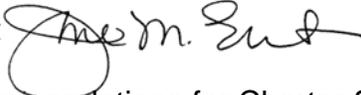




**THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE
OF NEW YORK / ALBANY, NY 12234**

TO: P-12 Education Committee

FROM: Jhone M. Ebert 

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

DATE: February 28, 2019

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

Should the Board of Regents approve the proposed renewal charter 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. **American Dream Charter School** (full-term, five-year renewal, with a continuation of high school currently being served to add grades 11 and 12)
2. **Launch Expeditionary Learning Charter School** (short-term, three-year renewal)
3. **Mott Hall Charter School** (short-term, three-year renewal)

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will be before the P-12 Education Committee and the Full Board for action at the March 2019 Regents meeting.

Procedural History

The New York State Education Department (the 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, 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: (1) Educational/Academic Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Charter School Performance Framework sets forth ten performance benchmarks in these three areas. The Charter School Performance Framework is designed to focus on performance outcomes, to preserve operational autonomy and to facilitate transparent feedback to schools. It aligns with the 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	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).
	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 NYS 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.
	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.
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.
	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.

	<p>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.</p>
	<p>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.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Faithfulness to Charter & Law</p>	<p>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.</p>
	<p>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.</p>
	<p>Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.</p>

Charter School Renewal Applications

In Article 56 of the Education Law, §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.

Related Regents Items

American Dream Charter School

[December 2013 Initial Charter](http://www.regents.nysed.gov/common/regents/files/1213p12a2%5B1%5D.pdf)

(<http://www.regents.nysed.gov/common/regents/files/1213p12a2%5B1%5D.pdf>)

[March 2017 Revision Enrollment and Grade Span Increase](https://www.regents.nysed.gov/common/regents/files/317p12a5.pdf)

(<https://www.regents.nysed.gov/common/regents/files/317p12a5.pdf>)

Launch Expeditionary Learning Charter School

[December 2010 Initial Charter](http://www.regents.nysed.gov/meetings/2010Meetings/December2010/1210p12committeereport.html)

(<http://www.regents.nysed.gov/meetings/2010Meetings/December2010/1210p12committeereport.html>)

[February 2016 Revision Enrollment and Grade Span Reduction](http://www.regents.nysed.gov/common/regents/files/216p12a4.pdf)

(<http://www.regents.nysed.gov/common/regents/files/216p12a4.pdf>)

[January 2017 First Renewal](http://www.regents.nysed.gov/common/regents/files/117p12a2.pdf)

(<http://www.regents.nysed.gov/common/regents/files/117p12a2.pdf>)

[November 2017 Revision Enrollment increase](http://www.regents.nysed.gov/common/regents/files/1117p12a1.pdf)

(<http://www.regents.nysed.gov/common/regents/files/1117p12a1.pdf>)

Mott Hall Charter School

[December 2010 Initial Charter](http://www.regents.nysed.gov/meetings/2010Meetings/December2010/1210p12committeereport.html)

(<http://www.regents.nysed.gov/meetings/2010Meetings/December2010/1210p12committeereport.html>)

[February 2016 Relocation to NYC CSD 7](http://www.regents.nysed.gov/common/regents/files/216p12a4.pdf)

(<http://www.regents.nysed.gov/common/regents/files/216p12a4.pdf>)

[January 2017 First Renewal](http://www.regents.nysed.gov/common/regents/files/117p12a2.pdf)

(<http://www.regents.nysed.gov/common/regents/files/117p12a2.pdf>)

[April 2018 Enrollment Decrease](#)

(<http://www.regents.nysed.gov/common/regents/files/418p12a4.pdf>)

Recommendations

The State Education Department Renewal Recommendations

The attached Renewal Recommendation Reports provide summary information about the Renewal Applications before the Regents for action at the March 2019 meeting, as well as an analysis of the academic and fiscal performance of each of the schools over the charter term.

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.

The Department considers evidence related to all ten performance benchmark areas of the Charter School Performance Framework when making recommendations to the Regents concerning charter renewal applications. However, student academic performance is of paramount importance when evaluating each school.¹ The recommendations below were made after a full due-diligence process over the charter term, including review of the information presented by the schools in their Renewal Applications, specific fiscal reviews, a renewal site visit of up to two days, conducted by a Department team for each school, comprehensive analysis of achievement data, and consideration of public comment. Over the course of the charter term, the Department closely monitors all charter schools based on the Oversight Plan.²

Renewal Recommendations

VOTED: That the Board of Regents finds that, the **American Dream 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 **American Dream 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, 2024**.

¹ See § 8 NYCRR 119.7 at <http://www.p12.nysed.gov/psc/aboutcharterschools/Financing/Regulations/csreg119.7.html>

² The Oversight Plan for Board of Regents-Authorized schools is located on the following webpage: <http://www.p12.nysed.gov/psc/regentoversightplan/OversightPlan.html>

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, 2022**.

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, 2022**.

Timetable for Implementation

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

American Dream 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, the New York State Education Department recommends a full-term renewal for a period of five years for American Dream Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2024, and the school would be permitted to revise its charter to include expanding to serve students in sixth through twelfth grade, from the current sixth through tenth grade, commencing in the fall of 2019 with students in sixth through eleventh grade, expanding by one grade level each year so that at the conclusion of the second year of the proposed charter term, the school would serve sixth through twelve grade. To serve additional grade levels, the school would be permitted to increase enrollment from 450 to 565 students, by the end of the proposed charter term.

American Dream Charter School, a dual-language charter school, that is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	American Dream Charter School
Board Chair	Luz Maria Rojas
District of location	NYC CSD 7 (Bronx)
Initial Opening Date	Fall 2014
Charter Terms	Initial Term: July 1, 2014 - June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	Grades 6-10/ 450 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6-12/ 565 students
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • First location: 510 E. 141st Street, 4Fl, Bronx NY – Public Space • Second location: 423 E. 138th Street, 7th Fl, Bronx NY – Private Space
Mission Statement	<i>The American Dream Charter School develops academic excellence in both Spanish and English, preparing students to excel in college and become leaders in their communities.</i>
Key Design Elements	<ul style="list-style-type: none"> • Dual-Language Program • Data-Driven Instruction & Assessment. Students will be regularly and meaningfully assessed using formative assessment tools and informal observation so teachers will be able to accurately drive their instruction. • Teacher Development and Support. Teachers work in collective groups with at least one ELL Specialist and one Learning Specialist (SWD) per grade. • June Mini-Mester. An accelerated two-week course helping middle school students to

	<p>make gains toward English proficiency and other areas most needed.</p> <ul style="list-style-type: none"> • DREAM Advisory. DREAM is an acronym for Diversity, Respect, Empowerment, Advocacy and Motivation. Our advisory program incorporates these five pillars where students learn how each element enhances not only their own education, but also their development as citizens and leaders in their community. • Teacher Academy. Teachers participate in a two-week intensive training academy in which we outline curricular objectives, set goals and establish the foundation for our year-long professional development.
Revisions Requested	<ul style="list-style-type: none"> • Expand to serve students in sixth through twelfth grade, from the existing sixth through tenth grade, expanding by one grade level each year. • To accommodate the added grade levels, an increase in enrollment from 450 to 565 students.

Noteworthy: The school model is based on a Dual-Language Education Core, where students who are Spanish native speakers and those who are English native speakers are placed in advisories with each other. This allows students to serve as language models for each other, giving each group of students an opportunity to show mastery in their native language while developing their second language facility. Students receive an hour and twenty minutes each of English language arts and Spanish language arts daily. The school adopts a culturally responsive pedagogy, which focuses on including school community members’ own cultural experience as a driving force in the curriculum. This experience is not just limited to native language instruction, but extends to the whole community, creating a “village” where all stakeholders are active participants in the academic life of the school.

Current Grade Levels and Approved Enrollment

	Year 4 2017 to 2018	Year 5 2018 to 2019
Grade Configuration	Grades 6 - 9	Grades 6 - 10
Total Approved Enrollment	375	450

Proposed Renewal Term Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	Grades 6 - 11	Grades 6 - 12			
Total Approved Enrollment	490	565	565	565	565

Background

The Board of Regents granted an initial charter to American Dream Charter School (American Dream) in December 2013. The school opened for instruction in August 2014 initially serving 100 students in Grade 6. At the school’s request, the Board of Regents approved a material charter revision in March 2017 to increase the enrollment and grade levels served from 300 students in grades 6-8 to 450 students in grades 6-10.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

- The curriculum is teacher-designed, and teachers meet weekly as both grade teams and departments to support curricular alignment. The school is focused heavily on literacy development in both English and Spanish using classes are offered in both English and Spanish.
- The school has a documented curriculum aligned to the New York State Learning Standards (NYSL).
- The school utilizes a system of formative, diagnostic, and summative assessments. The school also offers three interim assessments, Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), and the New York State English as a Second Language Achievement Test (NYSESLAT) results to create lessons and plan programmatically.
- Students mandated to receive integrated co-teaching (ICT) receive eight periods of ICT per week and receive mandated instruction, according to their NYSESLAT levels.
- The school coordinates Individualized Education Program (IEP) development with the district and organize services and interventions.
- All students are eligible for intervention services. A specialized tutoring and advisory program is mandated for all students failing two or more classes, but all students can participate in after-school ELA and math tutoring.
- The school provides a “co-teaching for all” model and coordinates special education and English language learner/multi-lingual learner (ELL/MLL) services. All instruction is dual language, both verbally and in written materials. The school’s lesson plan template highlights modifications for ELL/MLL and students with disabilities (SWD).
- The school has a response to intervention (RTI) process in place to identify and serve at-risk students.
- “Drop Everything and Read” (DEAR) classes are part of the daily schedule and students receive literacy interventions during this instructional block, which includes small group/pull out instruction, or individualized practice with myON, News O’Matic or Kahn Academy applications.

Student Performance – Middle School Outcomes

According to the 2017-2018 school year ESEA accountability designations, American Dream Charter School is In Good Standing.

See Tables 1 and 2 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and State average which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework. Tables 3 and 4 are similar showing grade level proficiency across grade levels.

Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students: School, District & State Level Aggregate

	ELA					Math				
	American Dream CS	NYC CSD 7	Variance to District	NYS	Variance to NYS	American Dream CS	NYC CSD 7	Variance to District	NYS	Variance to NYS
2014-2015	17%	11%	+6	31%	-14	13%	13%	0	39%	-26
2015-2016	23%	15%	+8	35%	-12	30%	11%	+19	38%	-8
2016-2017	34%	20%	+14	40%	-6	31%	11%	+20	34%	-3
2017-2018	37%	26%	+11	46%	-9	32%	15%	+17	40%	-8

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment

Table 2: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup:

Subject	School Year	Students with Disabilities (Variance to the district of location)		ELL/MLL (Variance to the district of location)		Economically Disadvantaged (Variance to the district of location)	
		Percentage	Variance	Percentage	Variance	Percentage	Variance
ELA	2014-2015	12%	(+9)	17%	(+14)	15%	(+4)
	2015-2016	15%	(+11)	4%	(-1)	23%	(+8)
	2016-2017	23%	(+18)	12%	(+7)	35%	(+14)
	2017-2018	17%	(+8)	24%	(+12)	37%	(+11)
Mathematics	2014-2015	6%	(+2)	0%	(-8)	13%	(0)
	2015-2016	24%	(+20)	20%	(+16)	30%	(+19)
	2016-2017	15%	(+12)	16%	(+12)	32%	(+20)
	2017-2018	23%	(+19)	28%	(+18)	32%	(+17)

NOTE:

(1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

A “.” in any table indicates that the data is suppressed, no student sat for the exam, or the exam was not given.

Table 3: Grade Level Proficiency for All Students: ELA

	SY 2015-2016			SY 2016-2017			SY 2017-2018		
	American Dream CS	NYC CSD 7 / NYS	Variance to NYC CSD 7 / NYS	American Dream CS	NYC CSD 7 / NYS	Variance to NYC CSD 7 / NYS	American Dream CS	NYC CSD 7 / NYS	Variance to NYC CSD 7 / NYS
Grade 6	14%	15% / 34%	-1 / -20	35%	13% / 32%	+23 / +3	43%	27% / 49%	+16 / -6
Grade 7	33%	14% / 36%	+18 / -3	23%	20% / 42%	+3 / -19	31%	20% / 40%	+11 / -9
Grade 8	.	. / .	. / .	45%	27% / 46%	+18 / 0	38%	31% / 48%	+7 / -10

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

Table 4: Grade Level Proficiency for All Students: Mathematics

	SY 2015-2016			SY 2016-2017			SY 2017-2018		
	American Dream CS	NYC CSD 7 / NYS	Variance to NYC CSD 7 / NYS	American Dream CS	NYC CSD 7 / NYS	Variance to NYC CSD 7 / NYS	American Dream CS	NYC CSD 7 / NYS	Variance to NYC CSD 7 / NYS
Grade 6	31%	13% / 40%	+18 / -9	38%	13% / 40%	+25 / -2	36%	17% / 44%	+19 / -8
Grade 7	30%	10% / 36%	+20 / -6	25%	11% / 38%	+14 / -13	31%	15% / 41%	+16 / -10
Grade 8	.	. / .	. / .	29%	9% / 22%	+20 / +7	29%	14% / 30%	+15 / -1

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

Table 5: 2017-18 Annual Regents Outcomes by Subgroup

		Total Charter Tested	American Dream Charter School	NYS	Variance to NYS
Algebra I (Common Core)	All Students	73	70%	70%	0
	Students with Disabilities	14	50%	41%	+9
	ELL/MLL	27	63%	48%	+15
	Economically Disadvantaged	71	69%	60%	+9
Living Environment	All Students	73	73%	73%	0
	Students with Disabilities	19	74%	44%	+30
	ELL/MLL	28	54%	44%	+10
	Economically Disadvantaged	70	71%	62%	+9
Physical Setting/Chemistry	All Students	23	61%	72%	-11
	Economically Disadvantaged	22	64%	59%	+4

NOTES:

(1) Data in the table above represents students within their respective subgroups who passed the Annual Regents and Regents Common Core Examinations (score of 65 or better).

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups the testing data was withheld.

Key Performance Area: Organizational Viability

Financial Condition and Financial Management

American Dream Charter 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.

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. American Dream Charter School's 2016-17 composite score is 3.0.

**Table 5: American Dream Charter School's Composite Scores
2014-2015 to 2016-2017**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.6
2015-2016	2.9
2016-2017	3.0

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed American Dream Charter 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.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

American Dream Charter School resides in the poorest Congressional district in the nation. The school is strongly working towards meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, ELL/MLL students, and students who are eligible applicants for the free and reduced priced lunch program. The school has a robust enrollment waiting list.

The chart below indicates that 97 percent of the school's students were economically disadvantaged, 22 percent were students with disabilities, and 25 percent were ELL/MLL students. The school has a greater percentage of economically disadvantaged students and ELL/MLL students than the district, and a smaller percentage of students with disabilities.

American Dream is making good faith efforts to recruit, serve, and retain students with disabilities.³ Efforts to recruit and retain students include:

- Building positive relationships with district elementary schools;
- Outreach to local health services providers and community support centers with visits and translated flyers;
- Clear outreach emphasizing school programming to support students with disabilities, and
- Building partnerships with community youth organizations serving all students, including students with disabilities.

Table 5: Student Demographics

	2016-2017			2017-2018		
	American Dream Charter School	NYC CSD 7	Variance	American Dream Charter School	NYC CSD 7	Variance
Students with Disabilities	22%	30%	-8	19%	30%	-11
ELL/MLL	25%	19%	+6	32%	24%	+8
Economically Disadvantaged	97%	92%	+5	96%	94%	+2

Notes:

(1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

Student Retention

³ 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, FRPL eligible students and English language learners 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).

According to NYSED data, in the 2017-2018 school year, 85% of students were retained in American Dream Charter School compared with 79% in CSD 7.

Legal Compliance

American Dream Charter School operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 24, 2018. Eighty people attended, and twenty spoke. All twenty speakers were in favor of the renewal and revision and there was no opposition at the hearing. Additionally, fifteen notes of support for the renewal and the revision were received from parents and members of the community.

Launch Expeditionary Learning 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, the New York State Education Department recommends a short-term renewal for a period of three years for Launch Expeditionary Learning Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2022.

Launch Expeditionary Learning Charter School is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Launch Expeditionary Learning Charter School
Board Chair	Jonathan D. Harber
District of location	NYC CSD 16 (Brooklyn)
Initial Opening Date	Fall, 2012
Charter Terms	<ul style="list-style-type: none"> • Initial Term: July 1, 2012 - June 30, 2017 • First Renewal: July 1, 2017 - June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	Grades 6-8/ 310 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6-8/ 310 students
Comprehensive Management Service Provider	None
Facilities	1580 Dean Street, Brooklyn – Public Space
Mission Statement	<i>Launch’s mission is to prepare students in under-resourced communities to thrive in college and careers by providing a public education rooted in active learning experiences and powerful character development.</i>
Key Design Elements	<p>Expeditionary Learning (EL) Education Core Practices—5 Domains</p> <ul style="list-style-type: none"> • Curriculum • Instruction • Culture and Character • Student-engaged Assessment • Leadership <p>Three dimensions of Student Achievement:</p> <ul style="list-style-type: none"> • Mastery of Knowledge and Skills • Character • High Quality Work

Launch Expeditionary Learning Charter School was previously granted a short-term, two-year, renewal by the Board of Regents and is in the school’s seventh year of operation. The school model is based on the EL Education Core Practices. The foundation is rooted in the three dimensions of student achievement; Mastery of Knowledge and Skills, Character, and High-Quality Work. NYC Outward Bound Schools is an institutional partner. Launch is the only EL Education affiliated school in CSD 16 and the only EL Education charter school in New York City.

Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019
Grade Configuration	Grades 6 - 8	Grades 6 - 8
Total Approved Enrollment	302	310

Proposed Renewal Term Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Approved Enrollment	310	310	310

Background

The Board of Regents granted an initial charter to Launch Expeditionary Learning Charter School (LELCS) in December 2010. The school opened for instruction in August 2012 initially serving 112 students in Grade 6. Launch’s charter was subsequently renewed by the Board of Regents in 2017.

At the school’s request, the Board of Regents approved a material 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. In November 2017, the Board of Regents approved a charter revision to increase the school’s enrollment in Grades 6-8 from 271 students to 310 students in the 2018-2019 school year.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

- Launch Expeditionary Learning Charter School is a middle school program currently serving Grades 6-8.
- The school model is based on Expeditionary Learning (EL) Education Core Practices. NYC Outward Bound Schools is an institutional partner. Launch is the only EL Education affiliated school in CSD 16 and the only EL Education charter school in New York City.
- The school is focused heavily on literacy development using a readers and writers workshop model and close reading programs. In mathematics they implement the Open Up program.
- The school has invested heavily in co-teaching in most classrooms with additional push-in support to facilitate small group instruction.

- The school provides a daily period for the Crew advisory program for social emotional development.
- The school offers two self-contained, multi-grade special education classes as well as integrated co-teaching on every grade. The school also employs multiple counselors to provide mandated counseling as well as contracted services.
- The school has created a formal ELL/MLL teacher position who provides pull-out instruction and push-in support to ELL students. The individual hired is also a reading specialist.
- The school has a response to intervention (RTI) process in place to identify and serve at-risk students.
- Co-teaching in most classrooms provides frequent opportunities for targeted small group instruction. A student support team (SST), which includes support staff and teacher representative from each grade, was formed last year to review data, identify students in need, coordinate IEP development with the district, and organize services and interventions.
- The school offers a wide range of services for students with disabilities, including two multi-grade, self-contained classrooms as well as integrated co-teaching (ICT) classrooms on every grade.
- The school uses a co-teaching model to differentiate classroom instruction and co-teachers and grade teams are provided with professional development, time and support to collaboratively plan instruction.

Student Performance – Middle School Outcomes

See Tables 1 and 2 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and State average which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework. Tables 3 and 4 are similar showing grade level proficiency across grade levels.

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

	ELA					Math				
	Launch Expeditionary Learning CS	NYC CSD 16	Variance to District	NYS	Variance to NYS	Launch Expeditionary Learning CS	NYC CSD 16	Variance to District	NYS	Variance to NYS
2016-2017	25%	20%	+5	40%	-15	16%	9%	+7	34%	-18
2017-2018	39%	24%	+15	46%	-7	28%	13%	+15	40%	-12

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes by Subgroup

Subject	School Year	Students with Disabilities (Variance to the district of location)	ELL/MLL (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2016-2017	8% (+1)	0% (-4)	23% (+4)
	2017-2018	16% (+7)	15% (+5)	39% (+15)
Mathematics	2016-2017	5% (0)	0% (-4)	17% (+8)
	2017-2018	14% (+7)	0% (-14)	28% (+16)

NOTES:

- (1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups testing data was withheld.

Table 3: Grade Level Proficiency for All Students: ELA

	SY 2016-2017			SY 2017-2018		
	Launch Expeditionary Learning CS	NYC CSD 16 / NYS	Variance to NYC CSD 16 / NYS	Launch Expeditionary Learning CS	NYC CSD 16 / NYS	Variance to NYC CSD 16 / NYS
Grade 6	17%	13% / 32%	+4 / -15	41%	23% / 49%	+18 / -8
Grade 7	29%	20% / 42%	+9 / -13	29%	21% / 40%	+8 / -11
Grade 8	28%	28% / 46%	0 / -18	49%	28% / 48%	+21 / +1

Table 4: Grade Level Proficiency for All Students: Mathematics

	SY 2016-2017			SY 2017-2018		
	Launch Expeditionary Learning CS	NYC CSD 16 / NYS	Variance to NYC CSD 16 / NYS	Launch Expeditionary Learning CS	NYC CSD 16 / NYS	Variance to NYC CSD 16 / NYS
Grade 6	20%	8% / 40%	+12 / -20	36%	13% / 44%	+23 / -8
Grade 7	21%	10% / 38%	+11 / -17	25%	12% / 41%	+13 / -16
Grade 8	7%	9% / 22%	-2 / -15	26%	16% / 30%	+10 / -4

According to the 2017-2018 school year ESEA accountability designations, the school is a Focus School.

Key Performance Area: Organizational Viability

Financial Condition and Financial Management

Launch Expeditionary Learning 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.

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.⁴

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. Launch Expeditionary Learning Charter School's 2016-17 composite score is 3.0.

Launch Expeditionary Learning Charter School's Composite Scores 2015-2016 to 2016-2017

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.5
2016-2017	3.0

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed Launch Expeditionary Learning Charter School's 2016-17 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.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

The school is strongly working towards meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, ELL/MLL students, and students who are eligible applicants for the free and reduced priced lunch program.

Last spring the school had 635 applications for 150 seats. The chart below indicates that 95 percent of the school's students were economically disadvantaged, 27 percent were students with disabilities, and 4 percent were English language learners. The school has a greater percentage of economically

⁴These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

disadvantaged students than the district, and a comparable percentage of students with disabilities and English language learners.

Launch is making good faith efforts to recruit, serve, and retain at-risk students.⁵ Efforts to recruit and retain students include:

- Building positive relationships with district elementary schools;
- Attending a broad range of middle school recruitment fairs;
- Outreach to local housing developments with translated flyers;
- Broad direct mailing of information about the school in various languages spoken in the community;
- Clear outreach emphasizing school programming to support students with disabilities and ELL/MLL students; and
- Building partnerships with community youth organizations serving all students.

⁵ 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, FRPL eligible students and English language learners 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).

**Table 5: Student Demographics –
Launch Expeditionary Learning Charter School Compared to CSD 16**

	2016-2017			2017-2018		
	Launch Expeditionary Learning Charter School	NYC CSD 16	Variance	Launch Expeditionary Learning Charter School	NYC CSD 16	Variance
Students with Disabilities	28%	33%	-5	27%	34%	-7
ELL/MLL	5%	9%	-4	4%	8%	-4
Economically Disadvantaged	88%	90%	-2	95%	91%	+4

NOTES:

(1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

Student Retention

According to NYSED data, in the 2017-2018 school year, 91% of students were retained in Launch Expeditionary Learning Charter School compared with 88% in the district of location.

Legal Compliance

Launch Expeditionary Learning Charter School operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 9, 2018. Ten people attended, and seven spoke. All seven speakers were in favor of the renewal and revision and there was no opposition at the hearing. A representative of the school’s parent association submitted over 200 hand-written petition signatures in favor of the renewal and revision to expand to serve elementary school grades. The Charter School Office received 16 letters of support from political and community groups.

Mott Hall 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, the New York State Education Department recommends a short-term renewal for a period of three years for Mott Hall Charter School. The charter term would begin on July 1, 2019 and expire on June 30, 2022. In November 2017, the school was required by NYSED to provide a Corrective Action Plan (CAP) establishing strategies and measurable outcomes to improve student performance in ELA and mathematics performance. The school continues to implement improvement strategies, which has resulted in improved student performance for all students evidenced by state performance data.

Mott Hall Charter School is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Mott Hall Charter School
Board Chair	Natalie Thompson
District of location	NYC CSD 9
Opening Date	Fall 2012
Charter Terms	Initial charter term: July 1, 2012 – June 30, 2017 First renewal term: July 1, 2017 – June 30, 2019
Current Term Authorized Grades/ Approved Enrollment	Grades 6-8/ 280 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6-8/ 280 students
Comprehensive Management Service Provider	None
Facilities	1260 Franklin Avenue, Bronx – Public Space
Mission Statement	<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>
Key Design Elements	<ul style="list-style-type: none"> ● 21st Century Teaching and Learning Model ● Proficiency ● Special Population Support ● College and Career Readiness Program ● Social and Emotional Health Programming
Requested Revisions	None

Mott Hall Charter School was previously granted a short-term, two-year, renewal by the Board of Regents and is in the school's seventh year of operation. The School's educational program is guided by the International Baccalaureate (IB) Middle Years Programme (MYP). The School is currently a Candidate School and is working towards full IB World School accreditation.

Current Grade Levels and Approved Enrollment

	Year 1 2017 to 2018	Year 2 2018 to 2019
Grade Configuration	Grades 6 - 8	Grades 6 – 8
Total Approved Enrollment	280	280

Proposed Renewal Term Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022
Grade Configuration	Grades 6 - 8	Grades 6 - 8	Grades 6 - 8
Total Approved Enrollment	280	280	280

Background

The Board of Regents granted an initial charter to Mott Hall Charter School (MHCS) in December 2010. The school opened for instruction in August 2012 initially serving 107 students in sixth grade. Mott Hall Charter School’s charter was subsequently renewed by the Board of Regents in December 2017.

The school submitted a material revision request to move from public space in NYC CSD 9 to a larger private facility in NYC CSD 7 in February 2016. This facility would have provided the school with additional needed space for their program. Their request was approved, but instead they opted to stay in the public space after they were given additional classrooms.

In April 2018, the Board of Regents approved a material revision request to decrease the maximum approved enrollment from 315 to 280 students; alter key design elements to more closely align with the goals of the school; and change the organizational structure of the school to consolidate administrative roles and drive resources directly supporting the school’s instructional program.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

- The School’s educational program is guided by the International Baccalaureate (IB) Middle Years Programme (MYP).
- MHCS reports that its teacher-created curriculum is aligned to the New York State Learning Standards (NYSL) and the IB MYP. The school uses EngageNY and Teachers College Reading and

Writing Workshop as supporting materials in English language arts (ELA) classrooms; and GO Math as supporting materials for math instruction.

- Differentiation observed during classroom visits included small group instruction informed by reading levels and using respectively leveled texts, visual tools, graphic organizers, and assignments given in both English and Spanish.
- In their lesson plans, teachers are expected to provide for differentiation for general education, special education, and ELL/MLL students.
- The IB MYP curriculum provides enrichment activities for students desiring an additional challenge as well as students needing additional academic supports.

Student Performance – Elementary/Middle School Outcomes

See Tables 1 and 2 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and state average which serve as two of the many indicators in Benchmark One of the Charter School Performance Framework. Tables 3 and 4 are similar showing grade level proficiency across grade levels.

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

	ELA					Math				
	Mott Hall CS	NYC CSD 9	Variance to District	NYS	Variance to NYS	Mott Hall CS	NYC CSD 9	Variance to District	NYS	Variance to NYS
2015-2016	16%	19%	-3	37%	-21	17%	14%	+3	34%	-17
2016-2017	18%	22%	-4	40%	-22	9%	15%	-6	34%	-25
2017-2018	37%	30%	+7	46%	-8	29%	21%	+8	40%	-11

NOTE:

- (1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment

Over the past three years the school has slightly underperformed the district of location in ELA. The school turned this around in 2017-18 with the school out-performing the district of location and narrowing the gap towards state proficiency levels. In mathematics, the school has out-performed the district of location three of the last four years and continues to narrow the gap towards state proficiency levels.

Table 2: Elementary/Middle School Assessment Proficiency Outcomes for Special Populations

Subject	School Year	Students with Disabilities (Variance to the district of location)	ELL/MLL (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2014-2015	5% (+3)	4% (+1)	9% (-4)
	2015-2016	2% (-2)	5% (0)	15% (-5)
	2016-2017	6% (-1)	7% (+2)	18% (-4)
	2017-2018	19% (+8)	19% (+5)	37% (+8)
Mathematics	2014-2015	6% (+2)	14% (+8)	16% (+1)
	2015-2016	0% (-3)	13% (+9)	15% (0)
	2016-2017	2% (-2)	8% (+3)	9% (-6)
	2017-2018	18% (+12)	13% (+2)	28% (+7)

NOTES:

(1) Data in the table above represents tested students in respective subgroups who scored proficiently (level 3 or above) on each state assessment.

(2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

(3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups testing data was withheld.

Table 3: Grade Level Proficiency for All Students: ELA

	SY 2015-2016			SY 2016-2017			SY 2017-2018		
	Mott Hall CS	NYC CSD 9 / NYS	Variance to NYC CSD 9 / NYS	Mott Hall CS	NYC CSD 9 / NYS	Variance to NYC CSD 9 / NYS	Mott Hall CS	NYC CSD 9 / NYS	Variance to NYC CSD 9 / NYS
Grade 6	13%	16% / 34%	-3 / -21	10%	14% / 32%	-4 / -22	46%	32% / 49%	+14 / -3
Grade 7	17%	17% / 36%	0 / -19	15%	22% / 42%	-7 / -27	24%	24% / 40%	0 / -16
Grade 8	21%	25% / 41%	-4 / -20	33%	29% / 46%	+4 / -13	43%	33% / 48%	+10 / -5

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

Table 4: Grade Level Proficiency for All Students: Mathematics

	SY 2015-2016			SY 2016-2017			SY 2017-2018		
	Mott Hall CS	NYC CSD 9 / NYS	Variance to NYC CSD 9 / NYS	Mott Hall CS	NYC CSD 9 / NYS	Variance to NYC CSD 9 / NYS	Mott Hall CS	NYC CSD 9 / NYS	Variance to NYC CSD 9 / NYS
Grade 6	9%	16% / 40%	-7 / -31	10%	15% / 40%	-5 / -30	24%	22% / 44%	+2 / -20
Grade 7	20%	14% / 36%	+6 / -16	10%	16% / 38%	-6 / -28	30%	20% / 41%	+10 / -11
Grade 8	26%	13% / 24%	+13 / +2	8%	14% / 22%	-6 / -14	31%	21% / 30%	+10 / +1

NOTE:

(1) Data in the table above represents all students tested who scored proficiently (level 3 or above) on each state assessment.

Table 5: 2017-2018 Annual Regents Outcomes by Subgroup

		Total Charter Tested	Mott Hall Charter School	NYS	Variance to NYS
Living Environment	All Students	10	100%	73%	+27
	Economically Disadvantaged	9	100%	62%	+38

NOTES:

- (1) Data in the table above represents students within their respective subgroups who passed the Annual Regents and Regents Common Core Examinations (score of 65 or better).
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) In some cases, student subgroups still did not have enough tested students to form a representative sample (<5 students). For these subgroups the testing data was withheld.

Key Performance Area: Organizational Viability

Financial Condition and Financial Management

Mott Hall Charter School appears to be in sound 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.⁶

⁶ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

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. Mott Hall Charter School’s composite score for 2016-2017 is 3.0. The table below shows the school’s composite scores from 2014-2015 to 2016-2017.

**Table 6: Mott Hall Charter School’s Composite Scores
2014-2015 to 2016-2017**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.2
2015-2016	2.5
2016-2017	3.0

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed Mott Hall Charter School’s 2016-2017 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.

Key Performance Area: Faithfulness to the Charter and Law

Enrollment, Recruitment and Retention

- MHCS’ economically disadvantaged student population remained greater than the district of location; and increased 4% from the 2016-2017 to the 2017-2018 school year.
- Although MHCS’ students with disabilities and ELL/MLL populations are below the district of location, the school increased both populations from the 2016-2017 to the 2017-2018 school year, by 1% and 6%, respectively.
- The school is making good faith efforts to recruit, serve, and retain at-risk students including partnering with community-based organizations, conducting outreach to parent with staff speaking the native languages represented in the community, improving ELL/MLL services and supports, and holding open houses publicized in the native languages spoken in the community⁷.

⁷ 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, FRPL eligible students and English language learners 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

- During the site visit, the board reported that the school started a ELL/MLL program for parents to facilitate further recruitment of ELLs. School leadership reported that other efforts to increase the school’s ELL/MLL population includes parent engagement and support staff distributing flyers to community members and community-based organizations, attending middle school fairs, and presenting at local elementary schools.

Table 5: Student Demographics – Mott Hall Charter School Compared to CSD 9

	2016-2017			2017-2018		
	Mott Hall Charter School	NYC CSD 9	Variance	Mott Hall Charter School	NYC CSD 9	Variance
Students with Disabilities	19%	26%	-7	20%	26%	-6
ELL/MLL	15%	27%	-12	21%	30%	-9
Economically Disadvantaged	94%	89%	+5	98%	94%	+4

NOTES:

- (1) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.

According to NYSED data, in the 2017-2018 school year, 80% of students were retained in Mott Hall Charter School compared with 94% in the district of location.

Legal Compliance

Mott Hall Charter School operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and the Dignity for All Students Act. The board holds meetings in accordance with the Open Meetings Law.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 2, 2018. Thirty-five people attended, and twenty-five spoke in favor of the renewal and none were opposed.

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).