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SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2014 to 2015	Year 2 2015 to 2016	Year 3 2016 to 2017	Year 4 2017 to 2018	Year 5 2018 to 2019
Grade Configuration	Grades 6-8	Grades 6-8	Grades 6-8	Grades 6 - 8	Grades 6 - 8
Total Approved Enrollment	271	271	302	302	310

Proposed Renewal Term Grade Levels and Approved Enrollment

Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021

- Student/family handbook
- Staff handbook and personnel policies
- A list of major assessments
- Teacher and administrator evaluation processes
- Interventions offered at the school
- Surveys of teachers and

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 indicator for academic trends toward proficiency, proficiency and high school graduation. At all gr 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
	Benchmark 2: Teaching and Learning. School leaders have systems in place designed to µ o š] À š • Z Œ } µ v š] o] š Ç v Z] P Z Æ ‰ š improved academic outcomes, and educational success. The school has rigorous and coher 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	

2.a.ii. Trending Toward Proficiency – Subgroup Standard Based Trend Toward Proficiency

In 2015-2016, 15% of students with disabilities attending Launch Expeditionary Learning Charter School were trending towards proficiency in ELA. In 2016-2017, the rate was 21%, and in 2017-2018, the rate was 36%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework. In 2015-2016, 14% of students with disabilities attending Launch Expeditionary Learning Charter School were trending towards proficiency in math. In 2016-2017, the rate was 7%, and in 2017-2018, the rate was 24%. This falls below the minimum expectation of 75% as set forth in the Charter School Performance Framework.

In 2015-2016, 38% of MLLs/ELLs attending Launch Expeditionary Learning Charter School were trending

2.b.ii. Proficiencyt

Benchmark 2: Teaching and Learning

leaders reported that the school has invested in both classroom and school libraries to facilitate the workshop model. In addition, the school added this year the Accelerated Reader program with the goal of each student reading one million words per year as well as the Leveled Literacy Intervention (LLI) program for struggling readers.

- Indicator b:

Benchmark 3: Culture, Climate and Family Engagement

d Z • Z } } o Z • • Ç • š u •] v ‰ o š } • µ ‰ ‰ } Œ š • šµ and šo [• v]] o for a safe and šrespectful 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 • Œ • š] • ( ] Á] š Z š Z • Z } } o [• and the overall leadership and management of the school.

Finding:

students with disabilities. Rules and Habits of Hearts and Minds were posted throughout the school. Moreover, interviewed students noted that they had had the opportunity to participate in making some rules.

- Indicator b: On both days of the site visit the school appeared safe and orderly. Student

leadership to voice any concerns. Parents are welcome to attend breakfast and visit their Z] o [• o • • Œ } } u X d Z ts • a Z] } o • • Z] • a quarterly coffee for parents. Finally, the board of trustees holds public meetings that are open to the school community.

x

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:

- x The key financial indicators used to evaluate this benchmark will be presented within a separate ( ] • o • Z } Œ] v • š Œ µ u v š š Z š Á] o o ‰ Œ } À] } v š Æ š (} Œ š Z • the metrics, outline the specific targets for each metric, and also provide additional subsidiary detail on each calculation.
- x h v o • • } š Z Œ Á] •] v] š U ( ] v v] o š] • Œ] À (Œ } u š Z • Z } } audited financial statements.

1. Near-Term Indicators:

Launch Expeditionary Learning Charter Schoo[•] u ‰ } •] š ^ } Œ •
2014-2015 to 2016-2017

Year	Composite Score
2014-2015	3.0
2015-2016	2.5

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

Element	Indicators
1. Board Oversight and Governance	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 b • š š] v P ‰ Œ] } Œ] š] • v P } o • š Z š Œ o] P v 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 board is stable and includes founding members as well as some Œ o š] À o Ç v Á u u Œ • X d Z } Œ [• • l] o o • š •] v o µ µ š as experience with Expeditionary Learning and Outward Bound. They are pursuing additional members with expertise in real estate, government relations and marketing.
   - Indicator b: The board has a strategic planning committee and has conducted a strategic planning process. While maintaining a clear focus on academic performance, the board has also maintained its commitment to implementing the Expeditionary Learning model. Board members noted refinements to the school program, including extra investment in more teachers in classrooms, the employment of literacy consultants, and increased subject intensity.
   - Indicator c: / v š Œ À] Á } Œ u u Œ • Á Œ À Œ Ç (u] o] Œ Á] š Z performance data as well as other pertinent information, including enrollment, social emotional development, and finances of the school. They also noted review and discussion of staff and parent survey results. They described active questioning of leadership and clear priorities for academic growth and program implementation.
   - Indicator d: Interviewed board members described a regular process for reviewing and updating policies, including the use of an attorney. They also use auditor feedback to inform policy changes and indicated that they are currently in the process of refining their fiscal policies and procedures.

Benchmark 7: Organizational Capacity

with their model and approach and provides regular coaching and support to school leadership and staff. In addition, they are using the Lavinia Group to support instructional leadership and develop their coaching skills. Instructional leaders conduct

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Benchmark 10: Legal Compliance
The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets