



New York State Education Department

Renewal Site Visit Report 2016-2017

Mott Hall Charter School

Visit Date: 10/6/16 & 10/7/16

Date of Report: 3/17/17/2017

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SCHOOL DESCRIPTION¹

Charter School Summary²

Name of Charter School	Mott Hall Charter School
Board Chair	Natalie Thompson
School Leader	Bob Lesser
District of location	NYC CSD 9
Opening Date	8/27/2012
Charter Terms	Initial charter term: 7/1/2012-6/30/2017
Management Company	N/A
Educational Partners	N/A
Facilities	Co-located with NYCDOE PS 63 1260 Franklin Avenue, Bronx, New York 10456
Mission Statement	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.
Key Design Elements	<p>Educational Program</p> <ul style="list-style-type: none"> • International Baccalaureate Middle Years Program (MYP) • College and Career Readiness modeled on AVID (Advancement Via Individual Determination) • Social and Emotional Health Program modeled on Sanctuary <p>Curriculum and Instruction</p> <ul style="list-style-type: none"> • Understanding by Design • Workshop model of instruction • Technology used to conduct research, build models, communicate, and share learning <p>Serving Student with Special Needs</p> <ul style="list-style-type: none"> • ESL teacher will provide services modeled on Sheltered Instruction Observation Protocol (SIOP) for English Language Learners (ELLs) • Collaborative team teaching approach for students with disabilities
Requested Revisions	Enrollment increase of 84 students; several non-material changes (see Benchmark 10)

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

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

Enrollment

School Year	Grades Served	Maximum Enrollment	Actual Enrollment
2016-2017	6-8	315	296
2015-2016	6-8	315	247
2014-2015	6-8	315	191

METHODOLOGY

A renewal site visit was conducted at Mott Hall Charter School (MHCS) on October 6-7, 2016. The Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, the school social emotional team, and parents. In cooperation with school leadership, the team also administered an anonymous online survey to teachers.

The team conducted 11 classroom observations in Grades 6-8. The observations were approximately 20 minutes in length and conducted jointly with the principal and the International Baccalaureate coordinator.

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

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

BENCHMARK ANALYSIS

The Performance Framework outlines 10 Performance Benchmarks in three key areas of charter school performance:

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

Observational findings from the renewal site visit, as well as cumulative evidence collected from school reports and site visits over the charter term, will be presented in alignment with the [Performance Framework](#) Benchmarks and Indicators according to the rating scale below. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

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

For the site visit conducted from October 6-7, 2016 at Mott Hall Charter School, see the following Performance Benchmark Scores and discussion.

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

Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Falls Far Below
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the Common Core Learning Standards (CCLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Approaches
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Approaches
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Approaches
	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.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Performance Benchmark	Level
Summary of Findings	

The Board of Regents approved and issued an initial charter to Mott Hall Charter School (MHCS) on December 14, 2010 for a term of five years of operation. After a planning year, the school opened for instruction on August 27, 2012. The school’s initial charter expires on June 30, 2017.

Over the entire charter term, MHCS has co-located with elementary school P.S. 63 at 1260 Franklin Avenue in the Bronx. Because of limitations in classroom space, the school requested to decrease its enrollment from 200 students to 167 in Year 2 of operation, and from 315 to 230 students in Year 3 of operation. Additional classrooms were allocated to MHCS in Year 5 and current enrollment is approaching the approved maximum.

MHCS requested the following charter revisions over the charter term: change in organizational structure to dissolve relationship with CMO Replications, Inc., and add executive director to the leadership team; enrollment decreases (described in preceding paragraph); removal of Sanctuary program and replacement with a broader school-based approach to social and emotional health; re-wording of mission statement; move to private facility in CSD 7 (subsequently postponed or cancelled due to difficulties in securing a valid Certificate of Occupancy for the private facility).

The CSO renewal site visit team visited MHCS on October 6-7, 2016. The visit consisted of classroom observations and meetings with the leadership team, board, parents, and other staff.

MHCS has not met Board of Regents expectations for academic outcomes as described in the Charter School Performance Framework during the initial term of the charter. Aggregate proficiency rates for math and ELA are below state averages and the district average for ELA, but slightly above the district average for math. Economically disadvantaged students and students with disabilities are also underperforming the district and state. English language learners are underperforming in math only. However, 2016 proficiency rates are higher than in previous years and according to a self-reported similar schools comparison, MHCS is now 6% above average proficiency rates in ELA and math in schools with similar characteristics.

Curriculum, data-driven interventions, and professional development have the potential to improve student achievement; however, as these initiatives are first being implemented in the fourth and fifth years of the charter term, the full impact has yet to be seen. Curriculum and assessment have been refocused on achievement of proficiency in NYS Learning Standards and on horizontal integration of ELA across the content areas, while providing student data for analysis and use by teachers and school leaders. Teaching and learning strategies have been redefined to allow for student practice and exploration. Most classrooms demonstrated practices such as posted objectives, differentiation, and co-teaching. Leadership shared a clear plan for professional development with relevant strategies, processes, and teams addressing inquiry, data-driven instruction, co-teaching, and assessment, with a focus on systems.

During the course of the charter term, MHCS has struggled to reach and maintain maximal organizational capacity. The board acknowledged a history of high staff turnover and poor school culture early in the charter, but is now working to increase teacher satisfaction and retention through new

compensation models, recruitment and coaching strategies. In the fourth year of the charter term, MHCS replaced the principal (2013-2015) with the former assistant principal. This change in leadership has inspired confidence on the part of the board, parents, and staff to continue to improve student achievement.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Falls Far Below

Summative Evidence for Benchmark 1:

1.a. ESEA designation.

Mott Hall Charter School received an accountability designation of In Good Standing for the 2014-2015, 2015-2016, and 2016-2017 school years.

1.b. Similar Schools Comparison

Using a list of schools generated by NYSED's "similar schools" algorithm, MHCS analyzed their student performance in comparison with schools with similar characteristics. According to their analysis, MHCS showed improvement from 2012-2013 to 2015-2016. Although the proficiency rates of MHCS's students were at or below the average proficiency rates for ELA and math in similar schools in 2012-2013, rates are now 6% above the similar schools' proficiency rates.

2.a.(i-ii) Growth

According to the school's analysis, each year of operation has seen an increase in the number of MHCS students demonstrating "trending toward proficiency", as defined in the CSO Performance Framework. 52% of MHCS students were trending toward proficiency in 2015-2016 in ELA, compared with only 12% in 2013-2014. 39% of MHCS students were trending toward proficiency in 2015-2016 in math, compared with only 7% in 2013-2014.

2.b.(i-iii) Proficiency 3-8 Assessments

Aggregate scores in ELA and math at MHCS increased over the term of the charter, and remain below the state average in ELA, while slightly above in math. State data for MHCS shows 16% of the students at or above ELA proficiency in 2016. While that result is up seven points from 9% in 2015, it is still 3% below the district average and 22% below the state average. MHCS reports 16% of the students are at or above math proficiency for 2016. This result is up 10 points from 6% in 2014, and is two points above the district average of 14% proficiency but lags 23% points below the state average of 39% in 2016.

Subgroups also performed below district and state averages. According to NYSED's data for 16, 3% of students with disabilities were proficient in ELA, which is 2% below the district and 5% below the state. In math, 0% of students with disabilities were proficient, compared with the district average of 5% and the state average of 11%. Four percent of ELL students were proficient in ELA (outperforming the district rate of 1% and matching the state average), with 0% ELL students proficient in mathematics (underperforming the district and the state). Economically disadvantaged students performed below the

district and state in ELA and matched the district in math at 15% proficient, but underperformed the state average by 13 percentage points.

Benchmark 2: Teaching and Learning

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

Finding: Approaches

Summative Evidence for Benchmark 2:

In response to data, the board and school leadership are prioritizing curriculum changes and investments in teacher development. They acknowledge that many of their students enter MHCS three to four grade levels below proficiency. This year, the school is placing a strategic focus on NYSLs-aligned ELA revisions. Other initiatives include a cross-content ELA focus, 90 Minutes of TC/Writing Workshop, double blocks of ELA and math, and incorporating a design component into science to align with the International Baccalaureate Program. Supports for teachers include professional development on increasing rigor through questioning and prompts. Teachers who were surveyed generally confirmed that increasing rigor, collaboration, and horizontal ELA alignment are data-driven priorities.

Classroom observations confirmed that instruction is based on a gradual release of responsibility model and that lesson planning was aligned with the templates the leadership team discussed, with explicit sections for horizontal ELA objectives and opportunities for differentiation. Over 70% of observations included clear objectives, a strategic learning environment, academic and management systems/routines, fidelity to lesson plans, as well as questioning strategies to increase student engagement. Aspects of observed instruction that could have been stronger include higher order questioning, more consistent group work, and stronger horizontal ELA integration. In several observed classrooms, teachers struggled with basic management, engagement, and lesson execution, despite co-teaching and dean support in the room.

The school uses different forms of interim assessments to monitor student growth and plan interventions. MHCS administers Ready NY assessments three times a year and ongoing Fountas and Pinnell (F&P) assessments to determine reading levels. Professional learning communities break down literacy standards and categorize each student as "close to," "on," or "beyond" each standard for their independent and guided reading programs. Students in special populations and bridge classes have 6-8 week interim assessments and response to intervention cycles; adjustments are made during team data days.

Benchmark 3: Culture, Climate and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Approaches

Summative Evidence for Benchmark 3:

MHCS is taking steps to improve the school climate and decrease behavior referrals, suspensions, parent complaints and missed instructional time. The school intends to adopt a Positive Behavior Interventions and Supports (PBIS) approach in the current school year, and implemented a revised discipline policy and code of conduct in June 2016.

The behavior management philosophy at MHCS is based on RISE values (Responsibility, Integrity, Scholarship, and Excellence). The behavior management system based on these values uses incentives and a detailed system of credits and demerits for students. Reference to the RISE values was observed during classroom visits. Parents stated that their children are more able to discuss their feelings and exhibit more confidence as a result of MHCS’s character education. In addition to the anchoring principles of the RISE values, the renewal application describes a model of restorative justice and notes a resultant 50% drop in suspensions in the past year. The school also offers counseling and staffs a director of social and emotional health. Leadership has offered external professional development to teachers who struggle with behavior management, and have dedicated sessions to maintaining a consistent tone of positivity throughout the school. Safe spaces were observed in classrooms and throughout the school during the visit. The school performs “RISE” and other character/culture assessments, including a standard trauma-sensitive school wide checklist for classrooms.

School leaders indicate that many behavioral infractions are minor, which the drop in suspensions supports, and claim that the school is one of the safest places in the neighborhood. Interviewed parents agree, and wish the school could do more to help secure the school perimeter in an area with acknowledged gang activity. MHCS leadership emphasized the school’s “zero-tolerance policy” regarding bullying. They explained that a recent student survey which indicated that 75% of students experience bullying may be partially attributed to raised student awareness about what constitutes bullying.

Family engagement and communication structures include multi-lingual outreach and information sessions, newsletters, and evening events. Teachers have robust communication with parents and log all calls. “Morning Coffee” with the school leader will begin in the current school year. MHCS says communicating with parents about academics is a priority, especially as parents say they feel more challenging courses would be appropriate. MHCS also offers parent workshops, bilingual newsletters, and a monthly parent advisory group meets that meets with the principal. Parents described the Engrade online curriculum and assessment tracking system where they can access academic reports about their children. They stated they feel comfortable coming to the school at any time to speak with a staff member about concerns they might have. Some parents were concerned about new teachers using class-wide consequences, which can stall classroom instruction, rather than more targeted behavioral interventions for disruptive students.

Benchmark 4: Financial Condition
The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Summative Evidence for Benchmark 4:

Financial Condition

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.

Overall Financial Outlook

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity and net income. A charter school with a score between 1.5 and 3.0 is considered in strong financial health. MHCS's composite score for 2014-2015 is 2.20. The table below shows the school's composite scores from 2012-2013 through 2014-2015.

**Mott Hall Charter School's Composite Scores
2012-2013 to 2014-2015**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.20
2013-2014	2.90
2012-2013	2.60

Source: NYSED Office of Audit Services

Near Term Indicators

Near term indicators of financial health are used to understand the current financial performance and viability of the charter school. CSO uses three measures:

The *current ratio* is a financial ratio that measures whether a charter school has enough resources to pay its debts over the next 12 months. The ratio is mainly used to give an idea of the charter school's ability to pay back its short-term liabilities (debt and payables) with its short-term assets (cash, inventory, receivables). The higher the current ratio, the more capable the charter school is of paying its obligations, with a ratio under 1.0 a cause for concern. For 2015-2016, MHCS had a current ratio of 2.60.

Unrestricted cash measures, in days, whether the charter school can meet operating expenses without receiving new income. Charter schools typically strive to maintain at least 90 days' worth of cash on hand. For fiscal year 2015-2016, MHCS operated with 78 days of unrestricted cash.

Enrollment stability measures whether or not a school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85% is considered reasonable. MHCS's enrollment stability for 2015-2016 was at 78%.

Long Term Indicators

A charter school's *debt to asset ratio* measures the extent to which the school relies on borrowed funds to finance its operations. It is calculated as total liabilities divided by total assets. A ratio of 0.9 or less meets a standard of low risk. For 2015-2016, MHCS's debt to asset ratio was 0.4.

Total margin measures the deficit or surplus a charter school yields out of its total revenues; in other words, whether or not the school is living within its available resources. Total margin is calculated as net income divided by total revenue. A total margin that is positive indicates low risk. For 2015-2016, MHCS's total margin was 4.0 percent.

Benchmark 5: Financial Management

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

Finding: Meets

Summative Evidence for Benchmark 5:

The Charter School Office 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.

Benchmark 6: Board Oversight and Governance

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

Finding: Approaches

Summative Evidence for Benchmark 6:

MHCS's board members appear to have relevant and diverse experience. The board uses a self-evaluation tool aligned to the New York State Report Card that has led to more frequent committee meetings and established consensus around the mission and vision for MHCS. However, the board has only begun the strategic planning process, with the renewal decision standing as a significant factor in its decision-making.

The board oversees the executive director/founder. The executive director manages the principal who serves as the instructional leader of the school. The board expressed confidence in the executive director, indicating that their job is to support him. The board stated they had created a new tool to evaluate the executive director.

The board does not review detailed academic data, but relies on general reports from school leaders. The board acknowledges that state testing proficiency rates are far below standard and is supportive of the changes the executive director has made to address student achievement, including changes in instructional leadership and curriculum.

The board has considered different compensation models and bonus programs to help address high teacher turnover. They now focus on teacher development and retention with new recruitment and coaching strategies.

The board is making plans to relocate the school to a private facility to alleviate MHCS's space concerns and challenges. The board had located a facility and requested a charter revision to move to CSD 7, which was approved. Unfortunately, the school was not able to secure a certificate of occupancy for the new facility. Therefore, finding a new facility remains a top priority for 2016-2017.

Benchmark 7: Organizational Capacity

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

Finding: Approaches

Summative Evidence for Benchmark 7:

During the fourth and fifth years of the charter, substantive changes were made to improve the organizational capacity of MHCS. In 2016, the former assistant principal was selected as the new principal (the school's third principal during the charter term). The academic leadership teams and talent management systems have been redesigned. The organizational chart shows that the principal has eight direct reports, including the directors of social/emotional health and college readiness. This was done strategically to give the principal a full and comprehensive view of the school. The principal has also absorbed the family engagement position as a strategic change to communicate a new vision to stakeholders. Leadership capacity has expanded to include three master teachers with cohorts of teachers to support using a consistent school wide protocol.

The staffing model now includes co-teaching and an increase in the number of special education teachers who lead professional development around differentiating instruction for different learners and learners with disabilities. Coaching for co-teaching is offered where teachers strive to move from a one-teach, one-support model to a parallel teaching model. Staff and leaders report this shift is beneficial for students. Professional development and coaching is generally aligned to the Danielson framework for teaching. Teachers report satisfaction with these supports, but leadership acknowledges that an inexperienced staff presents challenges to effective implementation of assessment, differentiation, and instruction in light of high student needs.

Leadership acknowledges that teacher satisfaction and retention have been low and recently implemented a bonus program and higher pay rate to address this. Last year, the school had a 70% retention rate, which was improved from previous year's rates that varied from 0%-40%. A unique and disruptive event took place in summer 2014 when all teachers were asked to reapply for their positions.

Currently, 42% of teachers have less than one year of experience and over 80% have three or fewer years of experience. The teacher survey indicated that MHCS has frequently been staffed with long-term substitutes, some of whom were described as ineffective by their full time peers.

Due to the high percentage of new teachers, the MHCS is prioritizing teacher development. During the site visit, multiple professional teams and reporting structures were observed. The professional development calendar is a living document aligned to the goals of the school. The first 21 days of school were focused on routines and structures to create efficient teaching and learning as a prelude to diving into content units. The school has professional learning communities organized around grade-level teams that engage in inquiry and co-planning. School leaders describe this as “the top piece of their push.” They say it has enabled teachers to look at school progress collaboratively. Teachers reported that they like the additional planning and professional development time. The board and school leaders have noted this shift and strive to be a school which focuses on developing teachers with potential as opposed to only seeking great teachers.

Benchmark 8: Mission and Key Design Elements

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

Finding: Approaches

Summative Evidence for Benchmark 8:

As part of its mission and goals, MHCS strives to place graduates in high schools with higher graduation rates than the Bronx average. MHCS staffs a director of college readiness who has a focused responsibility on high school placement. This support helps students to attend desirable high schools where students go to colleges at rates as high as 71% compared to the Bronx average of only 43%. MHCS also cites demand for their school, saying they already have 416 applications for 112 seats for next year, 25% of which are for ELL students.

Key design elements of the charter that are implemented at MHCS include Understanding by Design, the workshop model of instruction, and a focus on technology skills.

Other key design elements remain partially implemented at the time of renewal:

Social and Emotional Health Program modeled on Sanctuary: In 2014, the school requested CSO permission to substitute a broader trauma-informed approach instead of the Sanctuary program, and to implement some components of the Sanctuary model within this broader approach. The director of social and emotional health has identified strong programs to serve as adjustments to the Sanctuary program as described in the renewal application but implementation is not yet fully realized.

International Baccalaureate – Middle Years Programme (IB-MYP): The school states that it has submitted the application for accreditation as an IB MYP school, and does not anticipate accreditation until after the current school year.

College and Career Readiness – modeled on AVID (Advancement Via Individual Determination): The school states that AVID practices, such as Cornell note-taking system and questioning, are partially embedded at the school.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

Table 3: Student Demographics – Mott Hall Charter School Compared to District of Location

	2014-15			2015-16			2016-17
	Percent of Enrollment		Variance ³	Percent of Enrollment		Variance	Percent of Enrollment
	School	CSD 9		School	CSD 9		School ⁴
Enrollment of Special Populations							
Economically Disadvantaged	93%	85%	+8%	89%	90%	-1%	93%
English Language Learners	8%	13%	-5%	11%	24%	-13%	18.6%
Students with Disabilities	20%	23%	-3%	20%	23%	-3%	17%

Summative Evidence for Benchmark 9:

MHCS is comparable to the CSD in its enrollment of economically disadvantaged students and students with disabilities but serves only 11% English language learners (ELL) compared to the district’s 24%. MHCS describes good faith efforts to enroll ELL students including bilingual communications, recruiting at elementary schools, and using the Charter Center and CSE as resources. MHCS cites demand for the school, saying they already have 416 applications for 112 seats for next year, 25% of which are for ELL students.

Space limitations have restricted MHCS from meeting its chartered maximum enrollment. The school’s maximum approved enrollment is for 315 students but facility limitations have limited the school in reaching the planned enrollment until the current year, when additional classroom space was allocated to MHCS.

³ Variance is defined as the percent of subgroup enrollment between the charter school and the district of location.

⁴ Reported by the school; 2015-16 enrollment data has not been publicly released as of the date of this report.

According to NYSED data, the overall student retention rate at MHCS is 94%. The district-wide retention rate in NYC CSD 9 is 69%.

Benchmark 10: Legal Compliance

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

Finding: Meets

Summative Evidence for Benchmark 10:

MHCS has described good faith efforts to remain compliant, and has compiled a record of substantial compliance with applicable state and federal laws, rules and regulations and with the provisions of its charter. The board has retained counsel to validate changes to protocols and policies. The school has requested multiple charter revisions including dissolving the partnership with their initial CMO, changes to enrollment, revisions to the Sanctuary program, changes to the mission statement, and a potential move to CSD 7.

The following non-material revision requests are included in the MHCS renewal application:

- Elimination of Saturday Academy. As of the submission of the Renewal Application, MHCS is currently reviewing the efficacy of Saturday Academy. In the past, the academies were a way to support students in need of remediation. However, it became clear that this approach was not working to increase achievement. Intervention outside of the normal school day requires an additional staff commitment that has been challenging to maintain. MHCS is piloting a schedule with intervention embedded in the school day in the 2016-2017 school year. Although MHCS will continue to offer afterschool services for students in need of additional academic support, it will not occur under the formal “Academy” structure.
- Elimination of the Parent, Teacher, and Student board representatives. MHCS has found it difficult to maintain attendance and engagement for the ex officio members of the board, representing the parent, teacher, and student constituencies. Although feedback from these groups is highly valued by the board, it has proved challenging to keep the positions with little commitment from the three parties.
- Removal of “SIOP” model. While MHCS uses aspects of the Sheltered Instruction Observation Protocol (SIOP), the school does not fully implement all eight of the SIOP model’s components to support ELL students.
- Adoption of a revised Executive Director Evaluation tool. A tool, aligned to NYSED’s Performance Framework, was adopted in July 2016.

APPENDIX A: ASSESSMENT OUTCOMES

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

All Students	ELA					Math				
	School	District		NYS		School	District		NYS	
		District	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)		District	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)
2013-14	11%	12%	-1	31%	-20	6%	14%	-8	36%	-30
2014-15	9%	13%	-4	31%	-22	16%	14%	+2	38%	-22
2015-16	16%	19%	-3	38%	-22	16%	14%	+2	39%	-23

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

Economically Disadvantaged	ELA					Math				
	School	District		NYS		School	District		NYS	
		District	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)		District	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)
2013-14	10%	11%	-1	20%	-10	5%	14%	-9	26%	-21
2014-15	9%	13%	-4	21%	-22	16%	15%	+1	27%	-11
2015-16	15%	19%	-5	27%	-12	15%	15%	0	28%	-13

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

Students with Disabilities	ELA					Math				
	School	District		NYS		School	District		NYS	
		District	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)		District	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)
2013-14	6%	2%	+3	5%	+1	6%	3%	+3	10%	-4
2014-15	5%	2%	+3	6%	-1	6%	3%	+3	11%	-5
2015-16	3%	4%	-1	8%	-5	0%	3%	-3	11%	-11

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

English Language Learners	ELA					Math				
	School	District		NYS		School	District		NYS	
		District	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)		District	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)
2013-14	0%	1%	-1	3%	-3	0%	3%	-3	12%	-12
2014-15	0%	2%	-2	4%	-4	15%	3%	+12	13%	+2
2015-16	4%	1%	+3	4%	0	0%	2%	-2	12%	-12