



New York State Education Department

Renewal Site Visit Report 2019-2020

Charter High School for Law and Social Justice

**Visit Date: November 4, 2019 – November 5, 2019
Date of Report: January 30, 2020**

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SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Charter High School for Law and Social Justice
Board Chair	Jack Callahan
District of location	NYC CSD 10
Opening Date	Fall 2015
Charter Terms	Initial Charter: August 24, 2015 – June 30, 2020
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12/450 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12/450 students
Comprehensive Management Service Provider	None currently; Seeks approval to engage with Center for Educational Innovation to serve as the School’s Educational Support Organization (ESO)
Facilities	1960 University Avenue, Bronx, New York 10453 - Private Space
Mission Statement	<i>The Charter High School for Law and Social Justice will provide students from the Bronx with a comprehensive high school education and lay the academic and social groundwork for success in college and careers. Using a theme of law and social justice, the School will engage, inspire, and empower students, and will equip them with the academic skills to earn a Regents diploma and gain admission to the college of their choice prepared for success. The School will create a pathway for its students to law school and careers as attorneys. The pathway will include mentoring opportunities with law students and attorneys and partnerships with institutions of higher learning. These institutions will offer college and law school experiences to our students and share with them the academic benchmarks and habits necessary to gain entrance to college and law school.</i>
Key Design Elements	<ul style="list-style-type: none"> • <i>A comprehensive high school curriculum that engages and empowers students through the study of law and social justice aligned to the New York State Common Core and College and Career Readiness Standards. Law and social justice themes are incorporated into the core curriculum, elective courses, community service projects, law office internships, after-school clubs and activities, and the Summer Bridge</i>

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

	<p>program to support student pathways to college, law school, and careers as attorneys.</p> <ul style="list-style-type: none"> • <i>Individualized academic supports, remediation, and acceleration efforts to meet the needs of all students and to ensure students graduate on time with a Regents diploma with the academic and social skills to attend and succeed in the college of their choice.</i> Efforts include: Universal Design for Learning ("UDL") and flexible grouping; Individual learning plans ("ILP"); Small class sizes and low student-teacher ratios; Teaching assistants from the College of Mount St. Vincent; Support for ELLs and students with disabilities. • <i>More time for learning and structural supports including an extended school day; a second ELA class for ninth and tenth graders; mandatory summer bridge programs for rising ninth and tenth graders;</i> • <i>Engaging students in learning and development via an advisory program; looping in academic courses from ninth to tenth grades; and college experiences.</i> • <i>Data-based decision-making and extended time for planning and professional development.</i>
<p>Requested Revisions</p>	<p>The board of trustees seek to enter into a contract with the Center for Educational Innovation, an institutional partner to provide comprehensive educational support and management services to the school. The board of trustees also seeks to a non-material revision to strengthen its key design elements.</p>

Noteworthy: The Charter High School for Law and Social Justice (CHSLSJ) offers a curriculum in law and social justice which incorporates law and social justice into the core curriculum, elective courses, community service projects, internships, after-school club and activities, and a summer bridge program. In partnership with the New York Law School, Charter High School for Law and Social Justice students participate in a weekly street law class.

Renewal Outcomes

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

- **Full-Term Renewal:** A school’s charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the

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

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

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2015 to 2016	Year 2 2016 to 2017	Year 3 2017 to 2018	Year 4 2018 to 2019	Year 5 2019 to 2020
Grade Configuration	Grade 9	Grades 9-10	Grades 9-11	Grades 9-12	Grades 9-12
Total Approved Enrollment	126	252	378	450	450

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School²

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023	Year 4 2023 to 2024	Year 5 2024 to 2025
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Proposed Enrollment	450	450	450	450	450

² This proposed chart was submitted by the Charter High School for Law and Social Justice in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

METHODOLOGY

A two-day renewal site visit was conducted at Charter School on November 4, 2019 and November 5, 2019. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the principal and director of student support services. In cooperation with school leadership, the CSO administered an anonymous online survey to teachers.

The team conducted 18 classroom observations in Grades 9-12. The observations were approximately 20 minutes in length and conducted jointly with the instructional deans and instructional coaches.

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

- a. **Current organizational chart** showing all key staff positions, names of staff in those positions, and the school's reporting structure;
- b. **A master school schedule** showing each class, grade or course, and teacher(s). Note what days are A, B, C days and which classrooms include ELLs/MLLs and SWDs;
- c. **A map of the school** showing a basic floor plan, including classroom numbers, teacher names, and offices;
- d. **Board materials**, strategic plan (if applicable), and a narrative describing the board's self-evaluation process;
- e. **Narrative describing the process used to evaluate school leadership;**
- f. **Narrative describing the process school leadership uses to evaluate teachers;**
- g. **Optional: (1) School administered teacher, parent/student surveys (2) NYCDOE School Quality Report results** (*Note: We have the required NYSED CSO parent and teacher survey results.*);
- h. **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets** (*including ELLs/MLLs, SWDs, EDs; if the school is not meeting its targets, describe the efforts made to do so, the evaluation of those efforts, and the results of the evaluation.*);
- i. **Admissions and Waitlist:** and
- j. **Faculty/Staff Roster**

BENCHMARK ANALYSIS

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

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the [Performance Framework](#) benchmarks and Indicators according to the rating scale below. 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.

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 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.

**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).	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	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.	Meets
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Summary of Findings

- The Charter High School for Law and Social Justice (CHSLSJ) 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.

- **Areas of Strengths:**
 - The school's new leadership team has made some improvements. Charter High School for Law and Social Justice (CHSLSJ) now has structures in place to use data to inform instructional planning. The school has a renewed approach to restorative practices and is a safe place for students. In 2019-2020, CHSLSJ has improved its efforts to engage families.
 - In contrast to previous years, the board did not focus on the school's academic program despite knowing that the school leader repeatedly stated that her focus and skill set were school operations. The school leader was able to hire a number of consultants and other staff whose task was to focus on instruction; however, this approach was not adequate, and the board provided little to no oversight or direction until the end of the 2018-2019 school year following the CSO mid-term site visit and subsequent meetings with the CSO Executive Director. With the hiring of an executive director and support from the school's institutional partner, the focus on instructional leadership creates greater support for teachers. Now, the board, instructional leaders/coaches, deans, counselors, and teachers share a common understanding of the school's mission and the school's priorities, namely, students securing Regents diplomas and integrating law and social justice across the educational program. CHSLSJ is at 96% of its target enrollment.

- **Areas in Need of Improvement:**
 - CHSLSJ does not sufficiently stimulate students' higher- order thinking or develop students' problem-solving skills. Horizontal and vertical curriculum planning is not systemically taking place. Under the new leadership, however, the CSO site visit team noted that horizontal and vertical curriculum planning began taking place at the start of the 2019-2020 school year.
 - CHSLSJ does not currently have a systematic process to gauge family and student satisfaction. There is no systematic process to track and use data on students' social-emotional needs. Teacher turnover continues to be high at CHSLSJ.

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: Approaches

Academic Program for High School:

- Due to low student performance and the need for instructional support, the school hired an executive director and the Center for Educational Innovation (CEI) as a leadership and institutional partner to help improve academic performance and graduation rates. For much of the first four years of the school, there were no school-wide curricula that aligned with New York State Learning Standards (NYSLS) and the progression of courses did not align with the sequence of courses of the Regents diploma.

Academic Program for Students with Disabilities (SWDs) and English language learners (ELLs)/Multilingual Learners (MLLs):

- The school has an integrated co-teacher (ICT) for each core subject area who co-plans with general education teachers and provides push-in support in general education classrooms. The school holds Special Education Teacher Support Services classes for students to receive support after school. To attempt to meet the needs of English Language Learners (ELLs)/Multilingual Learners (MLLs), the school provides push-in services especially focused on writing support. For lower tier ELLs/MLLs, the school provides a pull-out class focused on writing and another pull-out class focused on reading.

Summative Evidence for Benchmark 1:

- The school's graduation rates for subgroups were above the NYS graduation rates for the 2015 four-year cohort. For SWDs, ELLs/MLLs, and Economically Disadvantaged (ED) students, they were 13, 6, and 1 percentage point higher, respectively. The 2015 four-year August overall graduation rate was 76%.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: **Approaches**

<u>Element</u>	<u>Indicators</u>
1. <i>Curriculum</i>	<p>a. The school has a documented curriculum that is aligned to the NYSLs.</p> <p>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</p> <p>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</p> <p>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</p> <p>e. The curriculum is systematically reviewed and revised.</p>
2. <i>Instruction</i>	<p>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</p> <p>b. Instructional delivery fosters engagement with all students.</p>
3. <i>Assessment and Program Evaluation</i>	<p>a. The school uses a balanced system of formative, diagnostic and summative assessments.</p> <p>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</p> <p>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</p>
4. <i>Supports for Diverse Learners</i>	<p>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</p> <p>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p>

Summative Evidence for Benchmark 2:

1. **Element: Curriculum:**

- **Indicator a:**

- The school has an improved process for aligning curricula with NYSLs. For the first four years, individual teachers created all of the school's curricula and school leaders provided little oversight of curriculum development. In focus groups, instructional leaders acknowledged that teachers are still largely developing their own curricula but that

teachers are now increasingly basing their curricula on Engage NY materials. Additionally, over the summer of 2019, the newly appointed assistant principals worked with teachers to develop pacing plans aligned to standards. School leaders reported that the assistant principals examine teacher unit and lesson plans weekly to ensure they are aligned with pacing plans and teaching to the requisite standards.

- **Indicator b:**
 - Stimulating student higher-order thinking remains an area in need of improvement at CHSLSJ. In observed classrooms, some teachers encouraged higher-order thinking skills, such as a law elective that included student-led debate and discussions among students about biases. However, most classroom instruction remains teacher-centered with limited student-led discourse, opportunities for students to explore open-ended questions, or collaborative problem-solving.
- **Indicator c:**
 - Horizontal and vertical curriculum planning is not systemically taking place. Though weekly department meetings provide some opportunities for co-planning, school leaders reported that instructional leaders' current focus is providing individualized support to teachers regarding curriculum development and that horizontal and vertical planning will be a future focus.
- **Indicator d:**
 - Some differentiation occurs as the teachers present content although they do not typically differentiate the content itself. The school's lesson plan template and teachers' lesson plans require teachers to identify techniques to differentiate pedagogical techniques. In practice, ICT differentiate some of the support to individualized students by helping students understand the material and activities the lead teacher assigns to the whole class. In observed classrooms, there were no examples of differentiated materials provided to students individually or in small groups; teachers did not provide different assignments to students within the same lesson.
- **Indicator e:**
 - School leaders are now reviewing and revising curricula. During the summer of 2019, instructional leaders examined what was available of the former curricula and determined the need to collaborate with teachers to develop curriculum maps. The new school leadership's plan is to review curricula quarterly and at the end of the school year.

2. **Element: *Instruction*:**

- **Indicator a:**
 - Based on CSO classroom observations, focus group discussions, and the school's implementation of a corrective action plan that focused on instruction, staff's understanding of high-quality instruction has improved in comparison to previous years. There is now a common lesson plan template that teachers use to submit lesson plans to instructional leaders two times per week per the union contract. In observed lessons, students understood the structure of lessons and abided by that structure by working on the Do Now activity upon entering the classroom, participating in the primary lesson activity, and attempting to complete exit assessments. In observed lessons, students were producing more written work and work products as compared to previous years. Teachers' instruction mostly supported the stated learning objective. Teachers provided individual feedback to students.

- **Indicator b:**
 - 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.

3. **Element: *Assessment and Program Evaluation:***

- **Indicator a:**
 - 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.
- **Indicator b:**
 - The school now uses data to inform instructional planning. The school conducted a "data day" on November 5th, 2019, in which classes were not in session and teachers and school leaders met to examine recent assessment results. According to school leaders and teachers, outcomes of this data day included: teachers completing a reflection form, to identify trends of the most and least successfully taught student skills; teachers planning which lessons to reteach and upon which standards and skills to focus when reteaching; and teachers committing to post data walls in classrooms to publicly track student progress. CHSLSJ plans to conduct additional data days in January 2020 and in the Spring of 2020.
- **Indicator c:**
 - The school's new leadership has made significant changes to the academic program as a result of examining student data. Namely, upon beginning work at the school in the summer of 2019, the new school leaders reported that the school suffered from an overall dearth of data, and accurate data, on students. As a result, the school instituted the new regime of aforementioned assessments to better gauge the level of student learning at CHSLSJ.

4. **Element: *Supports for Diverse Learners:***

- **Indicator a:**
 - The school provides supports to meet the academic needs of all its students. According to school leaders and teachers, the school has an ICT teacher for each core subject area - English Language Arts (ELA), math, science and social studies - who co-plans with general education teachers and provides push-in support in general education classrooms. The school holds Special Education Teacher Support Services (SETTS) classes for students to receive support after school though not all students referred for SETTTS attend those classes. To attempt to meet the needs of ELLs/MLLs, the school provides push-in services especially focused on writing support. For lower tier ELLs/MLLs, the school provides a pull-out class focused on writing and another one focused on reading. The school's ELL/MLL coordinator plans with general education teachers weekly. One of the school's new

assistant principals collaborates with the special education team while the school's special education coordinator focuses on compliance.

- **Indicator b:**

- There are systems to monitor the progress of some at-risk students but not of ELLs/MLLs. All teachers have access to individual education plans (IEPs) and the school sends a brief overview of each teacher's IEP in a spreadsheet format to all teachers. According to school leaders and teachers, a group of staff members meet twice weekly to discuss the effectiveness of various Tier II and Tier III interventions. Staff members reported the school does not yet have a school-wide system to track the progress of ELLs/MLLs; the school examines the progress of ELLs/MLLs in US History and English classes but does not track ELL/MLL progress in other subjects.

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

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students’ strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.

Summative Evidence for Benchmark 3:

1. Element: ***Behavior Management and Safety:***
 - **Indicator a:**
 - The school has a renewed approach to restorative practices. According to school leaders, if a student misbehavior were to occur, that student is removed from the classroom and engages in a restorative conversation with the dean to discuss how to improve future behaviors. The school's focus is on limiting out-of-school-suspensions; in the current school year the school has not issued any out-of-school suspensions and has issued two to three in-school suspensions. In the school's first four years, restorative justice practices

were not implemented at the school despite the school's discipline code calling for restorative practices.

- **Indicator b:**
 - The school appears safe. The school has an automated check-in station in which students swipe an identification card so that school staff and parents know the student is present. There are safety personnel stationed on every floor. In a focus group, students reported feeling safe on school grounds.
- **Indicator c:**
 - The school has instituted measures to create an environment free from harassment and discrimination. The school's staff handbook and student discipline code codify policies regarding student safety. School leaders, teachers and students reported that the school's new 2019-2020 policy, not allowing students to access their phones during the school day, has significantly reduced cyberbullying and increased student engagement.
- **Indicator d:**
 - Classroom environments are conducive to learning. In observed classrooms, there were no misbehaviors interrupting instruction. Students generally interacted with their peers in a respectful and supportive manner.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:**
 - In 2019-2020, the school has improved its efforts to engage families. According to school leaders and based on past CSO school visits, parents have traditionally been disengaged at CHSLSJ. This is evident in the significantly decreasing NYDoE School Quality Report's survey response rate of 61% in 2015-16 to 6% in 2018-2019. In an attempt to rectify this in 2019-20, the school created and filled a new parent coordinator position. The parent coordinator has begun a parent/teacher association and is implementing a new strategy of parent outreach. The school's executive director sends to parents, and the broader school community, a weekly newsletter on events and other updated school information.
- **Indicator b:**
 - Throughout the charter term, the school did not have a systematic, school-wide effort or initiative for all teachers to communicate regularly with all parents. Components of a systematic school-wide efforts existed such as the Advisory Program. The advisory has been enhanced requiring each teacher to have an advisory for among other responsibilities teachers communicate directly with the families of all students on their respective rosters.
 - The school has recently adopted some practices to improve teachers' interactions and communications with parents. In particular, the school has begun to conduct grade level team meetings and use those meetings to assigned teachers to communicate regularly with parents of at-risk students. The school has implemented the practice of tracking teachers' call and outreach data to parents and reviewing that data prior to parent-teacher conferences. School leaders and teachers reported that teachers frequently conduct phone calls and text message communications with parents.
- **Indicator c:**
 - The school does not currently have a systematic process to gauge family and student satisfaction. The parent coordinator's ad hoc conversations are the primary mechanism to gauge parent satisfaction. The school plans to soon issue an online survey to gauge student satisfaction but had yet to do so at the time of the visit. Students reported that

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

- **Indicator d:**
 - The school's process for responding to family concerns is for the parent coordinator or the Assistant Principal for Culture to respond to phone calls from parents.
 - **Indicator e:**
 - The school did not have an initiative to share academic data with the broader school community. Though parents and students have access to student achievement through the school's student information system, PowerSchool, there was no effort to share the school's overall performance with parents and students. Under the current leadership, a noticeable change has occurred. For example, the school sent two mailings focused on the school's performance prior to "Back to School Night" in the fall. The school shared and discussed school performance data with the 287 parents in attendance for the "Back to School Night" event.
3. Element: ***Social-Emotional Supports:***
- **Indicator a:**
 - The school has programs and structures in place to support the social-emotional needs of students. The newly appointed assistant principal for culture, supported by deans of students and guidance counselors, oversees student social and emotional growth and development. In contrast to previous years, advisory regularly occurs at CHSLSHJ and the assistant principal of culture provides lesson plans for twice weekly advisory periods.
 - **Indicator b:**
 - There is no systematic process to track and use data on students' social-emotional needs. Guidance counselors meet weekly with all students and student intervention teams meet twice a month to discuss the most behaviorally at-risk students, but school leaders reported the school does not track social-emotional data on students.
 - **Indicator c:**
 - Because school leaders do not collect data on students' social and emotional health, school leaders do not currently use data to determine the impact of the school's efforts to improve students' social and emotional health.

Benchmark 4: Financial Condition

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

Finding: **Meets**

Important Notes:

- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school’s performance on each of the metrics, outline the specific targets for each metric, and also provide additional subsidiary detail on each calculation (see Attachment 2).
- Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements.

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

Summative Evidence for Benchmark 4:

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework.

Financial Condition

Charter High School for Law and Social Justice appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

Overall Financial Outlook

A *composite score* is an overall measure of financial health. 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 good financial health. Charter High School for Law and Social Justice’s 2018-2019 composite score is 2.15.

**Composite Scores
2015-2016 to 2018-2019**

Year	Composite Score
2015-2016	2.44
2016-2017	2.49
2017-2018	2.34
2018-2019	2.15

Benchmark 5: Financial Management

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

Finding: **Meets**

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

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

Summative Evidence for Benchmark 5:

The Charter School Office reviewed Charter High School for Law and Social Justice's 2017-2018 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. However, the auditor had two recommendations:

- The school's financial policies and procedures manual state that petty cash funds should not be utilized, but there was a petty cash fund of approximately \$6,000 present. It was not recorded in the general ledger. The school keeps a log to record receipts and expenses; however, all expenses did not appear to have been accounted for.

While this had no material effect on the financial statements, the auditor recommended that the school adhere to the financial policies and procedures manual and not use a petty cash fund or develop a set of policies and controls for a petty cash fund and add them to the financial policies and procedures manual.

- The auditor noted that a bank transfer occurred in October 2017 and was approved by the school's principal. The auditor recommended that the school follow the financial policies and procedures manual by ensuring that approval is provided by one of the positions listed in the manual – director of operations, board chair, or board treasurer.

The Charter School Office reviewed Charter High School for Law and Social Justice's 2018-2019 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. Issues raised in the prior year's financial audit appear to have been addressed to the satisfaction of the school's outside independent auditors.

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.

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**

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

Summative Evidence for Benchmark 6:

1. Element: *Board Oversight and Governance*

- **Indicator a:**
 - The school's board members have most of the expertise required to oversee a charter school. The board has members with expertise in law, real estate, business, and just added two members with significant experience in K-12 education. However, the board does not have a member with significant expertise in finance.
- **Indicator b:**
 - The board of trustees has not historically established or set priorities and goals for the school or for the board. Throughout the charter term, the board demonstrated inadequate oversight of the school and appeared to lack a clear focus or intent to address the issues facing the school in many areas (i.e., lack of implementation of key design elements including student internships; lack of clarity and attention to graduation requirements; and lack of compliance with Open Meetings Law).
 - As per a Notice of Deficiency issued by the CSO in May 2019, the CHLSJ Board of Trustees was required to submit a comprehensive corrective action plan (CAP) for NYSED approval (and did so) to strategically address serious concerns. The CAP required the board to identify an institutional partner (not limited to a Charter Management Organization, Community-Based Organization, Educational Support Organization, or some combination thereof, among others) subject to NYSED CSO approval to support the corrective action efforts being proposed by the school in the CAP as well as other areas of improvement identified by the

institutional partner. The scope of services provided by the partner includes, but not be limited to, financial, operational, and academic supports.

- The board was required to engage in a formal or informal evaluation of the capacity of the current officers and members of the school's board towards ensuring that all members of the board are assisting the school towards compliance with Benchmark 6 requirements in the Charter School Performance Framework among other areas of the Charter School Performance Framework; and engage in board specific professional development conducted by a professional development provider with experience working with charter school boards, which includes a proposed restructuring of the board within the scope of services provided by the identified institutional partner;
- The board reported that the school's newly hired chief executive officer (CEO) is leading the strategic direction and planning of the school and that the board. The CEO in concert with an institutional partner hired to provide support to the board on how to improve its effectiveness and the school to improve the academic program, revamp school culture and climate, and stabilize the effectiveness and quality of teachers made great strides in implementing the correction action plan with fidelity resulted in demonstrable improvements within the last 6 months.
- **Indicator c:**
 - In contrast to previous years, in 2019-20 the board is actively overseeing the school's academic program which is a role generally seen as a function of management, not governance. The May 2019 CSO's Notice of Deficiency stated that "the board demonstrates inadequate oversight of the school ... [and] appears to lack a clear focus or intent to address the issues facing the school in many areas." However, board members reported that in the 2019-20 school year even prior to an institutional partner, the school's new chief executive officer regularly provides reports to the board on the current achievement of the school's students. Some more veteran members of the board are now able to articulate which assessments the school is using to track academic achievement and the extent to which the school is implementing its key design elements. For example, board members stated that in contrast to the 2018-19 school year in which the board did not know the school's graduation rate, veteran board members now stated that 71% of seniors are on track to graduate on time and another 10 seniors may soon be on track to graduate on time. Some of the newer members of the board have suggestions for further and deeper academic oversight by the board.
- **Indicator d:**
 - The board is attempting to update its school policies. According to board members, the board has hired a law firm to review all of the school's policies and suggest changes and updates to the policies based on recent changes in the law.
- **Indicator e:**
 - The board is planning to conduct some evaluations. The board reported that the board plans to use the executive director's soon-to-be-completed plan to evaluate the executive director over the course of the school year. The board acknowledged it has not historically evaluated its own performance but that it plans to do so with the assistance of the institutional partner.
- **Indicator f:**
 - To address the board historically not maintaining full awareness of its legal obligations, including lack of compliance with Open Meeting Law, in its fifth year the board has requested a revision to its charter to formally engage the Center for Education Innovation, Inc. as its

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

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and 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

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

Summative Evidence for Benchmark 7:

1. Element: School Leadership

• **Indicator a:**

- The school has a potentially effective leadership team. During the summer of 2019, the board hired executive director, and sought a revision to the school’s charter to engage an experienced institutional partner to focus on curriculum and instruction. In contrast to previous years, curriculum and instruction is more organized and structured as evidenced by leadership team actions and focus group comments. The new leadership team is collecting the appropriate data to determine how to make improvements to teaching and learning. In a

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.

- **Indicator b:**

- 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 finance, and a director of operations. The specialization of focus in instructional leadership by subject has led to greater support for teachers. In a focus group, teachers reported that the most significant positive change from 2018-19 to 2019-20 is the level and intensity of pedagogical and curricular support that instructional leaders now provide teachers.

- **Indicator c:**

- Focus group conversations provided evidence that the school's communication systems are improving. Teachers reported it is clear who to report and communicate with for which needs. The executive director's weekly newsletter provides time critical information to all school stakeholders. In contrast to previous years, the school improved its mechanisms for tracking student attendance and contacting parents, through robocalls, whose children arrive late to school. Board members, teachers and other staff members reported that, in contrast to previous years, the school now knows exactly how many credits each student needs to graduate in four years. Staff members reported that these communication improvements contrast with last year in which there were a number of consultants in school leadership that acted in "silos" and did not communicate well with each other.

- **Indicator d:**

- Teacher turnover continues to be high at CHSLSJ. In 2019-2020, 14 of the 32 teachers are new to the school. According to teachers, students continue to ask teachers whether teachers plan to stay at the school. Most of the teaching staff turned over at the end of 2015-2016 and then again at the end of 2016-2017 and 10 of the 28 teachers were new to the school in 2018-2019.

2. Element: *Professional Climate*

- **Indicator a:**

- Focus group conversations provided evidence that the school is appropriately staffed, especially in regard to the educational program. In a focus group, teachers reported satisfaction with the level of support instructional leaders provide teachers this year. In addition to weekly coaching meetings, teachers reported that assistant principals provide significant support and feedback through email and immediate feedback to teachers after regular classroom observations. Teachers also reported that the assistant principal of culture and the overall department supporting school culture is much more responsive to teacher requests and communicates this school year.

- **Indicator b:**

- Focus group conversations provided evidence that in comparison to 2018-19, in 2019-20 there are more opportunities for teacher collaboration. Teachers reported the school holds weekly department meetings in which teachers discuss individual student needs. Teachers

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.

- **Indicator c:**
 - Teachers expressed greater satisfaction with the professional development program this year. In focus groups, teachers reported that the 2019-20 school professional development is more flexible, the school did not pre-determine the entire professional development calendar before the start of the school year as it did in previous academic years and based on teachers' needs. Teachers also reported that school incorporates significantly more data analysis into professional development this year.
- **Indicator d:**
 - The school has systems in place to evaluate teachers. According to school leaders, the school's leaders base their weekly coaching cycle on Leverage Leadership which is aligned to the Danielson Framework.
- **Indicator e:**
 - The school institutes primarily informal mechanisms to solicit teacher feedback. Teachers reported that they provide feedback to school leaders during individual and team meetings. School leaders and teachers reported that, other than a survey on the effectiveness of the summer professional development, the school has yet to formally solicit teacher feedback through surveys or other means. School leaders reported that teachers provide their feedback to department chairs who funnel that feedback to assistant principals.

3. Element: *Contractual Relationships*

- **Indicator a:**
 - In the early stages of the partnership, the board of trustees and school leadership have established an effectual relationship with the new management company. The board has a signed memorandum of understanding with the management company. The board reports satisfaction with the current management company and with the assistance the management company provides during board meetings. School leaders reported satisfaction with the management company's representative that is regularly on campus providing instructional support.
- **Indicator b:**
 - The contract with that charter management organization complies with the school's corrective action plan, which required the board to secure an institutional partner.
- **Indicator c:**
 - The school has yet to formalize a process to systematically evaluate the efficacy of the institutional partner. The board reported that the institutional partner is currently developing a method for the board to evaluate the institutional partner.

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**

<i>Element</i>	<i>Indicators</i>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

1. Element: *Mission and Key Design Elements*

- **Indicator a:**
 - 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.
- **Indicator b:**
 - 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/or social justice into their lesson plans. The school provides some individualized academic support through ICT classes, advisory is now in full effect, and summer bridge classes will require all incoming Grade 9 students to attend as of the 2020-2021 school year. The school also provides acceleration opportunities to some students through dual enrollment classes with local colleges.

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: Meets

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

Summative Evidence for Benchmark 9:

1. Element: *Targets are met*

• **Indicator a:**

- The school maintains sufficient enrollment. CHSLSJ's approved enrollment is 450 students. At the current enrollment of 434 students, the school is at 96% of its target enrollment.

2. Element: *Targets are not met*

• **Indicator a:**

- See above.

• **Indicator b:**

- The school employs some recruitment strategies targeted at ELLs/MLLs. School leaders reported that the school translates its recruitment materials into Spanish and a local Spanish-speaking priest disseminates Spanish language flyers about CHSLSJ during his weekly services.

• **Indicator c:**

- The school has made some changes to its programming as a result of evaluating its current efforts. School leaders reported that the school's previous relationship with the local Committee on Special Education (CSE) was not productive. This information aligns to the NYCDoE claims that the CSE has struggled with communication with the school; and that the CSE has also experienced challenges in getting teacher/progress reports in advance of IEP meetings, as well as ensuring that teachers of the students participate in IEP meetings. Therefore, school leaders are: attempting to "repair" the relationship with the CSE;

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.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none"> a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

1. Element: *Legal Compliance*

- **Indicator a:**
 - The Charter High School for Law and Social Justice generally complies with applicable laws and regulations. However, the school has failed to submit in a timely fashion a required BEDS report and evidence of a valid fire inspection. Additionally, the CSO Liaison to the school has communicated Open Meetings Law concerns and discussed a number of parent/student and staff complaints with the previous Board Chair over the charter term.
- **Indicator b:**
 - The Board and/or school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.
- **Indicator c:**
 - The school has sought Board of Regents and/or Charter School Office approval for significant revisions including a request to delay the initial opening of school and extend the initial planning year; a change in facility and/or location; student enrollment; and organizational structure.

Attachment 1: 2019-2020 Renewal Site Visit Charter High School for Law and Social Justice

Benchmark 1:

Indicator 1: All Schools

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

This school is designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

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

(Not available for this charter school.)

Indicator 2: Elementary/Middle School Outcomes

(Not applicable to this charter school.)

Indicator 3: High School Outcomes

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

Table 1: Annual Regents Outcomes: High School

		All Students				SWD				ELL/MLL				ED			
		Charter Total Tested	CHS for Law and Social Justice	NYS	Differential to State	Charter Total Tested	CHS for Law and Social Justice	NYS	Differential to State	Charter Total Tested	CHS for Law and Social Justice	NYS	Differential to State	Charter Total Tested	CHS for Law and Social Justice	NYS	Differential to State
Algebra I (Common Core)	2016-2017	151	61%	70%	-9	26	35%	46%	-11	14	43%	49%	-6	115	63%	63%	0
	2017-2018	142	35%	64%	-29	29	24%	39%	-15	49	18%	46%	-28	112	29%	56%	-27
	2018-2019	170	30%	66%	-36	31	19%	43%	-24	46	13%	50%	-37	147	31%	59%	-28
Algebra II (Common Core)	2017-2018	54	31%	82%	-51	8	0%	61%	-61	8	13%	65%	-52	43	33%	72%	-39
	2018-2019	30	40%	83%	-43	.	.	.	.	.	.	.	.	21	43%	72%	-29
English Language Arts (Common Core)	2017-2018	113	73%	79%	-6	10	20%	52%	-32	15	40%	47%	-7	88	70%	70%	0
	2018-2019	134	81%	84%	-3	22	73%	61%	+12	19	68%	56%	+12	98	83%	78%	+5
Geometry (Common Core)	2016-2017	43	77%	63%	+14	.	.	.	.	.	.	.	.	37	81%	50%	+31
	2017-2018	101	42%	67%	-25	13	15%	38%	-23	13	31%	45%	-14	73	41%	54%	-13
	2018-2019	93	11%	70%	-59	13	0%	41%	-41	16	6%	46%	-40	68	12%	57%	-45
Global History	2017-2018	8	63%	39%	+24	.	.	.	.	.	.	.	.	7	57%	36%	+21
Global History Transition	2017-2018	101	69%	73%	-4	15	20%	45%	-25	15	47%	44%	+3	76	68%	62%	+6
	2018-2019	198	55%	62%	-7	29	34%	34%	0	40	30%	36%	-6	150	55%	51%	+4
Living Environment	2016-2017	54	44%	72%	-28	.	.	.	.	.	.	.	.	36	50%	62%	-12
	2017-2018	102	21%	70%	-49	20	5%	44%	-39	34	6%	43%	-37	79	16%	60%	-44
	2018-2019	220	56%	71%	-15	36	31%	45%	-14	39	33%	43%	-10	181	54%	61%	-7
Physical Setting/Chemistry	2017-2018	27	19%	72%	-53	.	.	.	.	.	.	.	.	21	14%	59%	-45
Physical Setting/Earth Science	2017-2018	71	28%	68%	-40	7	0%	44%	-44	7	14%	42%	-28	53	30%	58%	-28
	2018-2019	91	12%	64%	-52	10	0%	39%	-39	15	7%	37%	-30	67	13%	53%	-40
US History and Government	2016-2017	148	51%	81%	-30	26	27%	55%	-28	12	25%	50%	-25	110	54%	73%	-19
	2017-2018	56	11%	81%	-70	13	0%	56%	-56	15	7%	58%	-51	40	5%	73%	-68
	2018-2019	52	46%	77%	-31	11	27%	51%	-24	11	55%	47%	+8	38	50%	67%	-17

*See NOTES (2), (3), (4), and (7) below.

3.a.iii. and 3.a.iv. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes: See Table 2 below.

Table 2: Regents 4-Year Cohort Outcomes

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	CHS for Law And Social Justice	NYS	Differential to NYS	Charter Total Cohort	CHS for Law And Social Justice	NYS	Differential to NYS	Charter Total Cohort	CHS for Law And Social Justice	NYS	Differential to NYS	Charter Total Cohort	CHS for Law And Social Justice	NYS	Differential to NYS
ELA	2015 Cohort	109	88%	84%	+4	12	67%	55%	+12	11	73%	55%	+18	72	89%	79%	+10
Global History	2015 Cohort	109	77%	78%	-1	12	33%	43%	-10	11	64%	48%	+16	72	79%	70%	+9
Math	2015 Cohort	109	80%	84%	-4	12	58%	51%	+7	11	55%	60%	-5	72	83%	78%	+5
Science	2015 Cohort	109	74%	83%	-9	12	25%	51%	-26	11	45%	51%	-6	72	75%	76%	-1
US History	2015 Cohort	109	72%	79%	-7	12	25%	48%	-23	11	45%	48%	-3	72	71%	71%	0

* See NOTES (2), (3), (4), and (7) below.

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

Table 3: High School Graduation Rates by Cohort

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	CHS for Law and Social Justice	NYS Graduation Rate	NYS Differential	Charter Total Cohort	CHS for Law and Social Justice	NYS Graduation Rate	NYS Differential	Charter Total Cohort	CHS for Law and Social Justice	NYS Graduation Rate	NYS Differential	Charter Total Cohort	CHS for Law and Social Justice	NYS Graduation Rate	NYS Differential
2015 Cohort	4 Year	109	76%	83%	-7	12	75%	62%	+13	11	64%	58%	+6	72	78%	77%	+1

*See NOTES (2), (3), (5), and (7) below.

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup On-Track to Graduate: See Table 4 below.

Table 4: Third Year On-Track to Graduate – Target = 75%

CHS for Law and Social Justice	All Students			SWD			ELL/MLL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2015	111	69	62%	15	4	27%	15	4	27%	86	50	58%
2016	107	64	60%	12	5	42%	14	4	29%	80	50	63%

*See NOTES (2), (3), and (9) below.

3.b.v. and 3.b.vi. Graduation Outcomes – Aggregate and Subgroup Student Persistence: See Table 5 below.

Table 5: High School 4-Year Persistence Rates - Target = 85%

Charter High School for Law And Social Justice	All Students			SWD			ELL/MLL			ED		
	Original Cohort	Persistent	4 Year Persistence	Original Cohort	Persistent	4 Year Persistence	Original Cohort	Persistent	4 Year Persistence	Original Cohort	Persistent	4 Year Persistence
2015 Cohort	116	65	56%	16	7	44%	8	5	63%	98	57	58%

*See NOTES (2), (3), (7), and (10) below.

Benchmark 9:

Table 6: Student Demographics

	SWD			ELL/MLL			ED		
	CHS for Law and Social Justice	NYC CSD 10	Differential to District	CHS for Law and Social Justice	NYC CSD 10	Differential to District	CHS for Law and Social Justice	NYC CSD 10	Differential to District
2015-2016	14%	22%	-8	7%	21%	-14	84%	78%	+6
2016-2017	15%	20%	-5	6%	22%	-16	76%	75%	+1
2017-2018	15%	18%	-3	21%	26%	-5	77%	78%	-1
2018-2019	13%	17%	-4	15%	24%	-9	78%	75%	+3

*See NOTES (2) and (6) below.

Table 7: Retention – Aggregate and Subgroups

	All Students			SWD			ELL/MLL			ED		
	Charter High School for Law and Social Justice	NYC CSD 10	Differential to District	Charter High School for Law and Social Justice	NYC CSD 10	Differential to District	Charter High School for Law and Social Justice	NYC CSD 10	Differential to District	Charter High School for Law and Social Justice	NYC CSD 10	Differential to District
2016-2017	87%	85%	+2	78%	77%	+1	78%	82%	-4	88%	84%	+4
2017-2018	77%	85%	-8	65%	78%	-13	86%	80%	+6	77%	84%	-7
2018-2019	85%	86%	-1	76%	79%	-3	84%	81%	+3	83%	84%	-1

*See NOTES (2) and (6) below.

***NOTES:**

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

- (2) For the students with disabilities and the ELL/MLL subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).