

Name of Charter School	Grade Levels	Opening Date	Initial Term
011 - June 30,			Fall 2011 <ul style="list-style-type: none"> Initial Term: August 15, 2016 First Renewal Term: July 1, 2019
Current Term Authorized Grades/ Approved	Proposed Renewal Term Authorized Grades/ Approved		
			K - Grade 6 / 780 students Proposed Approval until 2019

- x 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.
- x 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 in 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.
- x 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 of 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, enhanced reporting requirements, or specific corrective action.

COVID-19 PANDEMIC NOTES: As of the publication of this report, New York State is in the midst of responding to the COVID-19 pandemic. NYSED understands that these are not normal times and state assessments for grades 3-8 as well as high school students were canceled for the 2019

of learning plans and adhering to NYSED's Remote Monitoring and Oversight Plan. Therefore, NYSED will continue to use the Performance Framework and Board of Regents renewal policies to evaluate, in a summative manner, applicable charter schools for renewal recommendation determinations.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021
Grade Configuration	K- Grade 6	K- Grade 6
Total Approved Enrollment	280	280

Proposed Renewal Term Grade Levels and Requested Enrollment

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

- x Current 2020-2021 organizational chart;
- x A 2020-2021 master school schedule;
- x Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;
- x Narrative describing the process used to evaluate school leadership;
- x Narrative describing the process school leadership uses to evaluate teachers;
- x School administered parent survey results;
- x Spring 2020 CSO COVID Parent Survey Results;
- x Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and bylaws;
- x NYSED Attachment 1: Academic and Enrollment Data;
- x NYSED Attachment 2: Fiscal Dashboard Data;
- x Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;
- x Admissions and Waitlist information;
- x Faculty/Staff Roster;
- x Fingerprint Clearance Certificates for all instructional and non-instructional staff;
- x Schools submitted Annual Reports during current charter term;
- x School's Self-Evaluation Tool;
- x Prior CSO monitoring reports (check, midterm, renewals);
- x Spring 2020 Continuity of Learning Plan;
- x School's 2020 renewal application;
- x DCS Coaching Plan
- x DCS RTI Documents
- x DCS K-6 Assessment Calendar
- x DCS Instructional Consistencies document
- x The Rensselaerville Institute (TRI) Implementation Rubric
- x DCS 2021 Academic Targets by Grade Level
- x DCS 2020-2022 Professional Learning Plan;
- x DCS Enrollment and Waitlist Data as of 11/04/2020
- x DCS Disciplinary Procedures for Virtual Learning
- x DCS Distance Learning Attendance Policy
- x DCS Remote Disciplinary Referral
- x DCS Sample Failure Complete Work Letter and
- x DCS Attendance Percentage Report

BENCHMARK ANALYSIS

Performance Framework benchmarks in three key areas of charter school performance: Educational Success, Organizational Soundness, and Faithfulness to Charter and Law. The 2019 Performance Framework benchmarks in three key areas of charter school performance: Educational Success, Organizational Soundness, and Faithfulness to Charter and Law. The 2019 Performance Framework benchmarks in three key areas of charter school performance: Educational Success, Organizational Soundness, and Faithfulness to Charter and Law.

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

Performance Framework benchmarks in three key areas of charter school performance: Educational Success, Organizational Soundness, and Faithfulness to Charter and Law. The 2019 Performance Framework benchmarks in three key areas of charter school performance: Educational Success, Organizational Soundness, and Faithfulness to Charter and Law.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade-3 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Falls Far Below

Summative Evidence for Benchmark 1

See Attachment 1 for data tables and additional academic information.

Note: State assessments were not administered in the 2019 school year. As such, NYSED is not able to include results from that academic year in the analysis of this benchmark.

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 implements research-based practices and 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: Meets

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none"> a. The school has a documented curriculum that is aligned to current New State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multilingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none"> a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including groups.
3. Assessment and Program Evaluation	<ul style="list-style-type: none"> a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	<ul style="list-style-type: none"> a. The school follows the NYSED approved identification process for student disabilities and English language learners/multilingual learners. b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language learners.

support from the interventionistsSpecial education and English as a New Language (ENL) teachers meet weekly to monitor student progress and provide targeted assistance

proficiency. The school adopted internal benchmarks that are constructed from released items from the NYS Tests for students in grades 3 through 6 that are administered monthly to monitor progress toward proficiency on the state standards

- x Indicator b: In the 2019-2020 school year, DCS partnered with The Rensselaer Institute (TRI) to develop academic targets by grade level and classroom that are aligned with students' strengths and needs as measured by the monthly benchmarks. In addition, the DCS SEL team monitors attendance and participation data and teachers document students' demonstration of the school's habits of scholarship. Both qualitative and quantitative data are examined by the DCS leadership team weekly, and action plans are developed to address any identified problems or challenges.
- x Indicator c: According to interviews with school leaders and staff, DCS uses data to identify individual student needs for intervention and support. Teachers can report concerns through the comprehensive Response to Intervention (RTI) referral process if students do not show improvement after initial intervention efforts have been implemented. In grade level team meetings, teachers and coaches examine the curriculum and consider adjustments in pacing and sequencing as well as the use of supplemental tools such as Zoom to address gaps in prerequisite skills.
- x Indicator d: According to the school's assessment calendar, DCS uses its monthly benchmark assessments which are derived from released state test items to monitor progress toward the NYSLS. In math, the school uses the Engage NY module assessments and earns online measures in addition to the benchmarks to monitor student progress toward state standards.

4. Element: Supports for Diverse Learners

- x Indicator a: DCS student support staff reported that they use their RTI process to identify students who may require evaluation for special education services or ELL support. Staff develop action plans and monitor progress over several cycles and meet weekly to review student achievement data. When i()JTJ -0.004 Tf 0.188 Tw 0 -1.217 Td i1 (e)a. Witi

Benchmark 3: Culture, Climate and Student and Family Engagement

The school has

o21 (5-0.9 (l)]TJ 0 T0.95 Tw 11 0 Tdu. ())TJ Td [49(i)4780.96 rsTc 0 (i)5.62T9To)-6.2 (i3 (i36

Element

Indicators

	<p>a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p> <p>a. The school communicates</p>
--	---

3. Family Engagement and Communication

Element

Indicators

	educational program. The school has a McKinley Coordinator that staff can identify.
--	---

Summative Evidence for Benchmark 3:

1. Element: Measures of Culture, Climate, and Student Engagement:
 - x Indicator a:

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced

Benchmark 6: Board Oversight and Governance

The board of

and report to the full board at its monthly meetings. According to the school's documents, the board conducts a self-assessment each year. However, the documents did not cite the specific standards or criteria against which members evaluate their performance. The board reported that the contract with TRI defines the performance measures required to continue the contract and the board monitors compliance with those expectations.

- x Indicator b: The DCS board designates its governance committee to recruit and recommend prospective members who demonstrate expertise that complements that of the existing members. The board solicited the input of staff to identify a parent representative to replace the outgoing member whose child will be graduating from DCS this year. Two new members' documentation has been submitted and approved by CSO for the current year.

- x Indicator c: Minutes c 2.8 (t)10(isc1.5 H1)1.3 0 Td [(e)otic1 -0.015 Tw 1.174 0 Ty c(e)-3 ()10.5ar9 (in)2
xx

Element

Indicators

b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

1. Element: School Leadership:

- x Indicator a: According to school documents, CS reorganized its leadership structure in 2018-2019 to differentiate the academic and operational components of the organization. Responsibility for implementation and monitoring of curriculum and instruction is assigned to the instructional leadership team (ILT) which includes school leaders and coaches. School operations, financial management and data collection and dissemination are managed by the

- x Indicator b: DCS developed a comprehensive Professional Learning Plan-2020 (PLP) which follows the Regulations of the State of New York (100.2) for the professional growth of educators. The PLP defines the goals and objectives for the improvement of school's educators and assigns staff to implement its professional development activities. DCS deploys three coaches to work with teachers during grade level and subject area meetings to strengthen their instructional skills and content expertise. New teachers meet additionally with a coach to practice management techniques and engagement strategies. The student support team, including special educators, ENL teachers and interventionists, meet with grade level teams to offer strategies suited to their special stu (th)5.3 (e)8B7 (r)JTJ L04 Tw 5 -1w 4.293 .(Tc 0 Tial > (e)

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

Element

Indicators

1. Mission and Key Design

Element 1.1 MC43004 Tc -0.05M 0.348s9284.28 re f* BT 0 grSj EMC /57J 0 Tc 0 Tw 0.491 /P/57J 0 Tc.87 (at)1a2 0

- o Services designed to mitigate the major negative impacts of poverty DC staff responsible for social-

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. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or close to meeting the enrollment plan outlined in the charter a.
2. Targets are not met	

instituted a weighted lottery for students with disabilities in July 2020 and requested a weighted lottery for English language learners in the renewal application.

- x Indicator c: According to the DCS renewal application and the annual report, the school hires only certified teachers. In the case that an uncertified hire is necessary, the school plans to assign an experienced teacher to supervise the new staff member.
- x Indicator d: The school has in the past, neglected to request CSO approval for revisions, and a number of policies, including discipline, complaint, enrollment and laws, need updating. The school will work with the CSO to make these corrections to the next school year.
- x Indicator e: According to school submitted data, DCS enrolled 274 students, 98 percent of its chartered maximum of 280. School leaders report a substantial wait list for available seats.
- x Indicator f: According to board minutes, the school's legal counsel attends each meeting and advises on matters related to laws and regulations governing charter schools. The board counsel advises on policy updates as well.

Attachment 1: 2020-2021 Renewal Site Visit

Discovery Charter School

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

This school outperforms schools with similar grades and subgroup enrollment in math and science but does not outperform similar schools in ELA.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency (Growth). See Table 1 below.

Table 1: Aggregate and Subgroup Standards Trending: Math and ELA Target = 80%

	All Students	SWD	ED
2015-2016	28%	20%	27%
2016-2017	35%	25%	35%
2017-2018	25%	7%	24%

*See NOTES (1), (2), (3), and (4) below.

2.b.i., 2.b.ii, 2.b.iii., and 2.b.iv Proficiency See Figure 1a and 1b, Tables 2a and 2b

Figure 1b Aggregate and Subgroup School Level Proficiency Math, ELA, and Science Over Time
Comparison to Greece Central School District

Table 2a: Aggregate and Subgroup School Level Proficiency Math, ELA, and Science

	Discovery CS	Rochester CSI	Differential to District	NYS	Differential to NYS	Discovery CS	Rochester CSI	Differential to District	NYS	Differential to NYS	Discovery CS	Rochester CSI	Differential to District	NYS	Differential to NYS
2014-2015	10%	5%	+5	31%	-21	8%	10%	-2	43%	-35	81%	61%			

*See NOTES (1), (2), (5), and (6) below.

Table 2b: Aggregate and Subgroup School Level Proficiency Math, ELA, and Science

*See NOTES (1), (2), (5), and (6) below.

Table 3a: Aggregate and Subgroup Grade Level Proficiency Math, ELA, and Science

Table3b: Aggregate and Subgroup Grade Level Proficiency Math, ELA, and Science

		ELA					Math					Science				
		Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS	Discovery CS	Greece CSD	Differential to District	NYS	Differential to NYS
Grade 3	2014-2015	15%	35%	-20	31%	-16	13%	50%	-37	42%	-29	.	.	.	.	.
	2015-2016	25%	37%	-12	42%	-17	26%	49%	-23	44%	-18	.	.	.	.	.
	2016-2017	10%	44%	-34	43%	-33	10%	53%	-43	48%	-38	.	.	.	.	.
	2017-2018	16%	46%	-30	51%	-35	24%	48%	-24	54%	-30	.	.	.	.	.
	2018-2019	35%	40%	-5	52%	-17	36%	43%	-7	55%	-19	.	.	.	.	.
Grade 4	2014-2015	9%	35%	-26	33%	-24	7%	52%	-45	43%	-36	81%	87%	-6	86%	-5
	2015-2016	21%	40%	-19	41%	-20	23%	49%	-26	45%	-22	92%	90%	+2	89%	+3
	2016-2017	15%	35%	-20	41%	-26	13%	41%	-28	43%	-30	75%	90%	-15	86%	-11
	2017-2018	15%	44%	-29	47%	-32	13%	43%	-30	48%	-35	70%	88%	-18	88%	-18
	2018-2019	21%	29%	-8	48%	-27	23%	36%	-13	50%	-27	82%	83%	-1	86%	-4
Grade 5	2014-2015	7%	33%	-26	30%	-23	5%	45%	-40	43%	-38	.	.	.	.	.
	2015-2016	11%	38%	-27	33%	-22	5%	44%	-39	40%	-35	.	.	.	.	.
	2016-2017	21%	30%	-9	35%	-14	12%	45%	-33	43%	-31	.	.	.	.	.
	2017-2018	6%	26%	-20	37%	-31	6%	39%	-33	44%	-38	.	.	.	.	.
	2018-2019	6%	26%	-20	38%	-32	13%	35%	-22	46%	-33	.	.	.	.	.
Grade 6	2015-2016	13%	35%	-22	34%	-21	30%	39%	-9	40%	-10	.	.	.	.	.
	2016-2017	30%	33%	-3	32%	-2	18%	37%	-19	40%	-22	.	.	.	.	.
	2017-2018	24%	40%	-16	49%	-25	21%	36%	-15	44%	-23	.	.	.	.	.
	2018-2019	11%	34%	-23	47%	-36	10%	35%	-25	47%	-37	.	.	.	.	.

*See NOTES (1), (2), (5), and (6) below.

Indicator 3: High School Outcomes

(Not applicable to this charter school.)



Benchmark 9

Indicator 1: All Schools

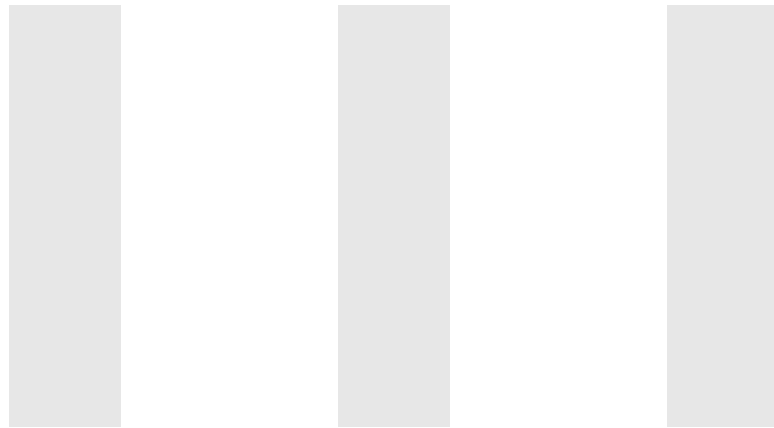
1.a.i. and 1.a.ii Enrollment See Tables, 4a, and 5b below.

Table 4: Aggregate Enrollment: Reported vs Contracted –Target = 100%

Discovery CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2015-2016	280	293	105%
2016-2017	280	284	101%
2017-2018	280	292	104%
2018-2019	280	276	99%
2019-2020	280	289	103%

*See NOTES (1) below.

Table 5a: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged



*See NOTES (4 and 5) below.

Table5b: Subgroup Enrollment: Students with Disabilities, ELLs, and Economically Disadvantaged

	SWD			ELL			ED		
	Discovery CS	Greece CSD	Differential to District	Discovery CS	Greece CSD	Differential to District	Discovery CS	Greece CSD	Differential to District
2015-2016	14%	13%	+1	3%	5%	-2	96%	53%	+43
2016-2017	17%	14%	+3	2%	5%	-3	97%	55%	+42
2017-2018	16%	14%	+2	4%	7%	-3	97%	61%	+36
2018-2019	13%	15%	-2	5%	7%	-2	96%	60%	+36
2019-2020	15%	15%	0	8%	8%	0	95%	61%	+34

*See NOTES 3)(and 5) below.

1.b.i. and 1.b.ii Retention See Tables 6a and 6b below.

Table6a: Aggregate and Subgroup Retention

	All Students			SWD			ELL			ED		
	Discovery CS	Rochester CS	Differential to District	Discovery CS	Rochester CS	Differential to District	Discovery CS	Rochester CS	Differential to District	Discovery CS	Rochester CS	Differential to District
2015-2016	88%	87%	+1	88%	91%	-3	75%	86%	-11	88%	87%	+1
2016-2017	81%	87%	-6	82%	90%	-8	100%	87%	+13	83%	87%	-4
2017-2018	81%	87%	-6	74%	90%	-16	71%	87%	-16	80%	88%	-8
2018-2019	74%	87%	-13	70%	91%	-21	92%	85%	+7	75%	87%	-12
2019-2020	82%	87%	-5	76%	90%	-14	100%	86%	+14	82%	87%	-5

*See NOTES 3)(and 5) below.

Table 6b: Aggregate and Subgroup Retention

*See NOTES 3)(and 5) below.

*NOTES:

(1)

