executive director's performance review is a self-evaluation, which is reviewed by a designated board member. Should the goals of the principal's and/or executive director's PGP not be realized, the board chair will establish an action plan with the principal and/or executive director, which could include mentoring, increased monitoring, leadership consultants, and a timeline for improvement.

The board is currently working on establishing a self-evaluation process.

Benchmark 7: Organizational Capacity

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

Finding: Meets

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

Summative Evidence for Benchmark 7:

School Leadership

The school’s leadership team identifies annual priorities, which lead to improvement in student learning. MESA has identified literacy, mathematical skill, and college awareness as three areas of identified need for incoming Grade 9 students. Additional goals for the 2017-2018 school year include the development of leadership competencies, core instructional goals, maintaining enthusiasm among staff members after the first student cohort graduated, and a 92% graduation rate.

The school has a defined leadership team with clear roles and responsibilities. The educational leadership team is comprised of the executive director, principal, director of operations, director of external affairs, director of English language learner education, director of school culture, assistant principals, guidance counselors and social workers, a dean of students, operations manager, office manager, family coordinator, and external affairs and school culture coordinator.

To ensure effective communication across the school, the executive director and principal send out weekly emails, which include shout-outs and important announcements and events for the upcoming week. At the end of the school year, teachers are asked to complete “2x2s,” where they offer two pieces of warm and cool feedback to the leadership team. On Monday and Friday, teachers participate in “huddles,” which are led by teachers and meant to foster community. Announcements are displayed on screens throughout the school and on MESA’s Facebook page. Finally, the executive director and principal hold off-site coffee or breakfast meetings with every staff member to provide an opportunity to connect and discuss professional growth and goals.

To recruit teachers, MESA places listings in newspapers, on online career sites, partners with graduate programs, networks with professional associations, and attends hiring and teacher recruitment fairs. MESA offers referral bonuses to MESA staff for finding high-quality teachers.

MESA’s efforts to retain teachers include requiring minimal administrative responsibilities, leadership opportunities, planning time and professional development built into the schedule, and an intentional school day and calendar which includes a ten-day summer institute for teachers. MESA’s starting salary is 10% higher than the NYCDOE teacher salary. MESA offers three competitive travel fellowships of \$4,000 each for professional growth opportunities. In the 2015-2016 school year, 11 of 43 teachers left the school, and the school attributes this turnover to moving or changing career fields. MESA’s employees are “at-will,” and two teachers were removed from the school in the 2016-2017 school year.

Professional Climate

MESA provides numerous opportunities for teacher training, collaboration, and tools for improvement. Teachers are trained during a 10-day summer institute and receive ongoing weekly professional development. Professional development is focused on three strands—literacy, varying modalities, and discussion. Teachers select their strand of focus. MESA sets growth targets for each student, which drives conversations between teachers and leadership about instructional strategies. Every teacher at MESA has a coach who works with them to provide feedback. In bi-weekly department meetings, teachers analyze data and determine department-wide goals. Teachers also collaborate through monthly grade team meetings and advisory meetings. Eighty-one percent of teachers surveyed by NYSED agreed or strongly agreed with the statement: “Faculty members frequently collaborate on matters of curriculum and instruction.”

Instructional quality is monitored through the teachers’ evaluation process. MESA’s teacher evaluation was developed by the school; but is based on *The Art and Science of Teaching* and *Effective Supervision: Supporting the Art and Science of Teaching*. Through MESA’s instructional coaching model, teachers receive weekly informal observations from the assistant principal and principal. The formative data collected guides improvement of teachers’ instructional practices, and leads to three formal evaluations conducted by the principal each school year. Formal observations include a pre-observation conference, a formal classroom observation, a post-observation reflection, a summative evaluation from the principal, and a post-observation conference between the principal and teacher to discuss next steps.

Assessment data is also used to evaluate teacher performance. Formative student data is monitored on an ongoing basis by teachers and coaches, as well as summative data from interim assessments and mock

Regents. MESA complies with reporting procedures of the NYSED's Teacher-Student Data Linkage initiative, which uses student Regents exam scores to link student growth data to individual teachers. The principal utilizes the data to celebrate student performance and encourage the sharing of best practices for effective teacher. If a teacher's data indicates lack of sufficient student growth, additional instructional coaching support is provided. In the event that student data indicates regression of learning in an individual teacher's class, despite the above supports, the principal will immediately place the teacher on an improvement plan and notify the teacher that next steps may include a recommendation for termination. Teachers' annual renewals of their positions are largely based on performance on the three formal evaluations and student end-of- year exam or Regents exam results.

Teacher feedback is solicited in the following ways:

- Opportunity to attend board meetings;
- Monthly surveys administered by the school;
- Annual NYCDOE survey;
- Surveys at the conclusion of professional development sessions; and
- Informal opportunities to provide feedback through conversations and meetings on curriculum, professional development, and other aspects of the school.

Contractual Relationships

The school operates independently of any management organization since it opened in 2013.

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

<i>Element</i>	<i>Indicators</i>
1. <i>Mission and Key Design Elements</i>	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:

MESA stakeholders appear to have a clear sense of MESA's mission. The school's mission is the following: "Math, Engineering, and Science Academy (MESA) Charter High School will provide a rigorous education that equips each student with the ability to success in college and in life. MESA students will develop a passion for science, technology, engineering, and mathematics, and through a comprehensive college readiness program, develop critical thinking and self-advocacy."

The NYSED teacher survey revealed that 66% of teachers agree or strongly agree that the school has a clear sense of a mission that is shared by all stakeholders.

The school has implemented the majority of key design elements in the approved charter. The following key design elements were observed in practice and/or discussed while on site:

- Academic focus on STEM fields;
- Daily 9th Grade Writing Seminar;
- Strong support for teaching staff;
- Strong focus on school culture and family engagement;
- Explicit focus on family and community engagement; and
- A year-round calendar.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Table 4: Subgroup Enrollment

	SWD			ELL			ED		
	Math, Engineering and Science Academy CHS	NYC CSD 32	Differential to District	Math, Engineering and Science Academy CHS	NYC CSD 32	Differential to District	Math, Engineering and Science Academy CHS	NYC CSD 32	Differential to District
2014-2015	19%	24%	-5	22%	25%	-3	93%	84%	+9
2015-2016	18%	21%	-3	18%	25%	-7	86%	83%	+3
2016-2017	16%	21%	-5	10%	24%	-14	83%	82%	+1
2017-2018	16%	23%	-7	15%	26%	-11	85%	91%	-6

Table 5: Retention – Aggregate and Subgroup

	All Students			SWD			ELL			ED		
	Math, Engineering and Science Academy CHS	NYC CSD 32	Differential to District	Math, Engineering and Science Academy CHS	NYC CSD 32	Differential to District	Math, Engineering and Science Academy CHS	NYC CSD 32	Differential to District	Math, Engineering and Science Academy CHS	NYC CSD 32	Differential to District
2015-2016	94%	80%	+14	93%	81%	+12	98%	85%	+13	95%	82%	+13
2016-2017	94%	81%	+13	91%	80%	+11	95%	82%	+13	94%	83%	+11
2017-2018	93%	84%	+9	90%	82%	+8	95%	81%	+14	93%	86%	+7

In the 2016-2017 school year, MESA retained 94% of its students compared with 81% retained in the district of location, a positive variance of +13.

Summative Evidence for Benchmark 9:

MESA’s approved enrollment for the 2016-2017 school year is 463 students, and the school currently serves 463 students, which falls within the required 85% range.

MESA falls below the enrollment plan set for in its charter in the 2016-2017 school year. The school enrolls a slightly lower proportion of economically disadvantaged (ED) students, students with disabilities (SWDs), and English language learners (ELLs).

The school has made good faith efforts to recruit, serve, and retain at-risk students throughout the course of the charter term. Efforts to recruit and retain students in the ED, ELL, and SWD populations include the following:

- **Students with Disabilities:**
 - School officials have hosted the Committee on Special Education (CSE) for CSD 32 and CSE 5 at MESA to inform them about the school and provide them with promotional materials for parents;
 - School leaders established relationships with the Special Education Coordinators and middle schools in the community; and
 - On recruiting visits to middle schools, MESA staff ask to speak to students in ICT and self-contained classrooms. The ICT model was an important focal point at all open houses and school visits.

- **English language learners:**
 - All recruitment and application materials were printed in both English and Spanish;
 - Translators were available at all open houses and community outreach events;
 - School officials cultivated relationships with several organizations that serve recent immigrants;
 - Mailings advertising the school and the enrollment procedures were distributed in both English and Spanish to parents in the community;
 - Targeted ELL outreach was conducted during visits to district middle schools by a Spanish speaking member of the school; and

- Bilingual parents of students already at the school, called parents of each admitted ELL student to provide them with information in their mother language about the school and its policies.

Benchmark 10: Legal Compliance

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

Finding: Meets

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

Summative Evidence for Benchmark 10:

The school has complied with most state and federal laws the provisions of its charter. Board membership includes an attorney who is aware of applicable legal and compliance obligations. In addition, MESA regularly draws on the expertise of Paul O'Neill and Jaime Fernand of the firm Barton Gilman LLP, education attorneys who specialize on New York charter school law. MESA also consults with attorneys from Paul, Weiss, Rifkind, Wharton, and Garrison on transactional matters, including all matters of Employment Law.

To date, MESA has not required any major corrective actions.

MESA has requested a revision for advisory to take place four mornings a week, focused on community building and academic support, rather than Common Core speaking and listening standards.

MESA has sought several non-material revisions over the course of the charter term, including the following:

- In 2014, MESA was approved for a non-material revision to change the school's writing seminar and STEM block from elective courses to a credit-bearing course;
- In 2015, MESA was approved for non-material minor changes to the school's bylaws, discipline, admissions and enrollment policies;
- In 2016 MESA was approved to make a minor, non-material adjustment to its growth measures;
- In 2017, MESA was approved for a non-material revision to its charter bylaws, amending the board's bylaws to indicate that the board will maintain standing executive, finance, and education committees and other committees as the board may require;

- In 2017, MESA was approved for a non-material revision to its charter and board bylaws stating that the board will find an appropriate way to evaluate its own performance and needs;
- In 2017, MESA received a non-material revision to its charter to make an adjustment to its professional development policy for teachers;
- In 2017, MESA received a non-material revision to its charter to explicitly state that a school year shall include no fewer than 180 instructional days; and
- In 2017, MESA received a non-material revision to its charter to adjust the discipline policy to prohibit drug and tobacco paraphernalia.

When the school opened in 2013, the NYSED CSO informed MESA that the school was unable to implement one of the key design elements—a set-aside preference for ELLs—as it would have prohibited the school from receiving funding from the federal Charter Schools Program (CSP). However, this key design element remains in the school’s original charter application.