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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTING SUMMARY DASHBOARD

# SCHOOL DESCRIPTION

## Charter School Summary

Name of Charter School	New York City Montessori Charter School
Board Chair	Maria Keane
District of location	NYC CSD
Opening Date	September 7, 2011
Charter Terms	x Initial Charter July 1, 2011- June 30, 2016

Noteworthy:





BENCHMARK ANALYSIS

New York State Education Department  
2019 Charter School Performance Framework Rating<sup>3</sup>

2019 Performance Benchmark		Level
Educational Success	<p>Benchmark 1: Student Performance The school has met or exceeded achievement indicators for academic proficiency, toward proficiency, similar schools, college and career readiness, and high graduation, if applicable. Proficiency at elementary/middle school level shall be defined as achieving a performance level of 3 or higher on 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 on 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 on 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 on State assessments in ELA, math, and science.</p> <p>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-math and ELA Assessments in SY 2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2020 through the current academic year which is reflected in Benchmark 2 and 3 ratings.</p>	Approaches



## Summary of Findings

- x NYCMCS in year 10 of operation and serves students in K-Grade 5. During its current charter term, the school

### 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



Element



math, teachers focus on students identifying a strategy to figure out a problem and able to draw their answers.

- x Indicator c: According to the renewal application, teachers are supplied with grade curriculum material through Great Minds. Teachers are expected to supplement or edit their lessons in order to guarantee achievement for all students regardless of need, placement, or classification. Teachers annotate all lesson plans which are reviewed by school leaders and Great Minds consultants who provide feedback to teachers. Great Minds visits in person.

- x Indicator d: According to school leaders, the school tracks student achievement data through a master spreadsheet which includes various assessments tracked by classroom teachers. Data is analyzed by grade level and schoolwide. Teachers also track data from exit tickets in their grade team meetings in order to measure students' progress towards state learning standards.

Benchmark 3: Culture, Climate and Student and Family Engagement

The school has systems in place to support students' social



Element

Indicators

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	<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</p>
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Element

Indicators

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	educational program. The school has a <del>Moby</del> Vento Coordinator that staff can identify.
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Summative Evidence for Benchmark 3:

Over this and the last charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: Measures of Culture, Climate, and Student Engagement:

- x Indicator a: During the site visit focus group with school leadership, leaders described their system for monitoring absentee students through weekly attendance checks. The members of the school's culture team, the assistant principal and school's counselor make calls to students' homes and schedule appointments to meet to discuss absences and chronic ~~safes~~ school staff works with families to understand their needs and situations in order to support improved attendance while maintaining a positive relationship ~~with~~ families.

justice and instituted a schoolwide positive behavior intervention system (PBIS) to define schoolwide procedures that foster a peaceful and respectful climate throughout the school. The school also relies on the Montessori philosophy and peace curriculum which establishes a safe and harassment-free zone. This curriculum focuses on the values of global citizenship, personal responsibility, respect for diversity and the importance of peace for the wellbeing of the community.

School leaders also pointed out their curated use of anchor charts, calendars, and other classroom wall hangings to support student learning while not providing a source of distraction for students. Lastly, the school's peace corner supports students' self-regulation of behavior which helps in sustaining a distraction free learning environment.

3. Element: Family Engagement and Communication (S) 4.1 ei 0.7 (e)-6

issues of miscommunication. If necessary, principal will meet with the complainant. Concerns can be addressed in the following three ways: resolution without contacting the principal, resolution of the issue and follow up by contacting the complainant and resolution of the issue and communications addressed to the principal ( ) TJ 0.126 T2.2 (l (s)-a274 (m-a2793 (s)-1 Tw ne)4.9 7 (t)-6 (i )11.

x Indicator d: The renewal application states that the school's approach to professional

#### Benchmark 4: Financial Condition

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

Finding: Meets

Over the charter term, the trajectory for this benchmark moved from a Falls Far Below on the 2018 renewal report to a Meets. At that time the school appeared to be in poor financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements. The school now appears to be in good financial condition.

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of the report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>

- x Financial Composite Score
- x Working Capital
- x Debt to Asset
- x Cash Position
- x Total Margin

#### Financial Condition

New York City Montessori Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

#### Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial condition.







the NYSED each year as well as information revealed in the annual evaluation of the principal. The BoT monitors the progress of various aspects of the school on a continuous basis through its committees. The BoT monitors the principal's performance through its data dashboard which provides specific data points that are monitored on a monthly basis. Schoolwide goals are given to the principal annually. The education committee discusses academic priorities and strategies for implementation with the principal. Building and grounds committee and finance committee discuss their goals and data points respective to their oversight. Goals are compiled through discussions of the full BoT and adopted for sharing with the principal who has input into the goals. The education committee starts the process by preparing a draft evaluation that includes data from the surveys of instructional staff, administrative staff, and the family association. Evaluation criteria include curriculum development and implementation, supervision, professional development, management of school culture, financial oversight, and community outreach. Each board member participates in the annual principal evaluation process. The information is examined, and final judgements are summarized and used to establish goals and objectives as well as financial strategies with respect to budgeting for the upcoming year. The BoT makes the ultimate decision as to whether the principal will continue and recommends strategies for improvement. The board chair meets with the principal to review the final evaluation. During the board's focus group conversation, board members noted their frequent communication with the principal, the lack of any formal complaints received by the board in addition to reiterating the evaluation process.

- x Indicator b: In the school's renewal application, the Board of Trustees' approach to board membership is described. The BoT continually recruits new members as it assesses its expertise, knowledge, skills, experience, and demographics to pinpoint its strengths and gaps in expertise or representation. The BoT's goal is for members to reflect a diverse set of experiences and expertise, including individuals with backgrounds in education, finance, operations, legal, marketing, and real estate, as well as representation from the Bronx Overall Economic Development Corporation and other community-based organization. The board solicits referrals

- x Indicator d: According to the school's renewal application the Board engages in strategic planning through the work of its committees. The Board has the following committees: education, finance, executive and buildings and grounds. The board sets yearly goals at each meeting in June. Progress towards these goals is reviewed monthly by respective board committees. The board establishes a schedule for committee work to make sure that all work is paced to ensure

avoid conflicts of interests where possible through the inclusion of family advisors. The BoT networks with experts in Montessori education, charter schools, educational, legal, and financial fields in order to ensure that the school is guided by best practices. The BoT has traditionally conducted all BoT monthly meetings onsite. Prior to the COVID-19 pandemic, press releases were sent to area papers, posted on the school website and in high traffic areas inside and outside of the school. At each meeting the public is invited to make comments at the opening of each meeting. Parents, students, and community members are all invited to attend. During the pandemic, all meetings have been virtual. The board meeting schedule continues to be posted online along with information to log into the virtual meetings each month. Monthly press releases continue to be sent out to news outlets with directions for logging into the monthly meetings. The BoT also works closely with the family association and invites parents to participate in providing feedback at the classroom level, school-wide level and anonymously through the family association surveys. Staff are welcome at monthly meetings and the BoT also requests feedback on teacher satisfaction and school leadership performance through direct communication with staff or through survey results.

- x Indicator h: During the board's focus group conversation during the remote site visit, the board cited the effectiveness of the school's leadership in focusing on NYSED's charter school performance framework and providing data to the board through its monthly dashboard and data presented to the education committee. The board has submitted its strategic goals for the current school year, which includes goals for acmitt (d)2.2 ( p)2.2 (9.6 ( fo)-6.6 (r)11 ( ac)-2 (m)-63 (g)2.6 (ic)9:7

### 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



monitor their efforts in meeting these standards. The school incorporates these standards as part of their annual goal setting process and the monthly dashboard tracks their progress towards their goals.

2. Element: Professional Climate:

- x Indicator a: According to the school's renewal application, the roles of the school's leadership team members are clearly articulated. Each assistant principal

standards and the school's values. The school's management standards are a specific set of characteristics that are related to the expectations for school leader performance. These standards include execution, problem solving, job specific knowledge, organization, interpersonal communication, organizational communication, managing others, mind set, instruction.

- x Indicator f: According to the school renewal application teacher feedback is solicited through surveys. During the summer professional development teachers provide feedback on professional development and training sessions received each day as well as questions relating to(r)8.1 (o)-9.6



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Benchmark 8: Mission and Key Design Elements







Benchmark 10: Legal Compliance

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

of interest. Before the COVID-19 pandemic, the board conducted its monthly board meetings at the school, sending press releases to area newspapers and posting schedule on the school website and in high traffic areas inside and around the school. Board meetings include a public comment period at the beginning of the meeting, and all parents, students, and community members are invited to attend. During the COVID-19 pandemic, all meetings have been virtual. This information was confirmed during the board focus group and leadership focus group.

- o Indicator b: The CSO issued a Notice of Concern to the school in February 2020 for failing to enroll a comparable number of students (9) in comparison to NYCSD 7. The 2019-2020 Annual Report



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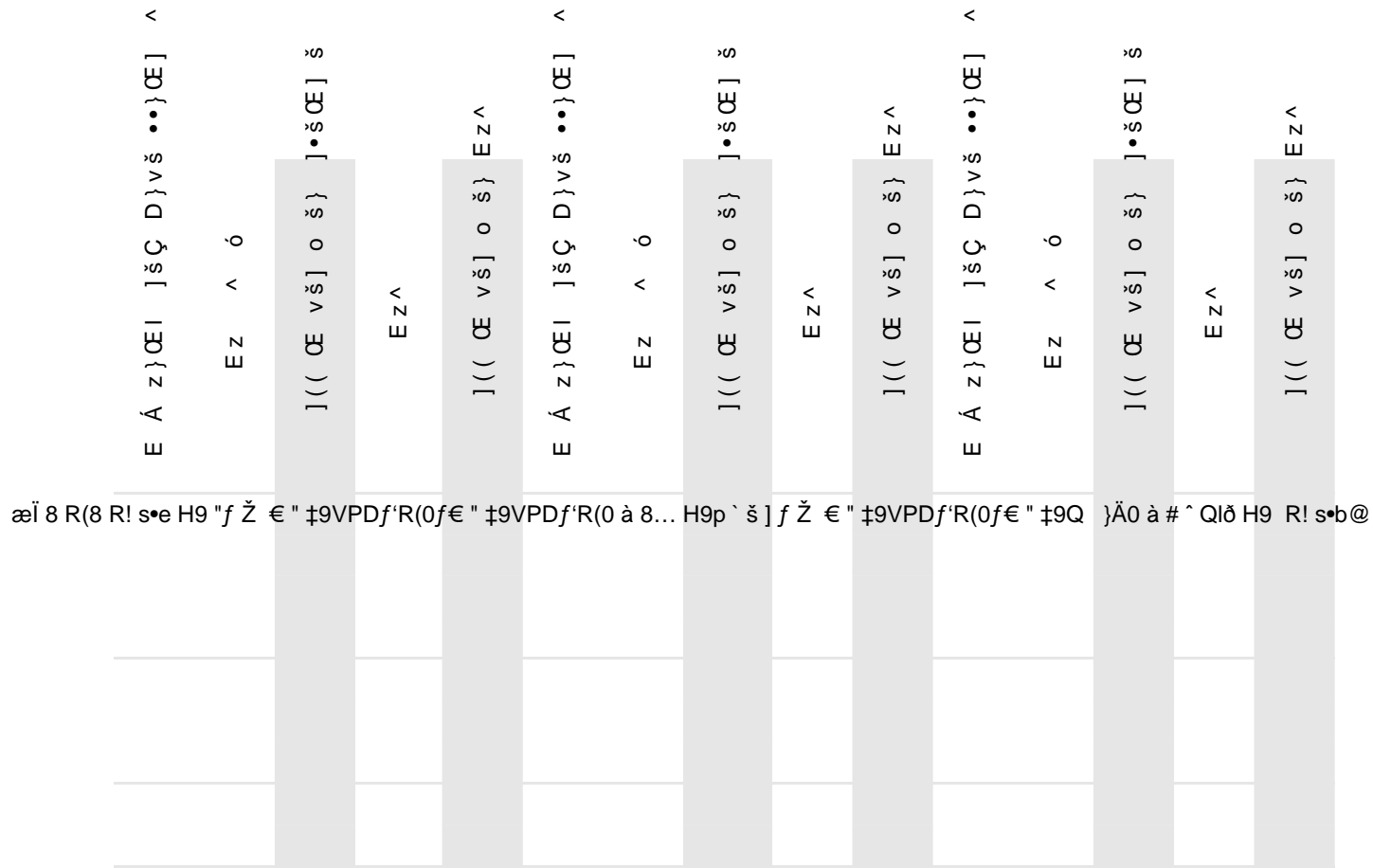
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	E Á z } Œ   ] š Ç D } v š • • } Œ ] ^		Ez ^ ó		J ( ( Œ v š ] o š } ] • š Œ ] š		Ez ^		J ( ( Œ v š ] o š } Ez ^		E Á z } Œ   ] š Ç D } v š • • } Œ ] ^		Ez ^ ó		J ( ( Œ v š ] o š } ] • š Œ ] š		Ez ^		J ( ( Œ v š ] o š } Ez ^	
î î ñ r î î í ò	í í 9	î ñ 9 r í ð	î î 9	r í î	í î 9	î î 9	r í î	î î 9	r í î	r	r	r	r	r	r	r	r	r	r	r
î î ò r î î í ó	í î 9	í ó 9 r ð	î î 9	r ò	í ò 9	í ò 9	r í î	í ó 9	r í î	r	r	r	r	r	r	r	r	r	r	r
î î í ó r î î í ò	ñ î 9	í ò 9 = í ð	ð î 9	= í î	ð ð 9	í ð 9	= í î	ð î 9	= ò	r	r	r	r	r	r	r	r	r	r	r
î î ò r î î í ò	ò í 9	ð î 9 = í ð	ð î 9	= í ð	ñ î 9	í ð 9	= í ð	ð ð 9	= ò	r	r	r	r	r	r	r	r	r	r	r
î î ñ r î î í ò	í î 9	í ð 9 r í î	î î 9	r í ð	í î 9	î î 9	r í î	î î 9	r í î	r	r	r	r	r	r	r	r	r	r	r
î î ò r î î í ó	í ò 9	í ñ 9 r ó	î î 9	r í î	ð 9	í î 9	r í î	í î 9	r í î	ñ î 9	ó í 9	r í î	ò í 9	r í ð	r	r	r	r	r	r
î î í ó r î î í ò	í ó 9	í î 9 r ñ	í ó 9	r í î	í î 9	í ð 9	= ï	í ó 9	r ñ	ò í 9	ó ó 9	= ñ	ò ð 9	r í	r	r	r	r	r	r
î î ò r î î í ò	í ð 9	í ñ 9 = ð	í ð 9	= í	í ð 9	í ð 9	r î	í ð 9	r í î	ð î 9	ó í 9	= ó	ð î 9	ì	r	r	r	r	r	r
î î ñ r î î í ò	ò 9	í ð 9 r ò	î î 9	r í ó	ï 9	í ò 9	r í î	í ð 9	r í ñ	r	r	r	r	r	r	r	r	r	r	r
î î ò r î î í ó	í î 9	í ð 9 = í	í ñ 9	r ñ	í ñ 9	í î 9	r ò	í î 9	r í ò	r	r	r	r	r	r	r	r	r	r	r
î î í ó r î î í ò	í î 9	í ð 9 = ê @ i Q r " - ð \$ - ê @ A N " - ð   @ D 7					r	r	r											

@D7 r í ñ r

îîî E z ^ Z Œ š Œ ^ Z}}o /v({Œu š]}v

Z P v š • K μ :

E t z K Z < /dz D K E d ^ ^ K Z / , Z d Z ^ , K K >

v Z u Œ I í r / v ] š } Œ ï W , ] P

v Z u Œ l í r / v ] š } Œ i W , ] P





íX X]X v íX X]]X Z š vš]}vW

	E Á z)Œl ]šÇ D}vš}••}Œ]	Ez ^ ó	J(( Œ vš] o š} ]•šŒ] s	E Á z)Œl ]šÇ D}vš}••}Œ]	Ez ^ ó	J(( Œ vš] o š} ]•šŒ] s	E Á z)Œl ]šÇ D}vš}••}Œ]	Ez ^ ó	J(( Œ vš] o š} ]•šŒ] s	E Á z)Œl ]šÇ D}vš}••}Œ]	Ez ^ ó	J(( Œ vš] o š} ]•šŒ] s
îîîõrîîíó	óñ9	ôð9	rõ	óï9	ôð9	ríí	óï9	ôð9	ríð	óñ9	ôñ9	ríì
îîîórîîíó	óï9	ôï9	ríî	óö9	ôï9	ríð	óï9	ôö9	rò	óï9	ôï9	ríì
îîîõrîîíõ	óö9	ôð9	rñ	óö9	ôð9	rõ	ôñ9	ôð9	= í	óï9	ôð9	rí
îîîõrîîíî	óï9	ôð9	rð	óö9	ôð9	= î	óï9	ôð9	= ó	óï9	ôð9	rí
îîîîrîîíí	óï9	ôö9	rò	óï9	ôö9	rñ	óï9	ôö9	rð	óï9	ôö9	rò

Ž^ EKd ^ -j• v ~ò• o)ÁX



îîîî E z ^ Z Œ š Œ ^ Z}}o /v({Œ u š]}v •Z

v Z u Œ l õ r /v ] š}Œ íW vŒ}

íX X]X v íX X]]X ,]PZ ^ Z}}o W Œ•]•š v W

E}š %%o] o š} šZ

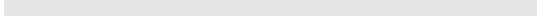
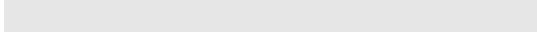
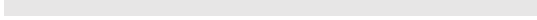




vCE)ou vs

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iii6    iii6    iii6    iii1    iii1



d)š o ^μ%μ o

r                    r                    r