

## Evaluation Summary Analysis - Launch Expeditionary Learning Charter School

This form was completed by OISM staff at the conclusion of the Prospectus review, Full Application review and Capacity interview. This Evaluation Summary Analysis summarizes the main findings in the review process as well as:

- 1) a discussion of the applicant’s alignment with priorities of the law (as measured by the prospectus)
- 2) a discussion of the applicant’s quality of design (as measured by the Full Application), and
- 3) a discussion of the capacity of the founding group (as measured by the Capacity Interview).

APPLICANT INFORMATION		
<b>Applicant Organization:</b>		
<b>School Name:</b>	Launch Expeditionary Learning Charter School	
	<b>Year 1</b>	<b>Year 5</b>
<b>Grade Levels:</b>	6 <sup>th</sup> grade	6 <sup>th</sup> grade through 10 <sup>th</sup> grade
<b>Enrollment:</b>	100 students	461 students
<b>Mission:</b>	“Launch students will develop the academic skills and strength of character necessary to thrive in college, contribute to their communities and excel in their careers.”	
<b>Leadership:</b>	The proposed charter school’s leadership team will consist of an Executive Director, Principal, Director of Operations, Director of Finance, Director of Development, Instructional Guide, Business Manager, and School Designer (Employee of NYC Outward Bound).	
<b>Governing Board:</b>	The proposed charter school will be governed by a Board of Trustees consisting of five to fifteen experienced members. The Board will establish five working committees: an Executive Committee, an Education and Accountability Committee, a Finance Committee, a Development Committee, and a Personnel Committee. The founding members are:  <b>Jonathan Harber</b> is the Chief Executive Officer for Schoolnet. Mr.	

Harber received his Bachelor of Arts degree in Cognitive Science from Wesleyan University.

**Reggie Williams** is the Senior Vice President of Strategy & Operations for the BET Network. Mr. Williams received his J.D. from Harvard Law School.

**Mark Abramowitz** is a retired Partner at Troutman Sanders LLP. Mr. Abramowitz received his J.D. from Columbia Law School.

**David Goldban** is a Managing Partner at Goldban and Goldban PLL. Mr. Goldban received his J.D. from Fordham University.

**Grace Lee** is the Vice President and Equity Analyst at Mutual of America Capital Mgmt. Ms. Lee received her Masters in Business Administration from Harvard Business School.

**Jasmine Anderson** is a Manager of International Consumer and Small Business Services at American Express. Ms. Anderson received her Masters in Business Administration from Columbia Business School.

**PROSPECTUS ANALYSIS SUMMARY**

Inadequate	Approaches	Meets	Exceeds
		X	

**Analysis Summary**

The founding group appears to understand, as demonstrated in the prospectus, the role and responsibilities of the Board of Trustees. The group appears to understand the educational, legal, and fiduciary obligations as required by the Charter Schools Act and other applicable statutes.

## I. EDUCATION PLAN ANALYSIS SUMMARY

Inadequate	Approaches	Meets	Exceeds
		X	

### Analysis Summary

The founding group presented a strong educational plan which includes experiential and project-based learning based on five core practices: learning expeditions, active pedagogy, culture and character, leadership and school improvement, and structures. Launch students will spend most of each day embarking on purposeful, rigorous learning expeditions that involve cross-discipline, intellectual, service, and kinesthetic dimensions. The application describes the use of formative, authentic and New York State assessments to provide the school community with data to drive instruction. The proposed curriculum is consistent with the mission and educational program and design of an Expeditionary Learning school. The application describes a process in which teachers, principal and instructional guide will work together to develop core curriculum and ensure alignment with NYS learning standards. The founding group stated that Launch Expeditionary Learning Charter School (LELCS) will “draw upon successful Expeditions from any of the 150 Expeditionary Learning schools nation-wide, and the nine schools in New York City.”

Additionally, the founding group presented a coherent structure for extensive professional development that is likely to support the effective implementation of the curriculum.

## II. ORGANIZATIONAL PLAN ANALYSIS SUMMARY

Inadequate	Approaches	Meets	Exceeds
			X

### Analysis Summary

The founding group provided all required attachments, which included proposed by-laws and the code of ethics, prospective Board member resumes and questionnaires, an organizational chart with key positions, and identification of the roles and responsibilities for administering day to day activities.

The founding group appears to understand the division between governance and school management. The founding group includes a variety of expertise. There are three lawyers in the group, two finance experts, and two people employed by the New York City Outward Bound (NYCOB) organization. NYCOB will provide professional development and coaching on the implementation of the Expeditionary Learning model. In addition, NYCOB will provide leadership on crafting the school culture and instituting the character development phase of the curriculum.

### III. FINANCIAL PLAN ANALYSIS SUMMARY

Inadequate	Approaches	Meets	Exceeds
		X	

#### Analysis Summary

The founding group has articulated a budget that is aligned with its mission, educational program, and staffing plan. The budget contains appropriate projections and conservative estimates for expenses. The group demonstrated knowledge of the charter law, the instructional plan, and the need for the fiscal planning process to support the academic program of the school. In addition, the founding group has committed to collaborate with an established vendor for back office support; to conduct independent audits; and to practice sound oversight of the fiscal operations of the school (regular committee meetings, ongoing bank reconciliations, conference calls with fiscal managers, etc.)

The group has demonstrated its capacity to meet insurance, food service requirements, key financial obligations and reporting requirements.

The founding group is seeking space within a New York City Department of Education (NYCDOE) facility. NYCDOE has stated that sufficient space will be available in Community School District 16 for the proposed school.

## CAPACITY INTERVIEW ANALYSIS SUMMARY

Inadequate	Approaches	Meets	Exceeds
			X

### Analysis Summary

The founding group responded competently and sufficiently to questions posed by the Assistant Commissioner and to specific questions posed by the reviewers.

The founding group provided a clear articulation of the education and assessment plan of the proposed school, aligned to NYS learning standards. Expeditionary Learning Schools provide a comprehensive approach to teaching and learning including content, pedagogy, school culture, teacher support and authentic assessment. The model is designed to build the capacity of students to defend their work and fully demonstrate their understanding of content.

Additionally, the group articulated its understanding of what it means to hold a charter from the Board of Regents and the responsibilities the proposed charter school would have under the law. The group spoke to its educational plan and goals, staffing pattern, curriculum, professional development for teachers, special education population, accountability and the education of English language learners.

## COMPREHENSIVE SUMMARY

Inadequate	Approaches	Meets	Exceeds
			X

### Analysis Summary

The founding group was persuasive regarding the need for a charter school within the proposed community and their ability to implement the kind of charter school they envision for the proposed community.

During the capacity interview, the founding group responded in detail about the comprehensive approach to tiered, ongoing assessment and data-driven instruction that would define LELCS. The founding group expressed a strong desire to recruit both students with disabilities and English language learners to demonstrate the soundness of the instructional approach and meet the needs of underserved groups.