

students. Information about this organization includes the following, which informs the EL Education model at Launch

NYC Outward Bound Schools is a network of 14 schools, which includes 13 NYC District public schools and 1 public charter school.

NYC Outward Bound Schools also partners with an additional 100 NYC public schools and will grow to serve 200 in the coming years, providing select services to these schools

The 14 network schools in the NYC Outward Bounds Schools network implement the progressive EL Education model, which connects world learning and character development to prepare students to be leaders of the future.

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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.

New York State Education Department
2019 Charter School Performance Framework Rating³

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 school 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 the 3-8 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 the Benchmark 2 and 3 ratings.</p>	Approaches
	<p>Benchmark 2: Teaching and Learning School leaders have systems in place designed to cultivate shared accountability, high expectations and that lead to students' learning, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to State Learning Standards for all students. Teachers engage in strategic practices and collaboration in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engaged thinking and achievement.</p>	Meets

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 3-8 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: Approaches

Note:

demonstrated growth in ELA and notably 92% did so in math. Finally, the school reported that after six weeks of school this year, students demonstrated growth in both grade cohorts in both ELA and math from spring 2021 to fall 2021.

Finally, the school monitors its students' trajectories after graduation. The school's renewal application indicates that "Launch graduates attend high schools with an average graduation rate of 90%, outpacing the city average and far outpacing graduation rate in the Community School District (CSD)

See Attachment 1 for data tables and additional academic information.

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

classes demonstrated a variety of learning modalities, including reading, speaking and listening, and writing, and visual supports were evident on walls.

Indicator d: School leaders described ongoing professional development and training. They noted that “PD never stopped during the pandemic” to ensure a smooth and effective transition to remote learning. Professional development focused on teaching online and included training on systems such as Google Classroom, Zoom, and the Formative assessment platform. The school also contracted with the Lavinia Group to provide teacher development that aligned with the school’s EL model. School leaders indicated that department chairs use observations and feedback to coach teachers.

3. Element: Assessment and Program Evaluation

Indicator a: Launch has a system of assessments in place with the school’s renewal application stating: “We assess students in three domains of student achievement, Mastery of Knowledge and Skills, High Quality Work and Character.” At the beginning of the charter term, the school used school-developed interim assessments. In their focus group, school leaders reported that in 2019 they began researching standardized assessments and selected the NWEA MAP, which was implemented in the 2020-2021 school year during remote learning due to the pandemic. They noted that they did offer students the opportunity to take the test at school, but most chose to do it remotely. School leaders also described the use of screeners, such as the Fountas and Pinnell reading assessment for incoming grades, and formative assessments as well as summative performance tasks and portfolios.

Indicator b: On the CSO 2021 Parent, Teacher, Student Survey, 100% of teachers who responded felt the school uses qualitative and quantitative data to inform instruction and improve student outcomes. School leaders described regular evaluation and disaggregation of assessment data, including ordering special reports from NWEA for the MAP assessments and the use of the Formative system to examine results by standards and student characteristics. They noted that departments collectively explore data and identify students who would benefit from office hours with their teachers. Program staff also described the use of peer-to-peer evaluation of student work in keeping with their focus on student-centered learning and culture of feedback.

Indicator c: School leaders described constant attention to student performance and achievement data, which informed programmatic refinements and changes. For example, they described a very “data-driven process” for adopting the second edition of the EL ELA curriculum. Similarly, after trying a new math program based on student performance and teacher feedback, the school returned to its original program. According to the school’s renewal application, departments also look at student work together to norm expectations.

Indicator d: School leaders and staff described a variety of assessment tools to assess student growth toward standards, including the standardized MAP assessment, curriculum-based assessments, school-developed assessments, computer-based assessments, presentations and portfolios. Learning Expeditions also provided opportunities for cross-disciplinary performance tasks to demonstrate student learning.

4. Element: Supports for Diverse Learners

Indicator a: Launch has a clear Child Find process. In their focus group, support staff described the use of data over time and heavy involvement of teachers in identifying students in need of additional support. They rely on a variety of data, including assessment results, such as MAP and iReady, anecdotal information and family input. School staff indicated that their identification process is aligned with the Committee on Special Education (CSE), with which they said they have

a good relationship. A student support team has a representative from each grade and reviews

Benchmark 3: Culture, Climate and Student and Family Engagement

The school

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Element

Indicators

a school's stance toward in and out of school suspensions, and is implem throughoutthe school by all school staff with fidelity.

b. The school uses a tiered approach to b.7 (o)1.3 (o)16uBDC BT 98 (c)-4.5a8i01

to the school's renewal application, "The Launch Parent Association also works with Launch staff and community groups to educate parents about how to detect signs of bullying, both in person and online, and how to address" it. According to the CSO 2021 Parent, Teacher, Student Survey 88% of parents who responded believe the school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.

Indicator e: Observed classrooms demonstrated purposeful lessons that effectively engaged students in learning.

Benchmark 4: Financial Condition

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

Finding: Meets

Over this charter term, the trajectory with regard to this benchmark has been consistent with a Meets rating.

See the school's fiscal dashboard attached to the end of this 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>

Financial Composite Score
Working Capital
Debt to Asset
Cash Position

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

Over this charter term, the trajectory with regard to this benchmark has been consistent with a Meets rating.

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
- 3.

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*

committee structures. As an E school, Launch also undergoes an annual external EL implementation review, which has demonstrated steady improvement and board members noted a five-year plan to become credentialed by EL. The board also evaluates the school's executive director and board members during their focus group were held with their school leader's specific strengths and areas for growth. Finally, the renewal application indicates that the board evaluates partnerships "on an ongoing basis through committee meetings, and also as a full board at the annual meeting in June in conjunction with passing the budget for the following fiscal year".

Indicator b: The school's board of trustees has ten members with a range of skills sets relevant to charter school governance, including education, legal, finance and organizational management. In addition, one member is affiliated with the national Expeditionary Learning Outward Bound organization. According to the school's renewal application, "During the most recent charter term, one board member left the board because she moved to Boston for work. Over the same time period, the school added or is the process of adding four high quality board members." Furthermore, Launch utilizes a variety of methods in order to recruit high caliber board members. Most recently, this has focused on looking to our own community, including parents and community organizations to ensure that our board is representative of the community of students and families that attend the school. Additionally, we utilize personal networks of current board members as well as formal board recruitment services such as the United Way BoardServeNYC and Board Assist. Given an ambitious high school expansion plan, the board acknowledged it needs more expertise in fundraising.

Indicator c:

2. Element: Professional Climate:
Indicator a:

3. Element:Contractual Relationships

Indicator a:NA

Indicator b: Launch works with the national Expeditionary Learning organization as well as NY Outward BoundIt utilizes the former for EL Implementation Reviews and is working towards EL certification through that process. The school also collaborates with other EL schools on student

performance tasks. For instance, the school's 2021 Self-Evaluation Tool reports that "Students regularly present on their learning both during expeditions and project culminations and also in semiannual student-led conferences."

Benchmark 9: Enrollment, Recruitment, and Retention

than in the district of location

Benchmark 10: Legal Compliance

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

Finding: Meets

Element

Indicators

- a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protection of the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health

1. Legal Compliance

leadership created new policies and procedures to address the problem prior to leading to take action.

Indicator c: According to the school's renewal application, "The school contracts with the NYC Charter Center to produce two teacher certification reports per year for all Launch staff. Based on this report, Launch then meets individually with each teacher to map out a plan for certification. Launch pays for all required tests. Launch also supports teachers in attending Master programs to achieve certification."

Indicator d: The school has sought and received approval for material changes, including delay of opening its high school grades and enrollment changes.

Indicator e: The school has maintained enrollment within the parameters established by its charter.

Indicator f: According to school leader and board focus groups, the school utilizes outside legal counsel to review policies and documents. It also employs a consultant in a number of areas to assist with review and revision of key policies.



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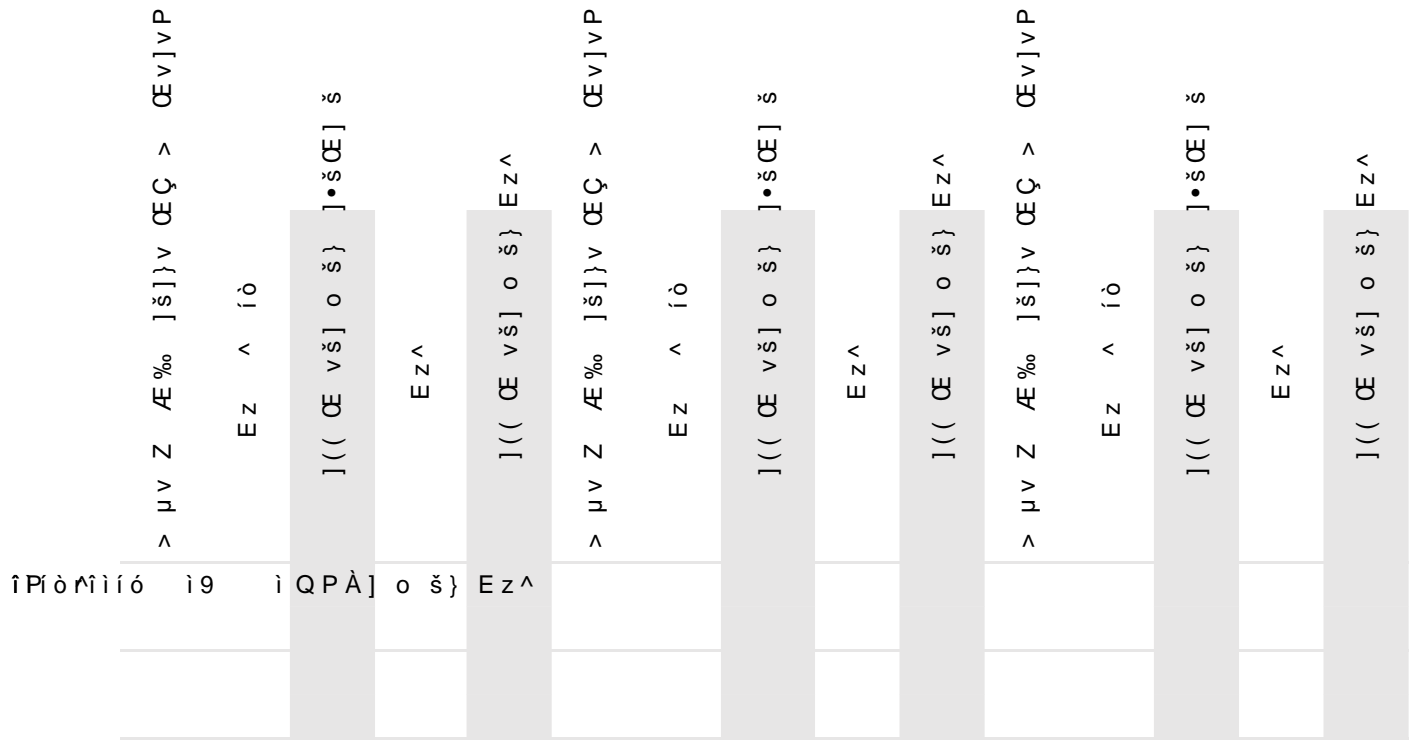
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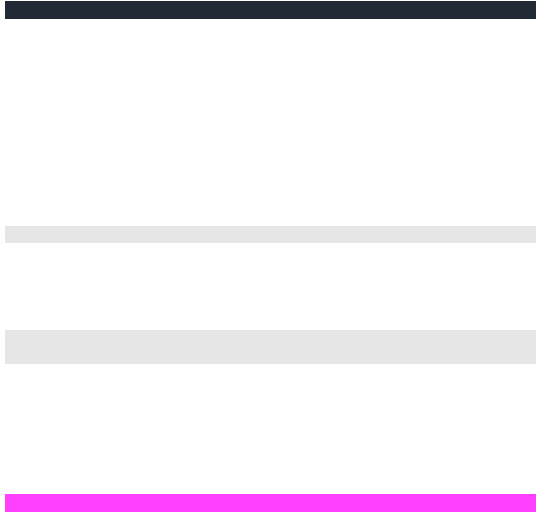
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