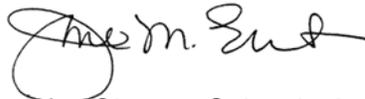




**TO:** P-12 Education Committee

**FROM:** Jhone M. Ebert 

**SUBJECT:** Renewal Decisions for Charter Schools Authorized by the Board of Regents

**DATE:** December 29, 2016

**AUTHORIZATION(S):** 

**SUMMARY**

**Issue for Decision**

Should the Board of Regents approve the proposed renewal charters for the following charter schools authorized by the Board of Regents pursuant to Article 56 of the Education Law (the New York Charter Schools Act):

1. **Young Women's College Preparatory Charter School of Rochester** (short-term two-year renewal)
2. **Launch Expeditionary Learning Charter School** (short-term two-year renewal)
3. **Mott Hall Charter School** (short-term two-year renewal)
4. **Global Community Charter School** (short-term two-year renewal)

**Reason(s) for Consideration**

Required by State Statute.

**Proposed Handling**

This issue will be before the Board of Regents P-12 Education Committee and the Full Board for action at the January 2017 Regents meeting.

**Procedural History**

The New York State Education Department made the renewal recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law and 8 NYCRR 119.7.

## Background Information

### Performance Framework

The Board of Regents Charter School Performance Framework (the “Framework”), which is part of the Board of Regents Charter School Renewal Policy and the Oversight Plan included in the Charter Agreement for each school, outlines three key areas of charter school performance expectations: (1) Educational/Academic Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Framework sets forth ten performance benchmarks in these three areas. The Framework is designed to focus on performance outcomes, equity and access for all students, to preserve operational autonomy and to facilitate transparent feedback to schools. It aligns with the state’s ongoing accountability and effectiveness work with traditional public schools and balances clear performance measures with Regents’ discretion.

#### New York State Education Department Charter School Performance Framework

Performance Benchmark	
Educational Success	<b>Benchmark 1: Student Performance:</b> 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).
	<b>Benchmark 2: Teaching and Learning:</b> 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.
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> 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.
Organizational Soundness	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.
	<b>Benchmark 5: Financial Management:</b> 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.
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.
	<b>Benchmark 7: Organizational Capacity:</b> 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.
Faithfulness to Charter & Law	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.

**Charter School Renewal Applications**

In Article 56 of the Education Law, Section 2852(2) requires the chartering entity (in this case the Board of Regents) to make the following findings when considering a charter renewal application:

- (a) The charter school described in the application meets the requirements set out in this article and all other applicable laws, rules and regulations;
- (b) The applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- (c) Granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty one of this article; and
- (d) In a school district where the total enrollment of resident students attending charter schools in the base year is greater than five percent of the total public school enrollment of the school district in the base year (i) granting the application would have a significant educational benefit to the students expected to attend the proposed charter school or (ii) the school district in which the charter school will be located consents to such application.

In addition, Renewal Guidelines contained in the Regulations of the Commissioner (8 NYCRR 119.7(d)) were adopted by the Board of Regents, and require that the Board further consider the following when evaluating a charter renewal application:

- (a) The information in the charter school’s renewal application;

- (b) Any additional material or information submitted by the charter school;
- (c) Any public comments received;
- (d) Any information relating to the site visit and the site visit report;
- (e) The charter school's annual reporting results including, but not limited to, student academic achievement;
- (f) The Department's renewal recommendation and the charter school's written response, if any; and
- (g) Any other information that the board, in its discretion, may deem relevant to its determination whether the charter should be renewed.

Beyond the requirements to make the findings set forth in the Education Law and consider the factors set forth above, the Charter Schools Act leaves the decision of whether to renew a charter to the sound discretion of the Board of Regents.

### **Related Regents Items**

2016 Renewal Decisions for Charter Schools Authorized by the Board of Regents:

April 2016 - <http://www.regents.nysed.gov/meetings/2016/2016-04/p-12-education>

May 2016 - <http://www.regents.nysed.gov/meetings/2016/2016-05/p-12-education>

Initial Applications and Charters Approved by the Board of Regents

[December 2010 Charter School Initial Applications: Launch Expeditionary Learning Charter School and Mott Hall Charter School](#)

[September 2011 Charter School Initial Applications: Global Community Charter School and Young Women's College Prep Charter School of Rochester](#)

### **Recommendations**

#### **State Education Department Renewal Recommendations**

The attached Renewal Recommendation Reports provide summary information about each of the Renewal Applications that are before the Board for action today as well as an analysis of the academic and fiscal performance of each school over the charter term.

The Department considers evidence related to the ten Performance Benchmark areas when making recommendations to the Regents concerning charter renewal applications. However, student academic performance is of paramount importance when evaluating each school. Each of the recommendations below was made after a full due-diligence process over the charter term, including review of the information presented by each school in its Renewal Application, a specific fiscal review, a two-day

renewal site visit conducted by a Department team during the fall of 2016, comprehensive analysis of achievement data and consideration of public comment.

Pursuant to Education Law §2851(2)(p), charters may be renewed for a charter term of no more than five years. The Department typically makes renewal recommendations for a full term of five years, or a short term of three years. The Department may also make recommendations for non-renewal, and has additional flexibilities to make renewal recommendations for other charter term lengths. In the case of the four charter schools being recommended for renewal at the January 2017 Board of Regents meeting, continuing academic concerns warrant a renewal term of two years. The Department has required all four charter schools to develop a corrective action plan that will be closely monitored, and the Department will report to the Regents as necessary.

### Renewal Recommendations

VOTED: That the Board of Regents finds that, the **Young Women's College Preparatory Charter School of Rochester**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Young Women's College Preparatory Charter School of Rochester** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2019**.

VOTED: That the Board of Regents finds that, the **Launch Expeditionary Learning Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Launch Expeditionary Learning Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2019**.

VOTED: That the Board of Regents finds that, the **Mott Hall Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the

application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Mott Hall Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2019**.

VOTED: That the Board of Regents finds that, the **Global Community Charter School**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Global Community Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2019**.

#### **Timetable for Implementation**

The Regents action for the above named charter schools will become effective immediately.

## Young Women’s College Preparatory Charter School of Rochester

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the **New York State Education Department (NYSED) recommends a first renewal term for a period of two years for Young Women’s College Preparatory Charter School of Rochester. The charter term would begin on July 1, 2017 and expire on June 30, 2019. NYSED also recommends the approval of the requested revision to add a culminating Grade 12 and an additional 75 students to the school’s chartered enrollment.**

Young Women’s College Preparatory Charter School of Rochester (YWCP) is not yet meeting the academic performance expectations set forth in the Board of Regents Charter School Performance Framework. The school was designated as a Priority School in 2015-2016. Commissioner’s Regulation 119.7(d)(2)(ii) states that “when deciding whether to grant a renewal application and/or for how long to renew a school’s charter, the charter school’s student academic achievement shall be considered of paramount importance by the Board of Regents. Furthermore, for all renewals subsequent to a first renewal, a charter school’s student academic achievement shall be given greater weight than for a first renewal.”

YWCP is progressing toward implementing the mission, key design elements, education program, organizational design, and fiscal plan set forth in the charter. The school is making significant good faith efforts to meet enrollment, recruitment, and retention targets for special student populations.

The school recently re-located to a facility located within the Greece Central School District, but its mission and recruitment focus will continue to serve the young women of Rochester while remaining in compliance with enrollment preference requirements set forth in the New York Charter Schools Act. Since over 95% of its current students reside within Rochester City School District, all district level performance comparisons are being made to the Rochester City School District.

### Charter School Summary

<b>Name of Charter School</b>	Young Women’s College Preparatory Charter School of Rochester
<b>Board Chair</b>	Duffy Palmer
<b>District of location</b>	Greece Central School District (since 8/2016)
<b>Opening Date</b>	8/27/2012
<b>Charter Term</b>	Initial Charter Term: July 1, 2012 – June 30, 2017
<b>Management Company</b>	None
<b>Partners</b>	Young Women’s Leadership Network Young Women’s College Prep Foundation

<b>Facilities</b>	8/2016 – present: 133 Hoover Drive, Rochester, NY 14615 8/2013 – 7/2016: 311 Flower City Park , Rochester, NY 14615 8/2012 – 7/2013: 1001 Lake Avenue, Rochester, NY 14613
<b>Mission Statement</b>	<i>“Young Women's College Prep Charter School of Rochester (YWCP) offers young women from the city of Rochester the opportunity to learn in a single-gender environment, free from stereotypes, where a strong focus is placed on preparation for college enrollment and graduation. High expectations and evidence of concrete results define the student's academic experience. Educators commit to, and thrive upon, sharing effective practices within and beyond the school building. YWCP partners with families and instills in each student a sense of community, responsibility and ethics. We support students in their endeavors to achieve excellence in and out of the classroom, helping them to develop the strong voices they will need to be leaders.”</i>
<b>Requested Revisions</b>	To add culminating Grade 12 and increase maximum approved enrollment from 375 to 450, which the department is recommending.

### Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2016 – 2017	7-11	375	353 <sup>1</sup>
2015 – 2016	7-10	300	255
2014 – 2015	7-9	225	215
2013 – 2014	7-8	150	166
2012 – 2013	7	75	81

### Background

The Board of Regents granted an initial charter to YWCP on September 13, 2011 for a five-year operational term. The school opened for instruction on August 27, 2012. The school currently accommodates Grades 7-11, and has added a grade for every year of its charter. YWCP sought a material revision to its charter to relocate from its Rochester City School District (RCSD) location to one in the Greece Central School District, due to limited facility options within Rochester City. This was approved by the Board of Regents in May 2016.

<sup>1</sup> Self-reported by YWCP in Renewal Site Visit Workbook

## Summary of Evidence

### **Key Performance Area: Educational Success**

#### Student Performance

Over the five-year charter term, YWCP administered the NYS English language arts and mathematics assessments to students in grades 7-8 and Regents exams for students in the middle and high school grades. The outcomes from these assessments serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

In July 2016, YWCP was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve academic performance and enrollment target deficiencies for students with disabilities, economically disadvantaged students, and English language learners. The school is currently implementing the specific strategies outlined in the CAP and provides quarterly progress reports and updates to the NYSED Charter School Office (CSO).

#### *Elementary/Middle School Academic Outcomes*

YWCP's aggregate academic proficiency in both ELA and math falls far below the state average and is trending downward. ELA scores have been trending downward since the beginning of the charter term and were at 28% below the state average in the 2015-2016 school year. Math scores likewise fell from the beginning of the charter term and are 38% below the Rochester City School District in the 2015-2016 academic year.

Compared to RCSD, YWCP is doing somewhat better in ELA than in math. ELA scores for the past three years have shown relatively steady performance, slightly above RCSD's by 3%. Math scores, however, are below RCSD and have declined by 5% from 2014-2015 to 2015-2016.

Subgroup academic proficiency compared to RCSD demonstrated no academic benefit for YWCP students over the district of location, with the only exception being the ELA performance of ED students. In both the SWD and ELL student populations, no YWCP students reached proficiency in either ELA or math. Both the SWD and ELL student populations are significantly underperforming compared to the state. YWCP's ED population did outperform the district of location in ELA only, by 4%.

#### *High School Academic Outcomes*

YWCP has not yet matriculated students at the twelfth grade and does not yet have graduation data; therefore reporting data used for the high school is currently Regents annual outcomes.

YWCP's Regents annual outcomes both in the aggregate and in the ED and SWD subgroups show consistent performance below the state, at times falling as much as 40% or more below the state. In the aggregate, Regents outcomes are publicly available on the NYS School Report Card for select exams including those for math, science, and social studies. No ELA Regents exams have yet been administered to attending students.

Over the past three years, annual Regents outcomes in math (as reported on the NYS School Report Card) have been lower than state outcomes. While proficiency rates more than doubled in the aggregate

on the Algebra I (Common Core) test from 2014-2015 to 2015-2016, a significant decline was noted for Geometry (Common Core) for the same period. The ED and SWD populations have likewise performed below the state, but the ELL population performed better than the state average by 6% in the 2015-2016 school year (the only year with data available).

Science Regents scores in the aggregate and in the ED and SWD subgroups (no data is available for ELL students) for YWCP are significantly below the state average and trending downward for the publicly reported exams, Living Environment and Physical Setting/Earth Science.

In social studies, YWCP has two publicly available Regents exam outcomes – U.S. History and Government and Global History and Geography. U.S. History and Government proficiency rates have been below the state for the past three years whereas Global History and Geography proficiency rates are above the state for the one year for which data is available, 2015-2016.

YWCP was designated a *Priority School* by NYSED in 2015-2016.

*Table 1: 2014-2016 Aggregate and Subgroup Grades 3-8 ELA and Mathematics Proficiency Outcomes -- Young Women’s College Preparatory Charter School of Rochester*

Subject	School Year	<b>All Students</b>	<i>Students with Disabilities</i>	<i>English Language Learners</i>	<i>Economically Disadvantaged</i>
ELA	2013-14	10%	0%	0%	10%
	2014-15	6%	0%	0%	4%
	2015-16	10%	0%	0%	10%
Math	2013-14	4%	0%	0%	3%
	2014-15	5%	0%	0%	3%
	2015-16	3%	0%	0%	2%

*Note: Data in Table 1 represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment. From 2013-2015, ELA and mathematics assessments were aligned to the Common Core.*

Table 2: 2014-2016 Aggregate Comparison Gr 3-8 ELA and Mathematics Outcomes -- Young Women's College Preparatory Charter School of Rochester

Subject	School Year	YWCP	RCSD Average	YWCP Compared to RCSD	NYS Average	YWCP Compared to NYS Average
ELA	2013-14	10%	6%	+4	31%	-21
	2014-15	6%	3%	+3	31%	-25
	2015-16	10%	7%	+3	38%	-28
Math	2013-14	4%	5%	-1	36%	-32
	2014-15	5%	4%	+1	38%	-33
	2015-16	3%	7%	-4	39%	-36

Note: Data in Table 2 represents tested students only in Grades 3-8 at Young Women's College Preparatory Charter School of Rochester, Rochester City School District (district of location), and NYS who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number, therefore, the percent differences may show a rounded value.

Table 3: 2014-2016 Aggregate Comparison Regents Outcomes -- Young Women's College Preparatory Charter School of Rochester

Exam	2013-2014		2014-2015		2015-2016	
	YWCP	NYS	YWCP	NYS	YWCP	NYS
Integrated Algebra (>65)	50%	72%	*	62%	N/A	N/A
Algebra I (Common Core) (levels 3, 4 & 5)	37%	68%	24%	63%	57%	72%
Algebra II (Common Core) (levels 3, 4, & 5)	N/A	N/A	N/A	N/A	61%	74%
Geometry (>65)	N/A	N/A	50%	72%	*	38%
Geometry (Common Core) (levels 3, 4, & 5)	N/A	N/A	47%	63%	12%	64%
Living Environment (>65)	61%	78%	40%	77%	23%	78%
Physical Setting/Earth Science (>65)	N/A	N/A	39%	72%	32%	71%
US History and Government	50%	80%	29%	84%	38%	82%
Global History and Geography (>65)	N/A	N/A	N/A	N/A	87%	68%

Note: Data in Table 3 represents tested students whose data was available on the NYS School Report Card. Percentages reported represent those students who scored proficiently at Young Women's College Preparatory Charter School of Rochester and NYS.

## Key Performance Area: Organizational Viability

### Financial Condition

YWCP appears to be in strong financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements. The Department reviews the financial performance and management of charter schools using several near-term and long-term financial performance indicators.<sup>2</sup> 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.

### Financial Management

YWCP appears to be operating 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.

## Key Performance Area: Faithfulness to the Charter and Law

### Enrollment, Recruitment and Retention

*Table 4: Student Demographics – Young Women’s College Preparatory Charter School of Rochester Compared to District of Location (Rochester City School District)*

	2014-2015			2015-2016			2016-2017 <sup>3</sup>
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	RCSD	Variance	School	RCSD	Variance	School
<b>Enrollment of Special Populations<sup>4</sup></b>							
Economically Disadvantaged	70%	91%	-21	80%	91%	-9	79%
English Language Learners	5%	16%	-11	6%	13%	-7	6%
Students with Disabilities	10%	22%	-12	9%	20%	-11	10%

<sup>2</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

<sup>3</sup> Enrollment for the 2015-16 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year have been reported by the school.

<sup>4</sup> Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

YWCP is located in the Greece Central School District but recruits and primarily serves students from RCSD, in accordance with the school's mission.

YWCP is focusing significant efforts toward meeting its enrollment targets for all of its special population subgroups<sup>5</sup>. Numerous good faith efforts have been put in place to further increase the school's numbers, including mailings, robo-calling, social media, school recruitment fairs, newspaper advertising, and open houses. The school has designated one staff member to serve as the lead for a recruitment committee of teachers to develop new materials and methods to attract a diverse student population. Additionally, the school has been invited to present to sixth graders in selected city schools. A major marketing firm in the Rochester area donated the services of its interns to redesign the school's marketing plan to include postings in areas where the target population would be most likely to see it, including public transportation. Brochures, posters and applications are offered in English and Spanish, and the school plans to translate into Arabic to meet the needs of a growing immigrant population.

#### Student Retention

According to NYSED data, the overall student retention rate at YWCP is 69%. The district-wide retention rate in Greece is 79% and 66% in Rochester.

#### Legal Compliance

YWCP is in compliance with applicable laws, rules and regulations, as well as with the terms of the charter agreement with the Board of Regents.

#### Public Hearing Information

The required public hearing was conducted on September 13, 2016 by the Greece Central School District. Four members of the community attended as well as two administrators from the charter school. Comments made were primarily questions and were generated by the Greece Central School District Board of Education.

#### Revisions

YWCP has requested a material revision to add a culminating Grade 12 to its high school program and to increase the maximum enrollment by 75 students (to an approved maximum of 450) to support the additional grade level. NYSED is recommending the approval of this revision.

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<sup>5</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities ("SWD"), FRPL eligible students and English Language Learners("ELL") when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

## Launch Expeditionary Learning Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioner's Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the **New York State Education Department (NYSED)** recommends a first renewal term for a period of two years for the **Launch Expeditionary Learning Charter School**. The charter term would begin on July 1, 2017 and expire on June 30, 2019. NYSED is not recommending the requested revision to increase the school's enrollment at this time.

Launch Expeditionary Learning Charter School (LELCS) is not yet meeting the academic performance benchmarks set forth in the Board of Regents Performance Framework. The school was designated as a Focus School in February 2016. Commissioner's Regulation 119.7(d)(2)(ii) states that "when deciding whether to grant a renewal application and/or for how long to renew a school's charter, the charter school's student academic achievement shall be considered of paramount importance by the Board of Regents. Furthermore, for all renewals subsequent to a first renewal, a charter school's student academic achievement shall be given greater weight than for a first renewal."

The school is progressing toward implementing the mission, key design elements, education program, and organizational plan set forth in the charter. LELCS is meeting enrollment and retention targets as prescribed by the Board of Regents for students who are English language learners and students with disabilities and is exceeding enrollment targets for economically disadvantaged students.

### Charter School Summary

<b>Name of Charter School</b>	Launch Expeditionary Learning Charter School
<b>Board Chair</b>	Jonathan Harber
<b>District of location</b>	NYC CSD 16
<b>Opening Date</b>	August 22, 2012
<b>Charter Terms</b>	Charter approved: 12/14/2010 Planning year: 7/1/2011-6/30/2012 Initial charter term: 7/1/2012 – 6/30/2017
<b>Management Company</b>	None
<b>Educational Partners</b>	New York City Outward Bound Expeditionary Learning Education (EL)
<b>Facilities</b>	Co-located with NYCDOE PS 243 at: 1580 Dean Street, Floor 3, Brooklyn NY 11213
<b>Mission Statement</b>	<i>"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."</i>

<b>Key Design Elements</b>	1) Learning Expeditions 2) Active Pedagogy 3) Culture and Character 4) Leadership and School Improvement 5) Structures
<b>Revision History</b>	In February 2016, the Board of Regents approved a revision request to decrease the maximum enrollment and grade levels from 461 students in grades 6-10 to 271 students in grades 6-8.
<b>Requested Revisions</b>	Requesting approval to increase enrollment to 335 (grades 6-8) which NYSED is not recommending at this time.

### Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2016-2017	6-8	271	310 <sup>6</sup>
2015-2016	6-8	271	313
2014-2015	6-8	271	311
2013-2014	6-7	190	219
2012-2013	6	100	112

### Background

The Board of Regents granted an initial charter to LELCS in December 2010. LELCS requested and was approved to take the 2011-2012 school year as a planning year. The school opened in Brooklyn, NY CSD 16 in August 2012. At the school's request, the Board of Regents approved a charter revision in February 2016 to decrease the maximum enrollment and grade levels from 461 students in grades 6-10 to 271 students in grades 6-8 due to space constraints.

### Summary of Evidence for Renewal

#### **Key Performance Area: Educational Success**

##### Student Performance

Over the five-year charter term, LELCS administered the NYS English language arts, mathematics, and science assessments to students in Grades 6-8. The outcomes from these assessments serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

In July 2016, LELCS was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve academic performance. The school is currently

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<sup>6</sup> Self-reported by LELCS in Renewal Site Visit Workbook

implementing the specific strategies outlined in the CSP and provides quarterly progress reports and updates to the NYSED Charter School Office (CSO).

LELCS' aggregate student performance in mathematics and ELA has been increasing since 2014 (see Table 1). Students who are identified as economically disadvantaged tend to perform on par with the aggregate student population in tested subjects. Students identified with a disability who were administered the NYS assessments at LELCS constitute 25% of the tested student population. These students did not perform as strongly as their general education peers. English language learners comprise a very small testing group (2-3%) and show a similar trend of underperformance compared to the general education population.

LELCS' comparative outcomes to NYC CSD 16 and the New York State average show that the school is in need of academic improvement. In aggregate comparison to both the district and New York State testing outcomes, LELCS' performance in mathematics and ELA has been below the respective averages (see Table 2).

According to the February 2016 accountability designations, LELCS is a Focus Charter School. Previously, in the 2015-2016 school year, LELCS was designated as a *Local Assistance Plan* school.

*Table 1: 2014-2016 Aggregate and Subgroup Grades 3-8 ELA and Mathematics Outcomes - Launch Expeditionary Learning Charter School*

Subject	School Year	<b>All Students</b>	<i>Students with Disabilities</i>	<i>English Language Learners</i>	<i>Economically Disadvantaged</i>
ELA	2013-14	<b>1%</b>	0%	*	6%
	2014-15	<b>10%</b>	1%	0%	8%
	2015-16	<b>16%</b>	4%	0%	14%
Mathematics	2013-14	<b>6%</b>	0%	*	7%
	2014-15	<b>11%</b>	5%	14%	10%
	2015-16	<b>17%</b>	6%	11%	18%

*Note: Data in table 1 represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment. From 2014-2016, ELA and mathematics assessments were aligned to the Common Core; Science assessments remained in the original NYSTP format.*

*\* In some cases, student subgroups did not have enough tested students to form a representative sample (<10 students). For these subgroups, testing data was withheld.*

Table 2: 2014-2016 Aggregate Comparison Gr 3-8 ELA and Mathematics Outcomes - Launch Expeditionary Learning CS

Subject	School Year	Launch Expeditionary Learning Charter	NYC CSD 16 Avg	Launch Compared to NYC CSD 16	New York State Avg	Launch Compared to NYS
ELA	2013-14	6%	16%	-10	31%	-25
	2014-15	10%	17%	-7	31%	-21
	2015-16	16%	25%	-9	38%	-22
Math	2013-14	6%	14%	-8	36%	-30
	2014-15	11%	16%	-5	38%	-27
	2015-16	17%	21%	-4	39%	-22

Note: Data in table 2 represents tested students only in grades 6-8 at LELCS, NYC CSD 16 (district of location), and NYS who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest tenth, therefore, the percent differences may show a rounded value.

### Key Performance Area: Organizational Viability

#### 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<sup>7</sup>.

#### Financial Management

LELCS 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.

<sup>7</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

**Key Performance Area: Faithfulness to the Charter and Law**

Enrollment, Recruitment and Retention

*Table 3: Student Demographics – Launch Expeditionary Learning Charter School Compared to District of Location (NYC CSD 16)*

	2014-2015			2015-2016			2016-2017 <sup>8</sup>
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	CSD	Variance	School	CSD	Variance	School
<b>Enrollment of Special Populations<sup>9</sup></b>							
Economically Disadvantaged	84%	86%	-2%	89%	82%	+7%	89%
English Language Learners	4%	6%	-2%	4%	5%	-1%	5%
Students with Disabilities	27%	30%	-3%	28%	28%	0%	26%

For the 2015-16 school year, other than for ELLs, where they fell slightly below, LELCS met or exceeded enrollment targets for subgroups. The school enrolls a largely economically disadvantaged student population at a rate above that of the district. More than a quarter of enrolled students have disabilities, while a small percentage of students are English language learners, which is similar to the district proportions.

The school has made good faith efforts to recruit, serve, and retain at-risk students<sup>10</sup>. Efforts to recruit and retain economically disadvantaged students, English language learners and students with disabilities include targeted outreach to community organizations that serve students in those population groups, the addition of self-contained special education classes and Integrated Co-Teaching (ICT) classes at each grade to meet student IEP requirements, the provision of student advisory, a component of the

<sup>8</sup> Enrollment for the 2015-16 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year have been reported by the school.

<sup>9</sup> Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

<sup>10</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities (“SWD”), FRPL eligible students and English Language Learners (“ELL”) when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

Expeditionary Learning model that focuses on social-emotional learning as well as academic goal-setting, and staffing with appropriate expertise to serve these populations.

#### Student Retention

According to NYSED data, the overall student retention rate at LELCS is 81%. The district-wide retention rate in NYC CSD 16 is 62%.

### **Legal Compliance**

LELCS has compiled a record of compliance with applicable state and federal laws and the provisions of its charter. The school operates in accordance with applicable law, regulations, rules and other policies, including its by-laws and other school-specific policies, and including disciplinary procedures for students with disabilities to address section 300.519-300.529 of the Code of Federal Regulations and NYS DASA regulations. The board holds meetings in accordance with the Open Meetings Law.

### **Public Hearing Information**

The required hearing was held on October 17, 2016. Four individuals attended the hearing, including two LELCS staff members and two district administrators. No comments were submitted.

## Mott Hall Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioner's Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the **New York State Education Department (NYSED) recommends a first renewal term for a period of two years for the Mott Hall Charter School with a Corrective Action Plan to improve academic outcomes. The charter term would begin on July 1, 2017 and expire on June 30, 2019. NYSED is not recommending the requested revision to increase the school's enrollment at this time.**

Mott Hall Charter School (MHCS) is not yet meeting the academic performance benchmarks set forth in the Board of Regents Performance Framework. Commissioner's Regulation 119.7(d)(2)(ii) states that "when deciding whether to grant a renewal application and/or for how long to renew a school's charter, the charter school's student academic achievement shall be considered of paramount importance by the Board of Regents. Furthermore, for all renewals subsequent to a first renewal, a charter school's student academic achievement shall be given greater weight than for a first renewal."

MHCS is not yet meeting enrollment and retention targets as prescribed by the Board of Regents for students who are English language learners, but is employing good faith efforts to enroll and retain students in that subgroup. The school is close to meeting enrollment and retention targets as prescribed by the Board of Regents for students who are economically disadvantaged, and for students with disabilities.

The school is progressing toward implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

### Charter School Summary

<b>Name of Charter School</b>	Mott Hall Charter School
<b>Board Chair</b>	Natalie Thompson
<b>District of location</b>	NYC CSD 9
<b>Opening Date</b>	8/27/2012
<b>Charter Terms</b>	Initial Charter Term: 7/1/2012 – 6/30/2017
<b>Management Company</b>	None
<b>Partners</b>	Casita Maria (After-school program)
<b>Facilities</b>	Co-located with NYC DOE PS 63 Author's Academy at 1260 Franklin Avenue, Bronx, New York 10456
<b>Mission Statement</b>	<i>"The mission of the Mott Hall Charter School is to prepare our scholars in mind, body, and character to succeed in top high schools, colleges, and careers by becoming inquisitive, open-minded, and compassionate citizens of the world."</i>

<b>Requested Revisions</b>	Requesting approval to increase enrollment by 84 students (grades 6-8) over the next charter term which NYSED is not recommending at this time.
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**Enrollment**

<b>School Year</b>	<b>Grades Served</b>	<b>Maximum Approved Enrollment</b>	<b>Actual Enrollment</b>
2016-2017	6-8	315	292 <sup>11</sup>
2015-2016	6-8	249	248
2014-2015	6-8	230	191
2013-2014	6-7	167	151
2012-2013	6	110	109

**Background**

The Board of Regents granted an initial charter to MHCS on December 14, 2010. MHCS requested and was approved to take the 2011-2012 school year for planning. After the planning year, the school opened in co-located space NYC CSD 9 in the Bronx on August 27, 2012 with 109 students in Grade 6. Space limitations have hindered the full allowable enrollment until this year, when the school was given an additional classroom and rearranged office spaces to accommodate additional students.

**Summary of Evidence for Renewal**

**Key Performance Area: Educational Success**

**Student Performance**

Over the five-year charter term, MHCS administered the NYS English language arts, mathematics and science assessments to students in grades 6-8. The outcomes from these assessments serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

Aggregate scores on state ELA and math assessments increased over the term of the charter. However, only 16% of the students scored at or above ELA proficiency for 2015-2016, which is up 7% from the prior year, but is still 4% below the district average and 22% below the state. Similarly, the math proficiency rate for 2015-2016 is at 16%, which is 2% below the district average and 23% below the state.

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<sup>11</sup> Self-reported by MHCS in Renewal Site Visit Workbook

Table 1: 2014-2016 Aggregate and Subgroup Grades 3-8 ELA and Mathematics Outcomes - Mott Hall Charter School

Subject	School Year	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged
ELA	2013-14	11%	6%	0%	10%
	2014-15	9%	5%	0%	9%
	2015-16	16%	3%	4%	15%
Math	2013-14	6%	6%	0%	5%
	2014-15	16%	6%	15%	16%
	2015-16	16%	0%	0%	15%

Note: Data in table 1 represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment. From 2014-2016, ELA and mathematics assessments were aligned to the Common Core.

#### Subgroups

Academic results for students with disabilities went down in both ELA and math from 2014-2015 to 2015-2016. For English language learners, scores went up slightly in ELA and dropped significantly in math. Economically disadvantaged students' scores increased by 6% in ELA, but remained stagnant in math.

Table 2: 2014-2016 Aggregate Comparison Gr 3-8 ELA and Mathematics Outcomes -- Mott Hall Charter School

Subject	School Year	Mott Hall	CSD #9 Average	MHCS Compared to CSD #9	NYS Average	MHCS Compared to NYS Average
ELA	2013-14	11%	12%	-1	31%	-20
	2014-15	9%	13%	-4	31%	-22
	2015-16	16%	20%	-4	38%	-22
Math	2013-14	6%	16%	-10	36%	-30
	2014-15	16%	17%	-1	38%	-22
	2015-16	16%	18%	-2	39%	-23

Note: Data in Table 2 represents tested students only in grades 3-8 at Mott Hall, CSD 9 (district of location), and NYS who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number, therefore, the percent differences may show a rounded value.

According to the Department's accountability designations in 2014-2015 and 2015-2016, MHCS is *In Good Standing*.

### **Key Performance Area: Organizational Viability**

#### Financial Condition

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

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.<sup>12</sup>

#### Financial Management

NYS Charter School Office (CSO) reviewed Mott Hall Charter School's 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. There were no findings and no recommendations. MHCS 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.

### **Key Performance Area: Faithfulness to the Charter and Law**

#### Enrollment, Recruitment and Retention

According to NYSED records, MHCS had comparatively fewer students enrolled as English language learners (10%) in 2015-2016 compared to the CSD 9 subgroup enrollment of 24%.

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<sup>12</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

Table 3: Student Demographics – Mott Hall Charter School Compared to District of Location (NYC CSD 9)

	2014-2015 Percent of Enrollment			2015-2016 Percent of Enrollment			2016-2017 <sup>13</sup> Percent of Enrollment
	School	CSD 9	Variance	School	CSD 9	Variance	School
<b>Enrollment of Special Populations<sup>14</sup></b>							
Economically Disadvantaged	93%	85%	12	92%	94%	-2	93%
English Language Learners	8%	13%	-5	10%	24%	-14	9%
Students with Disabilities	21%	23%	-2	19%	20%	-1	17%

The school is making good faith efforts to attract and retain special populations of students<sup>15</sup>, including mailings, targeted recruitment presentations at community based organizations, visits to local elementary schools, school tours conducted by bilingual staff members, and marketing materials in multiple languages with descriptions of supports and services for ELLs and students with disabilities.

#### Student Retention

According to NYSED data, the overall student retention rate at MHCS is 61%. The district-wide retention rate in NYC CSD 9 is 69%.

#### Legal Compliance

MHCS has compiled a record of compliance with applicable state and federal laws and the provisions of its charter. The school operates in accordance with applicable law, regulations, rules and other policies, including its by-laws and other school-specific policies, and including disciplinary procedures for students with disabilities to address section 300.519-300.529 of the Code of Federal Regulations and NYS DASA regulations. The board holds meetings in accordance with the Open Meetings Law.

<sup>13</sup> Enrollment for the 2015-16 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year have been reported by the school.

<sup>14</sup> Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

<sup>15</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities (“SWD”), FRPL eligible students and English Language Learners (“ELL”) when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

### **Public Hearing Information**

The required hearing was held on October 13, 2015. Forty people were in attendance, including the entire board of trustees of the charter school. Six people, including the board vice-president, spoke. All comments were in support of the renewal.

## Global Community Charter School

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7 and the Board of Regents Charter School Renewal Policy (November 2012), the **New York State Education Department (NYSED) recommends a first renewal term for a period of two years for the Global Community Charter School. The charter term would begin on July 1, 2017 and expire on June 30, 2019.**

Global Community Charter School (GCCS) is not yet meeting the academic performance benchmarks set forth in the Board of Regents Charter School Performance Framework. The school was designated as a Focus School by NYSED for the school year 2015-2016. Commissioner’s Regulation 119.7(d)(2)(ii) states that “when deciding whether to grant a renewal application and/or for how long to renew a school’s charter, the charter school’s student academic achievement shall be considered of paramount importance by the Board of Regents. Furthermore, for all renewals subsequent to a first renewal, a charter school’s student academic achievement shall be given greater weight than for a first renewal.”

Additionally, GCCS must demonstrate that it will sustain the steps the school has recently taken to correct improper practices in board oversight and governance, fiscal management, and legal compliance.

GCCS is implementing the mission and key design elements and educational plan set forth in the charter, and is making progress toward meeting enrollment and retention targets for special student populations.

### Charter School Summary

<b>Name of Charter School</b>	Global Community Charter School
<b>Board Chair</b>	Mary Jilek
<b>District of location</b>	NYC CSD 5
<b>Opening Date</b>	9/4/2012
<b>Charter Terms</b>	Initial Charter Term: July 1, 2012 – June 30, 2017
<b>Management Company</b>	None
<b>Partners</b>	International Baccalaureate (IB)

<b>Facilities</b>	2/2015 – Present: Private facility at 2350 Fifth Avenue, New York, NY 10037 8/2012 – 1/2015: Private facility at 421 West 125th Street, New York, NY 10031
<b>Mission Statement</b>	<i>“Global Community Charter School serves the Harlem community by providing students in grades K through 5 with an education that is rigorous, inquiry-based, and that teaches students and their families to work successfully together across differences in language, culture, economic background, age, and nationality. Our school prepares students for admission to a competitive high school.”</i>
<b>Requested Revisions</b>	No material revisions requested

### Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2016 – 2017	K – 5	460	444 <sup>16</sup>
2015 – 2016	K – 4	385	367
2014 – 2015	K – 3	300	284
2013 – 2014	K – 2	225	222
2012 - 2013	K - 1	150	143

### Background

The Board of Regents granted an initial charter to GCCS on September 13, 2011 for a five-year operational term. GCCS opened on September 4, 2012 and currently has 444 students in grades K-5. GCCS was originally approved to open in CSD 5 but, with the approval of NYSED, was temporarily located in CSD 6 until the school was able to secure adequate facility space in Harlem. The school remained in the temporary location for 2.5 years, and then moved in February 2015 to the current private space facility in CSD 5.

### Summary of Evidence for Renewal

#### **Key Performance Area: Educational Success**

##### Student Performance

Over the charter term, GCCS administered the NYS English language arts and mathematics assessments to students in grades 3-4 (the school will first serve grade 5 this academic year). The outcomes from

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<sup>16</sup> Self-reported by GCCS in Renewal Site Visit Workbook

these assessments, summarized below, serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

In July 2016, GCCS was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve academic performance. The school is currently implementing the specific strategies outlined in the CAP and provides quarterly progress reports and updates to the NYSED Charter School Office (CSO).

GCCS' performance data for ELA and mathematics are available for the 2014-2015 and the 2015-2016 school years, which are the school's first testing years. In both subjects, the school has performed significantly below the state average, as evidenced in Table 2. In ELA, GCCS has performed below the current district of location in 2014-2015 and has negative growth year over year. Mathematics proficiencies have increased significantly since 2014-2015, and have reached district averages; however, they have only risen to perform 4% over the district of location.

Students who are identified as economically disadvantaged and English language learners enrolled at GCCS tend to perform on par or above the current district of location as of the 2015-2016 academic year. English language learners ELA performance, while above the district, is declining. Students identified with a disability represent 19% of the GCCS school population with a self-reported 83 students for the 2015-2016 school year. Of those who were administered the ELA assessments in 2015-2016 school year, no students achieved proficiency. This is a decline from 2014-2015 to 2015-2016.

*Table 1: 2014-2016 Aggregate and Subgroup Grades 3-8 ELA and Mathematics Outcomes - Global Community Charter School*

Subject	School Year	All Students	Students with Disabilities	English Language Learners	Economically Disadvantaged
ELA	2013-14	N/A	N/A	N/A	N/A
	2014-15	<b>10%</b>	11%	8%	11%
	2015-16	<b>14%</b>	0%	4%	14%
Math	2013-14	N/A	N/A	N/A	N/A
	2014-15	<b>10%</b>	11%	8%	9%
	2015-16	<b>21%</b>	7%	17%	22%

*Note: Data in Table 1 represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment. From 2014-2015, ELA and mathematics assessments were aligned to the Common Core.*

Table 2: 2014-2016 Aggregate Comparison Gr 3-8 ELA and Mathematics Outcomes -- Global Community Charter School

Subject	School Year	GCCS	CSD 5 Average	GCCS Compared to CSD 5	NYS Average	GCCS Compared to NYS Average
ELA	2013-14	N/A	N/A	N/A	N/A	N/A
	2014-15	10%	16%	-6%	31%	-21%
	2015-16	14%	21%	-7%	38%	-24%
Math	2013-14	N/A	N/A	N/A	N/A	N/A
	2014-15	10%	20%	-10%	38%	-28%
	2015-16	21%	17%	4%	39%	-18%

Note: Data in Table 2 represents tested students only in Grades 3-8 at Global Community Charter School, CSD 5 (district of location), and NYS who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.

According to the Department's accountability designations for 2015-2016, GCCS is a *Focus School*.

### Key Performance Area: Organizational Viability

#### Financial Condition

GCCS appears to be in stable financial condition as of the 2015-2016 school year. The first three years of its charter term indicated significant financial instability, as evidenced by performance on key indicators derived from the schools independently audited financial statements. The Department reviews the financial performance and management of charter schools using several near-term and long-term financial performance indicators.<sup>17</sup> 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.

#### Financial Management

GCCS was required to prepare a CAP in 2015-2016, to implement the management letter recommendations by the school's independent auditor and included in the 2014-2015 annual audit. The school subsequently added staff to its internal accounting functions in 2015-2016, which has enhanced internal controls. The 2015-2016 annual audit had one finding (2016-01) due to the board of trustees operating with four members instead of five members as required by Education Law and by the school's

<sup>17</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

by-laws (This has subsequently been corrected; the board currently includes eight CSO-approved trustees). GCCS is making progress towards operating 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.

**Key Performance Area: Faithfulness to the Charter and Law**

Enrollment, Recruitment and Retention

GCCS is located in the NYC CSD 5, although it spent much of its charter term from inception to February 2015 in a temporary location in CSD 6.

*Table 3: Student Demographics – Global Community Charter School Compared to District of Location (CSD 5)<sup>18</sup>*

	2014-2015			2015-2016			2016-2017 <sup>19</sup>
	Percent of Enrollment			Percent of Enrollment			Percent of Enrollment
	School	CSD	Variance	School	CSD	Variance	School
<b>Enrollment of Special Populations<sup>20</sup></b>							
Economically Disadvantaged	78%	90%	-12	82%	82%	0	68%
English Language Learners	15%	13%	+2	15%	10%	+5	19%
Students with Disabilities	21%	23%	-2	22%	23%	-1	19%

<sup>18</sup> Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities (“SWD”), FRPL eligible students and English Language Learners (“ELL”) when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

<sup>19</sup> Enrollment for the 2015-16 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for this school year have been reported by the school.

<sup>20</sup> Percentages of English language learners and students with disabilities include students who were exited from these services within the last three years of the enrollment record.

GCCS's economically disadvantaged population has been fluctuating since its inception, although it has been below the targets for most of the term. The school demographics appear to stay roughly on par, if not slightly below, the SWD enrollment target, and slightly exceed the ELL target.

#### Student Retention

According to NYSED data, the overall student retention rate at GCCS is 66%. The district-wide retention rate in NYC CSD 5 is 71%.

### **Legal Compliance**

Over the charter term, GCCS has at times been out of compliance with applicable law and the terms of its charter agreement, in regards to reporting, governance and financial management.

GCCS was out of compliance with Section 226(1) of Education Law, or with Sections 2.13 and 2.19 of the school's Charter Agreement for several months when it operated with less than five members of the board of trustees in 2015-2016. Additionally, no board chair was elected between February 2015 and June 2015, which is out of compliance with the school by-laws. A letter of concern was issued by CSO in August 2016, which cited that the board had functioned without a quorum, board members were improperly seated, and changes to term limits were made to the by-laws without CSO approval. These practices have recently been corrected.

### **Public Hearing Information**

The required hearing was held on November 1, 2016. Five members of the community attended. Three members of the community spoke, one via letter, in favor of the charter school's renewal. There were no comments in opposition.