



New York State Education Department

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time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- **o u k** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short term renewal, a school must either:

(a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short term renewal permits,

(b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

- **V k** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the criteria for either full term or short term renewal.

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

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the [Performance Framework](#) benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence based information relative to each indicator.

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-	The school meets the performance benchmark; potential exemplar in this area.
U	The school generally meets the performance benchmark; few concerns are noted.
.	The school does not meet the performance benchmark; a number of concerns are noted.
7 7 "	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from November 4, 2019 to November 5, 2019 at Charter High School for Law and Social Justice, see the following Performance Framework benchmark ratings and narrative.

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O	" o h 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	

- The Charter High School for Law and Social Justice (CHLSJ) is in year 5 of operation and serves students in Grades 9-12. During its current charter term, the school is rated in the following manner: exceeding 0 benchmark, meeting 4 benchmarks, approaching 6 benchmarks, and falling far below 0 benchmark. Additional details regarding those ratings are provided below.
- The school's new leadership team has made some improvements. Charter High School





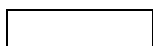
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- Instruction fosters engagement with students. In observed classrooms, students listened to and responded to teacher questions. Students conducted the independent work that teachers requested. New York State Education Department Charter Schools Office (CSO) observers noted a general willingness for students to participate in lessons.

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- The school utilizes an array of assessments. In its fifth year, school leaders reported that the school issued STAR Reading and STAR Math benchmark assessments at the beginning of the school year, a subsequent November STAR assessment for students receiving intervention, and plan to administer two more school wide STAR assessments in January 2020 and June 2020. Additionally, the school issued a school wide interim assessment in October and plans to conduct another school wide interim assessment in March 2020. The school also plans to issue mock Regents exams in December 2019 to prepare for Regents assessments in June 2020.

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assistant principals collaborates with the special education team while the school's special



the executive director is readily accessible to students and that students feel comfortable sharing their perspective with the executive director.

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- The school's process for responding to family concerns is for the parent coordinator or the A1 ! (ic e c r e

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The school operates in a fiscally sound manner with realistic budgets pursuant to a long range financial p

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The school's outside independent auditors' report in the financial statements that the school has a reserve established for legal and audit expenses to cover the dissolution of the school should it occur.

The school has a very strong cash position and its cash coverage of its total current liabilities is 2.64 times its total current liabilities.



institutional partner to support and strengthen instruction as part of implementing a required Corrective Action Plan (CAP).

focus group, teachers reported that they are in favor of the new executive director's initiatives. In focus groups, school leaders and teachers were aligned in their perspectives of the school's priorities, namely, getting juniors and seniors on track to graduate in four years and reintegrating law and social justice into all subjects. Teachers reported that they appreciate the greater accountability that school leaders have implemented in 2019-20.

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- Focus group conversations provided evidence that the new leadership structure has already led to improvements in the academic program. The current leadership team is comprised of the executive director, principal, assistant principal for culture, assistant principal for specials, assistant principal for math and science and social services, assistant principal for humanities, director of

also reported that the school recently began holding grade level team meetings. Teachers reported that in the past each classroom "was its own independent island" whereas this school year there is more cohesion between staff members which has led to greater consistency across classrooms.

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The school is faithful to its mission and has implemented the key design elements included in its charter.

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Element

Indicators

1. *Mission and Key Design Elements*

- a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.
- b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

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- The board, instructional leaders and teachers share a common understanding of the school's mission. In interviews, board members, school leaders, and teachers concurred that the school's priorities are students securing Regents diplomas, integrating law and social justice across the educational program, and preparing students for success in college.

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- The school has implemented some of its key design elements, but necessarily with fidelity. For example, CHLSJ did not incorporate Universal Design for Learning (UDL) or regularly implement flexible grouping; did not require all incoming Grade 9 students to attend Summer Bridge despite stating that attendance was a required component of the school year; and did not fully incorporate the elements of law and social justice throughout the curriculum as initially intended. Beginning in 2019-20, the school more fully supports the study of law and social justice through offering a law class; English and history teachers incorporate law and social justice into their lesson plans; and teachers in all subjects are required to include law and social justice in their lessons.

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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 L P I &

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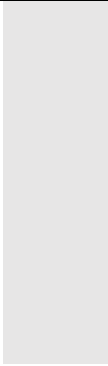
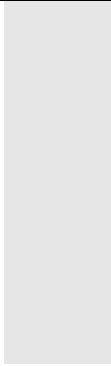


collaborating with the Collaborative for Special Education; and plans to improve communications with local middle schools to recruit SWDs and ELLs/MLLs. Partly in response to what school leaders reported was a lack of documentation on last year's ELL/MLL program, the school: hired a Spanish speaking ELL/MLL coordinator; provides mailings and conducts robocalls to parents in English and Spanish; implemented writing and reading courses for Spanish dominant students; and now offers an ELL/MLL college readiness student club.

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