



# New York State Education Department

## ***Renewal Site Visit Report 2016-2017***

### **Urban Choice Charter School**

**Visit Date:** 09/28-29/2016

**Date of Report:** February 2, 2017

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## SCHOOL DESCRIPTION<sup>1</sup>

### Charter School Summary

<b>Name of Charter School</b>	Urban Choice Charter School
<b>Board Chair</b>	Nelson Blish
<b>School Leader</b>	Edward Cavalier, CEO
<b>District of location</b>	Rochester City School District
<b>Opening Date</b>	9/1/2005
<b>Charter Terms</b>	Initial charter term: 1/11/2005 – 1/10/2010 First Renewal Term: 1/11/2010 – 6/30/2014 Second Renewal Term: 7/1/2014 – 6/30/2017
<b>Management Company</b>	N/A
<b>Educational Partners</b>	N/A
<b>Facilities</b>	545 Humboldt Street, Rochester, New York 14610
<b>Mission Statement</b>	<i>“To provide Rochester students with a safe, supportive and intellectually challenging educational environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement and achievement. This philosophy, in combination with authentic efforts at family involvement, and the effective teaching of a rich, rigorous and engaging curriculum will enable students to build a strong foundation for college and career readiness, exceed state achievement standards and defy the demographic destiny of poverty.”</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• <i>Supportive educational environment</i></li> <li>• <i>Rich, rigorous and engaging curriculum aligned to NYS Common Core</i></li> <li>• <i>Extended learning opportunities</i></li> <li>• <i>Authentic family involvement</i></li> <li>• <i>Data-informed instruction</i></li> <li>• <i>Focused professional development</i></li> <li>• <i>School culture</i></li> </ul>
<b>Requested Revisions</b>	None

<sup>1</sup> The information in this section was provided by the Charter School Office.

## Enrollment

School Year	Grades Served	Maximum Authorized Enrollment	Actual Enrollment
2016-2017	K-8	400	398
2015-2014	K-8	400	402
2013-2014	K-8	400	404

## METHODOLOGY

A 1.5 day renewal site visit was conducted at Urban Choice Charter School (UCCS) on September 28-29, 2016. The CSO team conducted interviews with the board of trustees, school leadership team, parents, the student support team, the instructional leadership team, and the recruitment, enrollment, retention team. In cooperation with school leadership, the team also administered an anonymous online survey to teachers.

The team conducted eleven classroom observations in Grades 2 through 8. Time and scheduling constraints did not allow for observations at every grade level. The observations were approximately 20 minutes in length and conducted jointly with the K-4 principal and the 5-8 Principal.

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

- **Teacher roster**
- **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**
- **NYSED teacher survey**

## BENCHMARK ANALYSIS

The Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school that was chartered or renewed in 2012 or beyond, 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 site visit will be presented in alignment with the Performance Framework Benchmarks and Indicators according to the rating scale below, although not all indicators will necessarily be assessed on every site visit. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; however, the report narrative will highlight those indicators not fully met by the school.

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

For the site visit conducted from September 28-29, 2016 at UCCS see the following Performance Benchmark Scores and discussion.

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

<b>Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the 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.	Meets
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Exceeds
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Performance Benchmark	Level
<b>Summary of Findings</b>	

Members of the UCCS school community – board members, school leaders, staff, teachers, and families – describe a common understanding of the school’s mission to provide a safe, intellectually challenging environment that provides students with a strong foundation for college and careers. Stakeholders agree that the school is fulfilling its mission through systematic implementation of its key design elements.

According to school leaders, UCCS has put in place systems and practices to establish an educational organization that promotes the academic success of its students and fosters a productive professional culture among the staff. School leaders described the academic program at UCCS as characterized by a rigorous curriculum presented by teachers using a range of high quality instructional practices selected to address students’ strengths and needs. School leaders make strategic use of personnel and material resources to support the wide range of learning needs among its student population. For example, starting in the 2014-2015 school year class size was limited to 15 students, grade level-dedicated ELA and math teachers were assigned in the middle school, and the recruitment budget was doubled.

Staff and school leaders at UCCS have established an orderly, productive learning environment by consistently implementing common management strategies emphasizing praise for positive behaviors. Families strongly approve of the school’s high academic and behavioral expectations and commend the school’s care for the safety of their children.

UCCS students demonstrate positive trends toward proficiency on state assessments, surpassing the performance of students in the Rochester City School District (RCSD) and, in English language arts (ELA), reducing the gap with state averages by half over the course of the current charter term. In one grade level, students surpassed the state average in ELA on the most recent state test. The school’s economically disadvantaged (ED) students and students with disabilities (SWD) demonstrate proficiency that surpassed their RCSD peers.

UCCS is governed by a board of trustees whose members bring a range of expertise in their service to the school and engage in timely and fluid planning and decision-making. The board regularly reviews its policies and practices to continually improve its oversight of school operations.

While the UCCS enrollment of students in target subgroups falls below the enrollment in RCSD, the school has engaged in good faith efforts toward addressing this gap, has doubled its percentage of ELLs for the current school year and has refined its recruitment and enrollment strategies to continue to attract applicants that are representative of the Rochester community.

### **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: Meets**

**Summative Evidence for Benchmark 1:** See Appendix A for detailed comparative performance information.

As detailed in Appendix A, students at UCCS achieve proficiency on NYS assessments at rates higher than their peers in the Rochester City School District (RCSD). In ELA, UCCS students have more than doubled their variance above the proficiency rate of RCSD students and significantly reduced the gap between UCCS averages and state averages for economically disadvantaged (ED) students, students with disabilities (SWD), and the school as a whole. Economically disadvantaged students outperformed their peers at RCSD by 19 percentage points and are nearly meeting the state average for ED performance on the 2015-2016 ELA assessments. In 2015-2016, students with disabilities (SWD) exceeded the average ELA performance of SWD at RCSD by 14 percentage points and SWD statewide by six percentage points. In mathematics, UCCS has consistently outperformed RCSD by seven to nine percentage points for all students, nearly eight percentage points for the ED subgroup, and a growing positive difference for SWD currently at ten percentage points. The gap in mathematics between UCCS and state averages has averaged 23 percentage points below the state for all students and 14 points below for ED. However, SWD at UCCS performed as well as SWDs statewide on the 2015-2016 math assessments.

In 2015-2016 and 2016-2017, UCCS was designated as a school in Good Standing according to the New York State ESEA accountability formula. This has improved from 2014-2015, when UCCS was designated as a Local Assistance Plan school.

The UCCS positive trends in overall proficiency reflect the improving trend toward students achieving a Level 3 and 4 on the New York State Assessments. As shown in Table 1<sup>2</sup>, UCCS is accelerating the percentage of students trending toward proficiency over the course of the charter term in ELA. On the most recent assessment, 26.2 percent of UCCS students moved up a level on the state assessments from their previous attainment. Similar positive trends are evident for students who are economically disadvantaged and those with disabilities.

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<sup>2</sup> This data was self-reported by the school in the renewal application.

**Table 1: UCCS Trending Toward Proficiency, ELA**

ELA									
SY	L 1	L 2	L 3	L 4	All Students Total trending twd prof	Goal	Trending Econ Disadv	Trending SWD	Trending ELL
2012-13	48%	43%	8%	1%	-	-	-	-	-
2013-14	54%	40%	6%	0%	-5.2	/100	-0.3	-9.1	-
2014-15	54%	34%	10%	2%	+11.3	/100	+8.2	+16.7	-
2015-16	38%	37%	20%	6%	+26.2	/100	+26.3	+10.9	-

UCCS students are not moving toward proficiency in mathematics to the same degrees as in ELA. As shown in Table 2<sup>3</sup>, over the past three years, fewer students are moving to higher levels on the state math tests, a pattern that follows for the ED subgroup. The SWD subgroup has shown a positive trend over the past two years.

**Table 2: UCCS Trending Toward Proficiency, Math**

Mathematics									
SY	L 1	L 2	L 3	L 4	Total movement twd prof	Goal	Econ Disadv	SWD	ELL
2012-13	54%	39%	6%	1%	-	-	-	-	-
2013-14	48%	37%	10%	4%	+15.0	/100	+15.1	+0.0	-
2014-15	35%	49%	13%	3%	+2.8	/100	+2.0	+16.7	-
2015-16	49%	36%	10%	5%	-0.8	/100	-0.7	+4.8	-

While UCCS has exceeded the proficiency rate of its district, in the aggregate it remains below state average proficiency rates for Grades 3-8 as shown in Appendix A, Table 1. In the aggregate, UCCS students are reducing the gap significantly between their proficiency and state averages in ELA, moving from a 20-point difference in 2013-2014 to a 12 percent difference in 2015-2016. In mathematics, UCCS has ranged from 22 points below the state average in 2013-2014, to a 24 point difference in 2015-2016.

Tables 2 and 3 in Appendix A show similar patterns in ELA for economically disadvantaged (ED) students and students with disabilities (SWD), with the ED group showing a dramatic reduction in the achievement gap when compared to the state average.

<sup>3</sup> This data was self-reported by the school in the renewal application.

## 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: Meets

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none"><li>a. The school has a documented curriculum that is aligned to the NYSLS.</li><li>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.</li><li>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li><li>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</li></ul>
2. Instruction	<ul style="list-style-type: none"><li>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</li><li>b. Instructional delivery fosters engagement with all students.</li></ul>
3. Assessment and Program Evaluation	<ul style="list-style-type: none"><li>a. The school uses a balanced system of formative, diagnostic and summative assessments.</li><li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li><li>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program, and modifies the program accordingly.</li></ul>
4. Supports for Diverse Learners	<ul style="list-style-type: none"><li>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.</li><li>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.</li></ul>

### Summative Evidence for Benchmark 2:

School leaders described the academic program at UCCS as characterized by a rigorous curriculum presented by teachers using a range of highly effective instructional practices selected to address students' strengths and needs. School leaders make strategic use of personnel and material resources to support the wide range of learning needs among the student population. For example, starting in the

2014-2015 school year class size was limited to 15 students, grade level-dedicated ELA and math teachers were assigned in the middle school, and the recruitment budget was doubled.

UCCS uses a curriculum built around the Engage NY curriculum modules and units for all grades, K-8. The modules embed science and social studies content within the English language arts materials, and UCCS uses supplemental commercial resources from MacMillan McGraw Hill as well as science lessons designed around kits provided in partnership with the regional BOCES. UCCS chose the Engage NY ELA modules because they were developed to encourage higher order thinking and conceptual understanding. School leaders credit the 2015-2016 results for third grade ELA, which surpassed the state average, to teachers' increasing skill in implementing the Engage NY ELA modules with fidelity. Teachers gained these skills through regularly scheduled opportunities for collaboration, an extensive professional development program, and support from coaches. School leaders also assert that the lack of progress on the math assessment reflects prior use of a less robust curriculum, the reason they made the decision to adopt the Engage NY modules in mathematics. UCCS predicts increases in math proficiency as teachers, through professional development, a collaborative culture, and coaching, build the skills necessary to effectively implement the curriculum in the Engage NY math modules.

Teachers meet in grade band (K-2, 3-4, 5-6, and 7-8) professional learning communities (PLCs) weekly as well as in grade level teams to discuss student progress and to resolve any challenges in course content or pace. Scheduled meetings with defined agendas facilitated by the instructional coaches allow teachers to ensure consistency both within grade levels as well as vertically from grade to grade. Teachers use structured protocols for looking at student work and data to identify concept and skill gaps and develop strategies to remediate or accelerate based on student needs. Vertical coordination is informed by the vertical progression guides developed by NYSED Network Training Institutes. On the NYSED administered teacher survey, 24 out of 42 UCCS teachers who responded agreed strongly and 15 responded agreed that they have substantial time to collaborate to align their curriculum with the New York State Learning Standards (NYSLs).

As described by school leaders to enable differentiation of the curriculum, UCCS employs a three teacher collaborative teaching model (3TM) in Grades 3- 6. The three teachers, including one special educator, have the flexibility to group students with similar strengths and needs, based on student data, for small group instruction or to assign students to mixed groupings for center and independent work. Literacy instruction is structured into a consistent routine known as the "Daily 5" – reading to self, reading to someone else, work on writing, listening to reading, and word work. Math instruction follows a similar structure, with lesson activities organized around fluency, independent practice, computer work, and math vocabulary. Flexible groupings based on classroom data and observations are adjusted every 6-8 weeks following review of student learning progress.

All 42 teachers completing the NYSED survey listed flexible grouping, hands-on activities, technology tools, and small class sizes that allow for targeted instruction as some of the ways they differentiate their lessons to meet the diverse needs of their students. Several teachers noted that they incorporate visual, auditory and kinesthetic elements in their lessons to engage students both cognitively and physically in their learning. Pre-assessments, daily exit tickets, and periodic interim assessments are listed as tools teachers use to determine the appropriate groupings and to adjust the degree of challenge for lessons.

All UCCS teachers reported in the SED survey the use of consistent and similar structures to define the flow of their lessons so that students become confident with daily routines and expectations. ELA classes

use the “Daily 5” and math classes use a similar sequence of stations or centers. In classes visited by the site visit team, these structures were visible to varying degrees, depending on the nature of the lesson observed and the grade level. On the NYSED survey, teachers describe these routines as the starting point for the design of a rigorous lesson. With structures and routines in place, teachers explained they use open ended questioning coupled with partner or peer group work as strategies to challenge students to think critically about a topic. Some teachers indicated that they ask students to share their work with their peers to ensure they have sufficient understanding of new key concepts. During renewal site visit classroom observations, site visitors saw peer discussions and ‘turn and talk’ strategies in five of the eleven classes observed during the site visit.

According to school leaders, grade level teachers collaborate to produce a weekly lesson plan which is reviewed by instructional coaches. One sample lesson plan listed daily learning targets in “I can ...” format, references to the New York State Learning Standards (NYSL), a brief list of lesson activities, practice exercises, and exit tickets to assess mastery of the learning objective. The Instructional Collaboration Team (ICT) explained that teachers re-submit the completed week’s plan including each day’s exit ticket mastery percentage and plans for re-teaching common misunderstandings in response to exit ticket data. Instructional coaches consult with teachers to refine instruction to improve exit ticket mastery percentages.

UCCS uses commercial and teacher made assessments for a variety of purposes. Diagnostic tools include the Developmental Reading Assessment (DRA), administered three times each year to assess reading skills and track progress. Progress is also monitored four times each year in both reading and math with the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI). Practice New York State assessments provide information about whether students are on track to proficiency according to state standards, and classroom based assessments such as exit tickets, quizzes and unit tests monitor student learning of specific segments of the curriculum across the short term. Review of this student data informs decisions about re-teaching, revisions of class materials, grouping, tutoring, and extra help sessions.

In addition to quantitative data to monitor student progress and program effectiveness, UCCS uses qualitative evidence on student behavior and teaching practices in order to gauge the effectiveness of the academic and behavioral systems. Instructional coaches observe teaching frequently, documenting trends in teachers’ skills. Teachers observe student behavior for signs of academic or social-emotional needs and forward their concerns to the student support team. As a result of the collection of multiple forms of data, teachers receive prompt feedback and assistance to improve their instruction and students get a coordinated intervention plan to address their challenges.

UCCS employs “3TM” in Grades 3-6, differentiated instruction across Grades K-8, and a structured response to intervention (RtI) process to ensure diverse learners can access the academic program at an appropriate sequence and pace. As stated above, one of the three teachers assigned to each class holds special education licensure and provides in-class instructional support to SWD as well as to any other student struggling to master the learning objective.

To provide additional specialized services, the school employs three special education teachers, one English as a New Language (ENL) teacher, and an RtI teacher. A special education coordinator documents services to SWD to ensure compliance with the student’s individual education plan (IEP). For the 2016-2017 school year, UCCS enrolls 17 English language learners and 44 students with disabilities. The ENL teacher supports ELL students through an established ELL program, providing “high quality ELL

services,” professional development for staff regarding ELL instruction, the availability of translators, and provision for specific RtI services for ELLs. Specialists push-in to general education classrooms as well as meeting with small groups of students with similar academic needs.

The school’s RtI process addresses both academic and behavioral needs as identified by teacher observation, parent request, or student self-referral. Discipline data from the Class Dojo tool is examined by school leaders and the counselor to identify children who may not be achieving their full potential in the classroom due to social-emotional concerns. Bi-weekly RtI meetings facilitated by the counselor, social worker and intervention specialist review observation and behavior data and develop behavior intervention plans to be implemented by the appropriate individual, either teacher or student support team member. Alternate weeks, the RtI team reviews data on the academic progress of students referred for specific learning difficulties outside of identified SWDs.

The UCCS curriculum, instructional practices, and differentiated supports contribute to the growth in academic outcomes for all students. As discussed under Benchmark 1, students who are identified as ED or SWD have demonstrated increasing progress toward proficiency in ELA across the charter term. SWD have also shown progress in math. Overall, students at UCCS, including ED and SWD, surpass the achievement of students in the district in both ELA and math, with significant increases over time in ELA. A change in the mathematics curriculum and modifying the Engage NY modules, is fully expected by the school to result in matching ELA trends and student achievement over time.

### 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: Meets

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

#### Summative Evidence for Benchmark 3:

As evidenced by information gathered from school leaders and the instructional leadership team focus groups, staff and school leaders at UCCS have established an orderly, productive learning environment by consistently implementing common management strategies emphasizing praise for positive behaviors. Based on the parent focus group and the parent survey given in the spring of 2016, families strongly approve of the school's high academic and behavioral expectations and commend the school's conscientious care for the safety of their children.

UCCS publishes a written code of conduct that was reviewed by the school's attorney who affirmed that it is compliant with IDEA requirements and applicable provisions of the NYS Dignity for All Students Act

(DASA). Teachers use a software tool, Class Dojo, to reward points for student behavior reflecting the school's behavior expectations, encapsulated as the 3 B's: Be Respectful, Be Responsible, and Be Safe. Class Dojo displays avatars for each student on the smartboard and students can see which behaviors are being rewarded by the teacher as a positive reinforcement and motivational strategy. Team members saw Class Dojo in use in 8 of the 11 classrooms visited during the site visit, and, according to school leaders, the reward system resulted in the school's reported desired effect – classrooms were orderly and students were focused on their assigned tasks. Based on parent and teacher surveys, there was agreement that the school provides a safe and productive learning environment. On the NYSED survey administered in September 2016, 35 of the 42 (83%) teachers agreed or strongly agreed that the school is generally free of bullying, discrimination, and harassment. Ninety-five (95%) percent of parents agreed or strongly agreed that the school provides a safe environment on the spring 2016 survey.

Parents in the focus group and on the survey praised teachers' use of Class Dojo, which allows families with internet access to log in and monitor their child's behavior. Parents are able to know immediately whether their child is meeting parental as well as school expectations. On the spring 2016 survey administered by the school, 98% of parents agreed or strongly agreed that they are aware of how Class Dojo works in classroom management. In addition to behavior, 96% of parents agreed that they receive timely information about their child's academic progress, and teachers responding to the NYSED survey agreed, with 94% of reporting they regularly communicate with families around academics.

UCCS employs a parent and community engagement coordinator to foster positive relationships with families. General information is included in the Family Handbook that includes procedures outlining how parents can express concerns to the school leadership team. A formal complaint form is posted on the school's website and submissions are addressed by the school leadership team. The school asserts that its high rate of student retention from year to year, currently at 87%, is a key piece of evidence of families' assessment of the school's performance. Survey responses confirm the school's belief, with parents expressing strong positive ratings averaging over 90% when asked if the school has high academic and behavioral expectations, if it is safe, and if disciplinary consequences are fair and consistently enforced.

School leaders confirmed that most academic performance information is shared at the individual student and family level. UCCS has also recently shared school achievements and milestones with the broader community through flyers and their website, such as when the school's Grade 3 ELA assessment results surpassed the state average this past academic year.

At UCCS, student social and emotional well-being schoolwide is monitored by the student support team consisting of a counselor, social worker, and intervention specialist under the leadership of the 5-8 principal. The team identifies students in need of behavioral intervention or social-emotional support from teacher or parent referrals and develops a plan aimed at helping the student succeed in the classroom. Students occasionally exhibiting behavior contrary to stated school norms are sent to the Alternative to Suspension (ATS) room and asked to complete a "time to think" sheet explaining what they did and how they will behave differently in future situations. A meeting with the principal leads to a return to class as promptly as possible. For more persistent problems, the student support team makes use of relationships with community agencies to access services for children and their families.

## 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

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

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods outlined in the Performance Framework. 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. UCCS's composite score for 2014-2015, the latest available, is 2.00. The table below shows the school's composite scores from 2012-2013 through 2014-2015.

**Urban Choice Charter School's Composite Scores  
2012-2013 to 2014-2015**

<i>Year</i>	<i>Composite Score</i>
2014-2015	2.00
2013-2014	1.20
2012-2013	1.50

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 school. The Charter School Office uses three measures:

The *current ratio* is a financial ratio that measures whether or not 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 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 school is of paying its obligations, with a ratio under 1.0 indicating concern. For 2015-2016, UCCS had a current ratio of 3.9.

*Unrestricted cash* measures, in days, whether the charter school can meet operating expenses without receiving new income. Schools typically strive to maintain at least 90 days of cash on hand. For fiscal year 2015-2016, UCCS operated with days of 62 unrestricted cash.

*Enrollment stability* measures whether or not a charter school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. Actual enrollment that is over 85 percent is considered reasonable. UCCS's enrollment stability for 2015-2016 was at 99.5 percent.

### **Long-Term Indicators**

A school's *debt to asset ratio* measures the extent to which the charter 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, UCCS's debt to asset ratio was 0.1.

*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, UCCS's total margin was 4 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 UCCS's 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting.

The independent auditor issued a communication regarding internal control-related matters identified in the audit. A "deficiency in internal controls" is defined as when the design or operation of an internal control does not allow school staff to prevent, detect or correct misstatements in financial statements in a timely fashion. A "material weakness" is a deficiency or combination of deficiencies in internal controls that creates a reasonable possibility that school staff will not be allowed to prevent, detect or correct material misstatements in financial statements in a timely fashion.

The auditor did not identify any deficiencies in internal controls that could be considered to be material weaknesses. However, the communication listed two deficiencies in internal controls pertaining to verification of the appropriateness of new vendors and, more importantly, several instances where payments were not supported by completed purchase requisitions and/or verification of receipt of goods/services. The auditor did note that recommendations for three deficiencies identified in prior years have been implemented satisfactorily.

## 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: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none"><li>a. The board recruits and selects board members with skills and expertise that meet the needs of the school.</li><li>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.</li><li>c. The board demonstrates active oversight of the charter school management, fiscal operations and progress toward meeting academic and other school goals.</li><li>d. The board regularly updates school policies.</li><li>e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself and providers.</li><li>f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.</li></ul>

### Summative Evidence for Benchmark 6:

UCCS is governed by a board of trustees that applies a range of expertise in service to the school and engages in timely and fluid planning and decision-making. The board regularly reviews its policies and practices to continually improve its oversight of school operations.

While the board has been mostly stable, they regularly recruit new members from among their personal and professional networks, stating that this is in order to strengthen the skills on the board. Board minutes describe interviews with prospective members, reflecting the due diligence members take in selecting suitable trustees. After surveying areas of expertise among the current members, the board determined that the school would benefit from expertise in strategic planning and higher education. In addition, board members are seeking to bring new members who reflect the demographic diversity of the city and the students.

The board did not complete a strategic plan for the current year, focusing on the charter renewal application and process as a means to conduct a comprehensive review of school operations. The board reported it plans to seek an external provider to facilitate development of a strategic plan representing a coherent continuous improvement process leading to operational excellence during the next charter term.

The board organizes its work through its fiscal and governance committees. The fiscal committee reports monthly on the school’s financial status, and the governance committee has responsibility for recruiting new members, evaluating the CEO, and maintaining awareness of changes in state and federal regulations. The full board maintains awareness of the school’s status via monthly dashboard reports

and supplemental data. School leaders present detailed reports on academic performance, attendance of students and teachers, enrollment of special populations, and discipline at each meeting. The board dashboard also includes information on family and community outreach activities, which is a focus for the school and part of its mission. The data includes a year to year comparison to allow board members to monitor changes over time and allows the board the ability to monitor the effectiveness of student recruitment efforts in order to enroll a similar percent of ELL, SWD, and ED students as compared to the district of location.

The board regularly reviews its policies as noted in board minutes. Over the course of 2015-2016, the board reviewed the personnel handbook, board bylaws, code of ethics, conflict of interest policy and student code of conduct. The board contracted with an attorney to ensure that all policies complied with legal requirements.

The board usually evaluates its own performance at the yearly retreat, but has not done so this year, instead focusing on preparing for the charter renewal. The governance committee evaluates the CEO across eight areas: board relations, fundraising, personnel management, educational performance of the school, knowledge and skills, leadership and managerial qualities, judgment, sensitivity, and self-development. Board members indicated that, while no changes are anticipated in the short term, they are developing a succession plan for the CEO should the need arise.

Board members cited evidence of the school's success in several areas as indicators they use to evaluate their own performance as well as that of the CEO. Board members listed additional staffing to add coaches in math and ELA to build teachers' skills; the summer program focusing on science, technology, engineering and mathematics (STEM) that was oversubscribed; adoption of the Engage NY curriculum modules in mathematics; and the after school program as positive actions they have taken through the CEO to fulfill the school's ambitious mission.

## 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: Exceeds

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none"><li>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.</li><li>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.</li><li>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</li><li>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</li></ul>
2. <i>Professional Climate</i>	<ul style="list-style-type: none"><li>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</li><li>b. The school has established structures for frequent collaboration among teachers.</li><li>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</li><li>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.</li><li>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</li></ul>
3. <i>Contractual Relationships</i> <input type="checkbox"/> N/A	<ul style="list-style-type: none"><li>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</li><li>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</li><li>c. The school monitors the efficacy of contracted service providers or partners.</li></ul>

### Summative Evidence for Benchmark 7:

UCCS has put in place systems and practices to establish an educational organization that promotes the academic success of its students and fosters a productive professional culture among the staff.

UCCS adjusted its organizational structure starting in the 2016-2017 school year to expand its ability to strengthen the academic program through intensive instructional support for teachers. Two intersecting groups, the school leadership team and the instructional collaboration team, direct the educational

program. The school leadership team has overarching responsibility for managing personnel, operations, school climate, and family engagement. The instructional collaboration team (ICT) has primary responsibility for ensuring the quality of the academic elements including monitoring and improving instruction and curriculum. The school leadership team includes the CEO, the Parent and Community Engagement Coordinator, the K-4 principal, the 5-8 principal, and the coordinator of operations and finance. The ICT consists of the mathematics and ELA coaches, the two principals, the CEO, and the special education compliance coordinator.

The school leadership team meets weekly to review issues related to operations and facilities, as well as attendance and behavior data, personnel concerns, and upcoming activities. The school leadership team monitors changes in enrollment and the impact of recruitment strategies of students in special populations such as English language learners, a focus of the school's effort in its attempt to reflect the demographics of the district.

The ICT is a new structure within the school responsible for maintaining and improving instructional quality across the school. The ELA and math coaches meet with teachers in each grade cluster professional learning community (PLC) (K-2; 3-4; 5-6; 7-8), alternating between math and ELA. In the PLC meetings, teachers follow structured protocols to examine student work to determine whether students are meeting learning expectations. While looking at student work, the coaches guide teachers to identify the instructional practices that have been effective and those that need attention. The coaches visit classes daily, collecting evidence of effective implementation of the curriculum, offering constructive feedback to teachers, and modeling new strategies. The coaches meet three times each week to review their observations and develop professional learning plans for individual teachers or for grade level groups. The coaches confer weekly with the principals in ICT meetings to track teachers' progress toward instructional standards in the Danielson rubric, the school's defined measure of instructional excellence.

Teachers and school leaders describe weekly grade level meetings and bi-weekly PLC meetings as critical opportunities for professional collaboration. Monthly staff meetings provide opportunities for school-wide communication and cross-grade level collaboration. The distribution of responsibilities between the school leadership team and the ICT for coordinating student and teacher support and for communicating within the school are clearly defined and understood.

As indicated on the NYSED survey, teachers unanimously agree that UCCS is a long term, sustainable option for them (42 of 42 agree or strongly agree). Sixty-three percent of teachers employed at UCCS in 2015-2016 returned for the current school year. Others were drawn away by positions with higher salaries or more attractive benefit packages. The board of trustees reported setting salary levels at or above those in RCSD in an effort to create a stable cohort of skilled educators. The strong professional climate is reflected in teachers' recognition that school leaders demonstrate a high level of accountability and take responsibility for outcomes, with 41 of the 42 teachers giving positive responses on the NYSED survey. Parents felt that the quality of teaching is high (93% agreed or strongly agreed).

For the most part, staff members at UCCS are certified in the subject matter they are teaching. According to the staff roster, all teachers are certified or meet allowable exceptions. Both principals and the CEO hold administrative certification in New York State.

The addition of math and ELA coaches to the school staff demonstrates the school's commitment to the ongoing professional growth of teachers. By performing in-house coaching, UCCS provides teachers with

embedded professional learning separate from the structures for supervision and evaluation. The professional development offered by the coaches in each PLC meeting is both targeted and timely, allowing teachers to learn from each other and practice new approaches within a collegial setting. The five days of professional development prior to the start of school cover common areas including the mission, vision, values and goals, safety planning, technology and tools training, and school-wide behavior management expectations. Additional professional development for all teachers is planned for four full days during the year, with one day reserved at the end of the school year for sharing information between grade levels, with the sending and receiving teachers meeting to review student strengths and gaps.

The school relies on the embedded professional learning opportunities provided by the coaches to ensure teachers have the skills and knowledge to provide a quality learning experience for all students. Coaching support is formative and non-evaluative. The principals conduct formal evaluations at least twice per year, following the Danielson rubric. Teachers develop a professional portfolio collecting artifacts representative of their practice as it is reflected in student learning products.

## 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: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none"><li>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.</li><li>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</li></ul>

### Summative Evidence for Benchmark 8:

Members of the UCCS school community – Board members, school leaders, staff, teachers and families – through focus groups and surveys- describe a common understanding of the school’s mission to provide a safe and intellectually challenging environment that provides students with a strong foundation. Stakeholders agree that the school is fulfilling its mission through systematic implementation of its key design elements.

The UCCS mission states both short and long term commitments:

“To provide Rochester students with a safe, supportive and intellectually challenging educational environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement and achievement. This philosophy, in combination with authentic efforts at family involvement, and the effective teaching of a rich, rigorous and engaging curriculum will enable students to build a strong foundation for college and career readiness, exceed state achievement standards and defy the demographic destiny of poverty.”

The mission is read at the opening of each meeting of the board of trustees to focus attention on the essential purpose of the organization’s work.

For its first commitment in the mission statement, the school proposes to provide a safe environment, which parents agree is an established attribute of the school. With the adoption of the Engage NY modules as the core of its curriculum, UCCS fulfills its second promise to provide an intellectually challenging environment. A professional culture that supports teacher growth and a school climate that emphasizes positive behavior fosters strong student-teacher relationships. Evidence that the school is moving toward enabling students to build a strong foundation for college is seen in the positive trends in achievement on state tests, highlighted by the outcomes for third graders who surpassed the state average in ELA on the 2016 assessment.

Consistent with its mission statement, as reported by the school and observed through site visits, the organizational design of UCCS is founded on seven key design elements: supportive educational environment; rich, rigorous, engaging curriculum aligned to the NYS Learning Standards (NYSLS);

extended learning opportunities; authentic family involvement; data-informed instruction; focused professional development; and school culture. Since most of these elements have been detailed in previous sections of this report, the discussion below represents a summary of the progress the school has made toward full implementation of each element.

*Supportive educational environment* – The three teacher model adopted by UCCS allows targeted attention to each student’s needs within the classroom setting. In addition, the student support team monitors students’ social and emotional well-being, designing interventions and referring to outside agencies when needed.

*Rich, rigorous and engaging curriculum aligned to the NYS Common Core* – The school is in its third year of adoption of the Engage NY ELA modules and has begun implementation of the mathematics modules. The school attributes the exemplary third grade ELA outcomes to teachers’ use of these curriculum materials.

*Extended learning opportunities* – In partnership with the Center for Youth, UCCS offers an after school program combining academic support with recreational and enrichment opportunities. In addition, the four-week enrichment summer school was oversubscribed, a level of interest that suggests the need to expand next year.

*Authentic family involvement* – The school assigns one full time staff member to design, develop and facilitate family involvement activities which have included common core math workshops for parents, Class Dojo training sessions, and community circle events to bring families and school staff together. While the Parent Teacher Association (PTA) has not had a large number of participants, its members hold monthly meetings and have raised over \$8000 to support classroom activities. School leaders continue to recruit parents to lead this organization.

*Data-informed instruction* – Teachers, principals and coaches review classroom assessments, standardized measures, and observation data to identify students in need of additional instructional support. Through the school’s RtI process, students receive targeted intervention to address academic or behavioral concerns, in addition to services provided to those students with IEPs.

*Focused professional development* – UCCS added coaches to its staff to provide ongoing, embedded professional learning opportunities for its teachers to complement intensive professional development before the start of the school year.

*School culture* – Consistent implementation of the school’s behavior management system, as observed on site and in focus groups, has resulted in a school climate that is orderly and productive.

### 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

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	<p>a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.</p>
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>

**Table 3: Student Demographics – Urban Choice Charter School Compared to District of Location**

	2014-15			2015-16			2016-17
	Percent of Enrollment		Variance <sup>4</sup>	Percent of Enrollment		Variance	Percent of Enrollment
	UCCS	RCSD		UCCS	RCSD		UCCS <sup>5</sup>
<b>Enrollment of Special Populations</b>							
Economically Disadvantaged	81%	92%	-11	79%	91%	-12	90%
English Language Learners	0	13%	-13	2%	13%	-11	4%
Students with Disabilities	11%	19%	-8	12%	20%	-8	11%

<sup>4</sup> Variance is defined as the difference in subgroup enrollment between the charter school and the district of location.

<sup>5</sup> Reported by the school; 2016-17 enrollment data has not been publicly released as of the date of this report.

**Summative Evidence for Benchmark 9:**

While the UCCS enrollment of students in target subgroups does not mirror the enrollment in RCSD, the school has doubled its percentage of ELLs for the current school year and has refined its recruitment and enrollment strategies, as well as doubling the recruitment budget, to continue attracting applicants that are representative of the Rochester community.

For the current school year, UCCS enrolls 17 ELLs, double the number enrolled in 2015-2016. Forty four students with disabilities are enrolled, a slight decrease from 2015-2016. School leaders report that 100% of the 2015-2016 ELLs and SWD re-enrolled for the current school year, a measure of the school's ability to meet parents' expectations for the support of their children.

In response to SED feedback from past site visits, the school has created a more strategic student recruitment plan, described in detail in the renewal application. Strategies include having the application form available on the website as well as in paper format; distributing literature to all city libraries, public markets, urban churches and stores, Head Start and pre-k sites; participating in such events as the Puerto Rican Festival; establishing professional relationships with BOCES staff members in its ELL department, including training in ELL assessment; and partnering with local refugee organizations.

The school's coordinator of operations and finance and parent and family engagement coordinator lead the school's recruitment and enrollment efforts. The board doubled the recruitment budget and the school contracted with a marketing agency to design an improved recruitment strategy. The school implements a number of outreach efforts, including advertisements in English and Spanish, billboards, posters, and 2400 postcards to families of four and five year olds. UCCS set up a table at the Head Start center, posted on social media including Facebook, Instagram, and Twitter, and presented at charter school fairs and the RCSD school choice expo.

Once enrolled, families with students for whom English is a new language are invited to a welcome breakfast, with translation services available in the dominant languages of Spanish and Bosnian. The parent coordinator initiated a new project to establish a corps of ambassadors, who are parents, staff or family members willing to promote UCCS to their own network of acquaintances.

The board actively monitors the impact of the school's recruitment efforts, receiving enrollment and retention data on its monthly dashboard and hearing reports from the parent and family engagement coordinator at each meeting. To learn which recruitment strategies are most effective, the school has asked families inquiring about the school to indicate where they learned about UCCS. When these data are compiled, the school can best determine where to further invest its resources to attract applicants representative of the community.

## Benchmark 10: Legal Compliance

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

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<p>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.</p> <p>b. The school has undertaken appropriate corrective action when needed, and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

#### **Summative Evidence for Benchmark 10:**

Based on a review of their key policies and procedures, UCCS has complied with applicable state and federal laws and regulations. It has submitted required reports to the state in a timely manner. The board engaged legal services to review its policies and to ensure that revisions met legal requirements. The board follows the requirements of the Open Meetings Law. No revisions to the charter have been requested during the current charter term.

## APPENDIX A: ASSESSMENT AND GRADUATION OUTCOMES

### Urban Choice Charter School

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

All Students	ELA					Math				
	UCCS	RCSD		NYS		UCCS	RCSD		NYS	
		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)
2013-14	6%	5%	+1	31%	-25	14%	7%	+7	36%	-22
2014-15	12%	5%	+7	31%	-19	16%	7%	+9	38%	-22
2015-16	26%	7%	+19	38%	-12	15%	7%	+8	39%	-24

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

Economically Disadvantaged	ELA					Math				
	UCCS	RCSD		NYS		UCCS	RCSD		NYS	
		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)		RCSD	Delta = (Sch-Dct)	NYS	Delta = (Sch-NYS)
2013-14	7%	4%	+3	20%	-13	13%	4%	+7	26%	-13
2014-15	11%	4%	+7	21%	-10	14%	6%	+8	27%	-13
2015-16	25%	6%	+19	27%	-2	14%	6%	+8	28%	-14

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

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

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

***\*The school enrolls too few English language learners to report results***

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%	~	3%	~	~	2%	~	12%	~
2014-15	~	1%	~	4%	~	~	2%	~	13%	~
2015-16	~	1%	~	4%	~	~	1%	~	12%	~