



**Department of
Education**

Chancellor Richard A. Carranza

Renewal Report
for Metropolitan Lighthouse Charter
School

SCHOOL YEAR 2018-2019

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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf.

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

CURRENT SCHOOL SNAPSHOT

Metropolitan Lighthouse Charter School	
DBN	84X461
School Leader(s)	Tyra Williams; Kurt Davidson
Board Chair(s)	Jessica Haber
Charter Management Organization (if applicable)	Lighthouse Academies
Other Partner(s)	N/A
District(s) of Location	9
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(XAWW) 180 West 165th Street, Bronx, NY 10452 Grades at Building: K-10 Facility Owner: Private
2018-2019 Enrollment ⁱ	606
2018-2019 Grades Served	K-10
Current Authorized Enrollment	572
Current Authorized Grade Span	K-10
School Opened For Instruction	2009-2010
School Year of First Renewal	2013-2014
Current Charter Term ¹	September 15, 2014 – June 30, 2019

¹ Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2017-2018 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

RENEWAL RECOMMENDATION

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a short-term renewal for Metropolitan Lighthouse Charter School (“Met Lighthouse”)

Recommendation	
Proposed New Charter Term	3 years
Proposed Authorized Grade Span for New Charter Term	K-12
Proposed Authorized Enrollment for New Charter Term	676

PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a short-term renewal, the first three years of the school’s full application plan are included below.

Grade	Current School Year (2018-19)	Year 1 (2019-20)	Year 2 (2020-21)	Year 3 (2021-22)
K	52	52	52	52
1	52	52	52	52
2	52	52	52	52
3	52	52	52	52
4	52	52	52	52
5	52	52	52	52
6	52	52	52	52
7	52	52	52	52
8	52	52	52	52
9	52	52	52	52
10	52	52	52	52
11	0	52	52	52
12	0	0	52	52
TOTAL	572	624	676	676

Metropolitan Lighthouse Charter School will implement a preference for Students with Disabilities (SWD) and English Language Learners (ELLs) starting with the 2019-2020 lottery.

RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

Met Lighthouse received a full five-year term renewal in the 2013-14 academic year with no conditions.

Met Lighthouse was not placed on notice during the current charter term.

CHARTER SCHOOL BACKGROUND

Met Lighthouse is K-10 school located in the Highbridge neighborhood of the Bronx. The school does not have a universal pre-kindergarten program. The school is located in private space in Community School District 9. The school is not co-located with any other schools or programs.²

The school is in its second charter term.

SCHOOL HIGHLIGHTS³

As per the school's renewal application, "Throughout the current charter term, MetLCS has had countless accomplishments we are proud of as a school community. This includes drastically increasing our ELA and Math proficiency rates by double digits, growing and developing a College Preparatory Academy within MetLCS, and taking steps to solidify our entire school program to ensure our scholars are one step closer to college and success in life."

CURRENT SCHOOL LEADERSHIP TEAM⁴

	School Leader Name	Position	Years at School
1.	Kurt Davidson	Principal, K-8	4.5
2.	Tyra Williams	Principal, 9-12	2.5
3.	Alyssa Fleischman	Special Education Coordinator	5.5
4.	Adonai John-Shiman	Assistant Principal, K-8	1.5
5.	Melissa Alston	Manager, Operations	2.5
6.	Anthony Brown	Director of Teacher Leadership, STEM	0.5
7.	Daniel Williams	Director of Teacher Leadership, Humanities	1.5

² According to NYC DOE Location Code Generation and Management System.

³ School Highlights provided directly by the charter school and have not been reviewed for accuracy.

⁴ School Leadership Team information is from July 1, 2018 through October 1, 2018.

PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 1, 2018.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

STATUTORY BASIS FOR RENEWAL

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851(4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing and Accountability Team approves the renewal application and the Chancellor

recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.

PART 3: FINDINGS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

At the time of this school's renewal, Met Lighthouse has partially demonstrated academic success.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix F. These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ⁵	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	●	2014-15: Not Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	○	2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁶	○	2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 1

⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

⁶ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as "peer groups" and "similar schools"). Please refer to the documentation available at

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	○	2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	◐	2014-15: Not Met 2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	◑	2014-15: Met 2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	◑	2014-15: Met 2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A ⁷	
NYS Comprehensive English Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 4

<https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

⁷ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

Standards	Charter Term Outcomes⁵	Details
NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 5
NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 6
Geometry Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 8
Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 10
Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates	●	2014-15: N/A 2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 7
Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 9
Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 11
Global History Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 16
Global History Transition Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 17
U.S. History & Government Regents exam pass rates meet or exceed Citywide rates	○	2014-15: N/A 2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 18
Living Environment Regents exam pass rates meet or exceed Citywide rates	○	2014-15: N/A 2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 12
Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 13
Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 14
Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 15
Graduation rates meet or exceed Citywide rates	N/A	Met Lighthouse has not served a 12 th grade class.
Academic Growth		

Standards	Charter Term Outcomes⁵	Details
NYS ELA exam proficiency rates increase	●	2014-15: Not Met 2015-16: Met 2016-17: Met 2017-18: N/A⁸ See Figure 1
NYS Math exam proficiency rates increase	●	2014-15: Met 2015-16: Met 2016-17: Not Met 2017-18: N/A See Figure 2
NYS Comprehensive English Regents exam pass rates increase	N/A	See Figure 4
NYS English Language Arts Common Core Regents exam pass rates increase	N/A	See Figure 5
NYS Integrated Algebra Regents exam pass rates increase	N/A	See Figure 6
Geometry Regents exam pass rates increase	N/A	See Figure 8
Algebra 2/Trigonometry Regents exam pass rates increase	N/A	See Figure 10
Algebra I (Common Core) Regents exam pass rates increase	N/A	See Figure 7
Geometry (Common Core) Regents exam pass rates increase	N/A	See Figure 9
Algebra II (Common Core) Regents exam pass rates increase	N/A	See Figure 11
Global History Regents exam pass rates increase	N/A	See Figure 16
Global History Transition Regents exam pass rates increase	N/A ⁹	See Figure 17
U.S. History & Government Regents exam pass rates increase	N/A	See Figure 18
Living Environment Regents exam pass rates increase	N/A	See Figure 12
Physical Setting/Earth Science Regents exam pass rates increase	N/A	See Figure 13
Physical Setting/Chemistry Regents exam pass rates increase	N/A	See Figure 14

⁸ NYS Math and ELA assessments administered beginning with the 2017-18 school year were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.

⁹ This test was first administered during the 2017-2018 school year.

Standards	Charter Term Outcomes ⁵	Details
Physical Setting/Physics Regents exam pass rates increase	N/A	See Figure 15
Graduation rates increase	N/A	Met Lighthouse has not served a graduating class in its current charter term.
Closing the Achievement Gap		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	●	2014-15: Not Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 20
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	●	2014-15: Not Met 2015-16: Met 2016-17: Met 2017-18: Not Met See Figure 20
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	●	2014-15: Not Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 23
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	●	2014-15: Not Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 23
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	●	2014-15: Met 2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 19

Standards	Charter Term Outcomes ⁵	Details
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	●	2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 19
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 22
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	●	2014-15: Not Met 2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 22
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹⁰ meet or exceed CSD rates	●	2014-15: Not Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 21
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 21
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 24

¹⁰ The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

Standards	Charter Term Outcomes ⁵	Details
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	2014-15: Not Met 2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 24
NYS Comprehensive English Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 62
NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 63
NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 64
Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 66
Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 68
Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 65
Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 67
Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 69
Global History Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 74
Global History Transition Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 75
U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 76
Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 70
Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 71
Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 72
Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 73
NYS Comprehensive English Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 47
NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 48
NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 49
Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 51

Standards	Charter Term Outcomes ⁵	Details
Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 53
Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	○	2014-15: N/A 2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 50
Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 52
Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 54
Global History Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 59
Global History Transition Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 60
U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates	○	2014-15: N/A 2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 61
Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates	○	2014-15: N/A 2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 55
Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 56
Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 57
Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 58
NYS Comprehensive English Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 77
NYS English Language Arts Common Core Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 78
NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 79
Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 81

Standards	Charter Term Outcomes ⁵	Details
Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 83
Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2014-15: N/A 2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 80
Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 82
Algebra II (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 84
Global History Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 89
Global History Transition Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 90
U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	2014-15: N/A 2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 91
Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	2014-15: N/A 2015-16: N/A 2016-17: N/A 2017-18: Not Met See Figure 85
Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 86
Physical Setting/Chemistry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 87
Physical Setting/Physics Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 88
Graduation rates for ELLs meet or exceeds Citywide rates	N/A	Met Lighthouse has not served a graduating class in its current charter term.

Standards	Charter Term Outcomes⁵	Details
Graduation rates for SWD meet or exceeds Citywide rates	N/A	Met Lighthouse has not served a graduating class in its current charter term.
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A ¹¹	Met Lighthouse has not served a graduating class in its current charter term.
College & Career Readiness (for grades 9-12 only)		
Postsecondary enrollment rates meet or exceed Citywide rates ¹²	N/A	Met Lighthouse has not served a graduating class in its current charter term.
College & Career Preparatory Course Index meet or exceeds Citywide average	N/A	Met Lighthouse has not served a graduating class in its current charter term.
College Readiness Index meet or exceeds Citywide average	N/A	Met Lighthouse has not served a graduating class in its current charter term.

¹¹ The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

¹² The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.

COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCEⁱⁱ

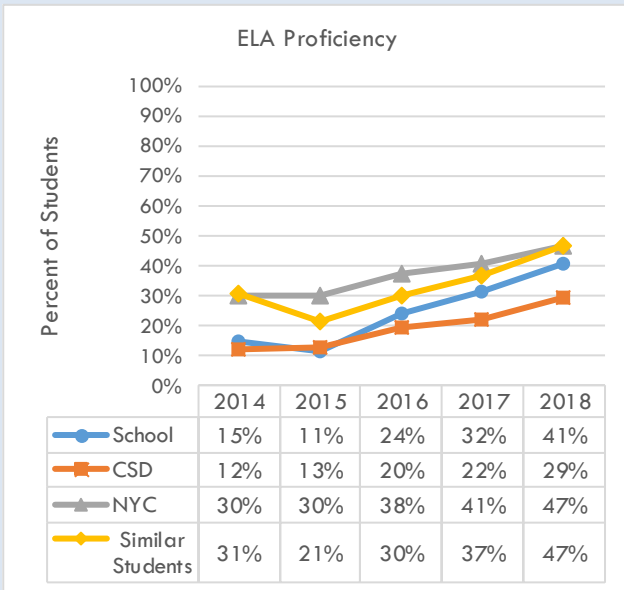


Figure 1

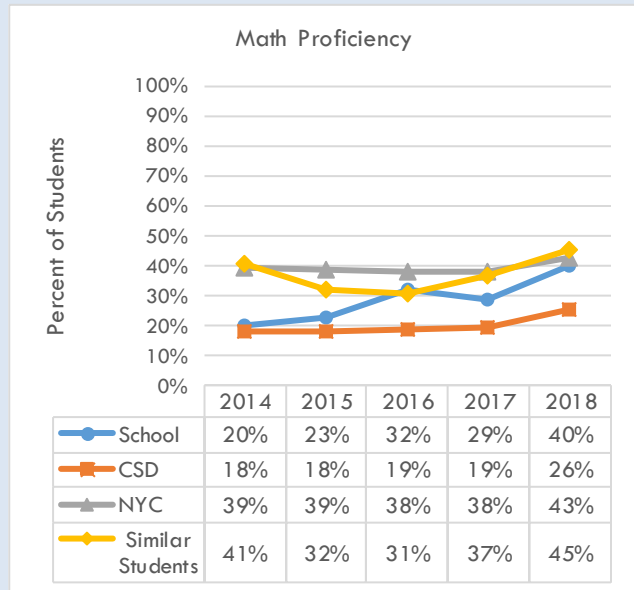


Figure 2

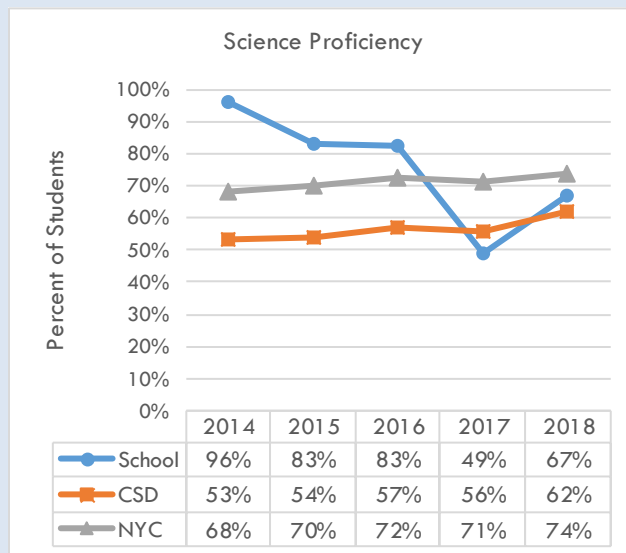


Figure 3

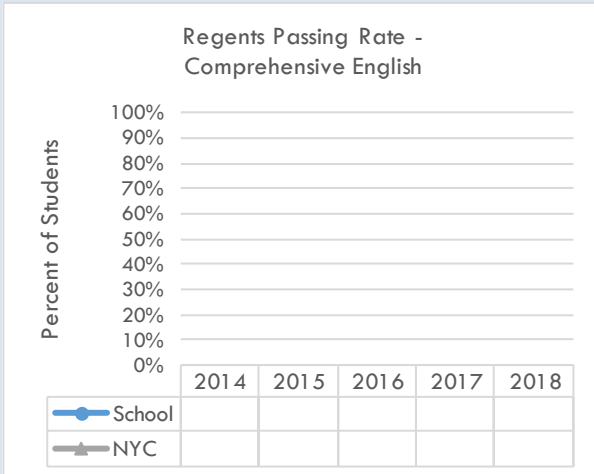


Figure 4

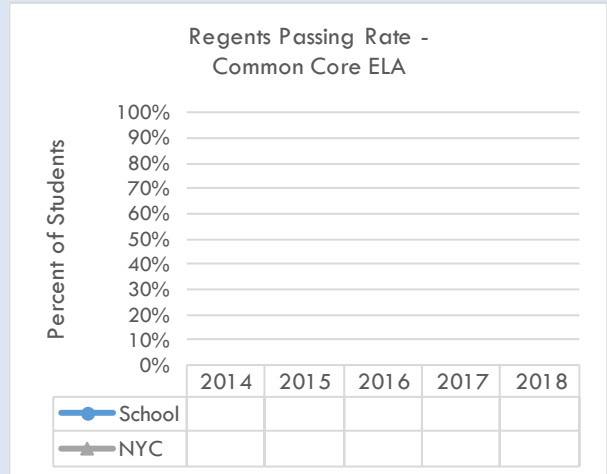


Figure 5

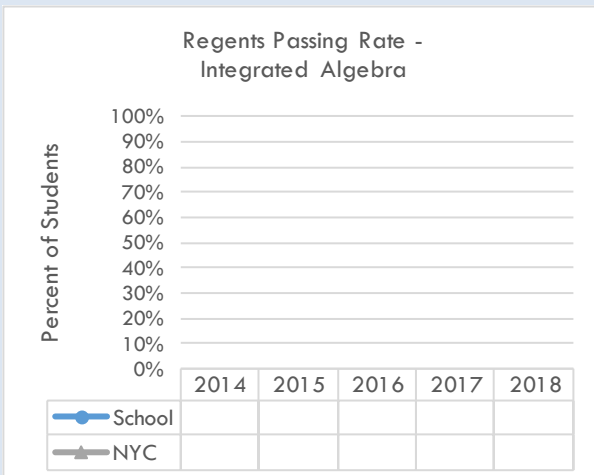


Figure 6

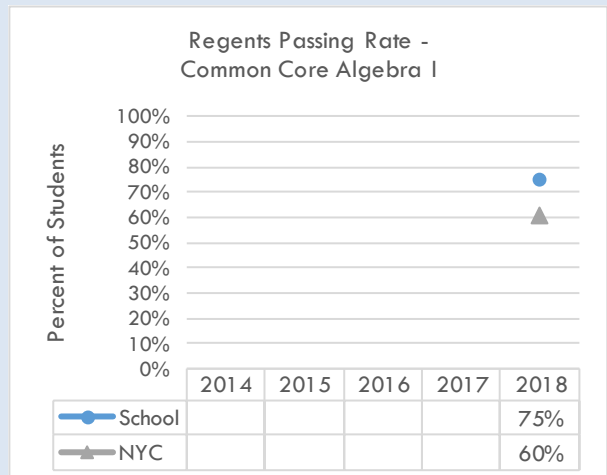


Figure 7

¹³ If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

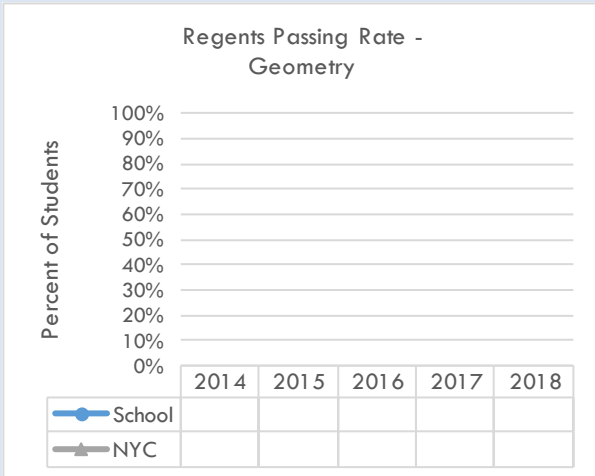


Figure 8

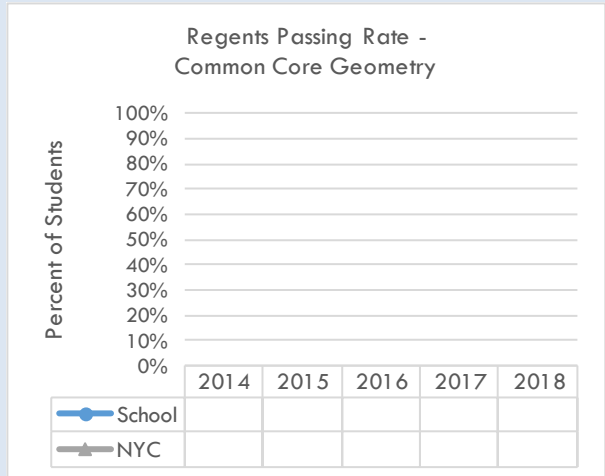


Figure 9

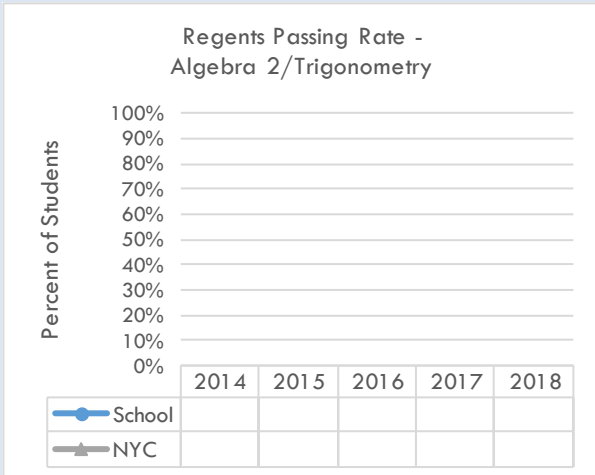


Figure 10

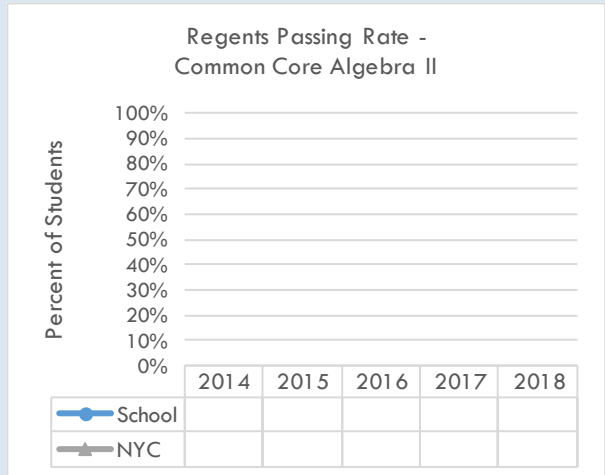


Figure 11

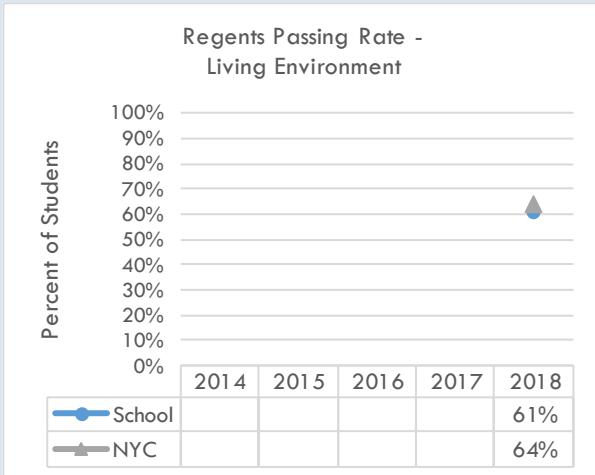


Figure 12

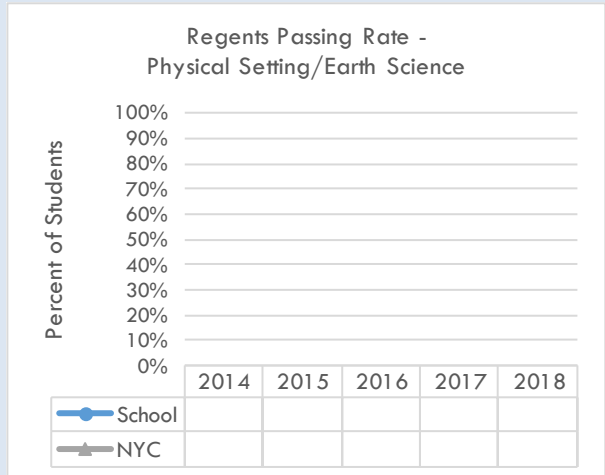


Figure 13

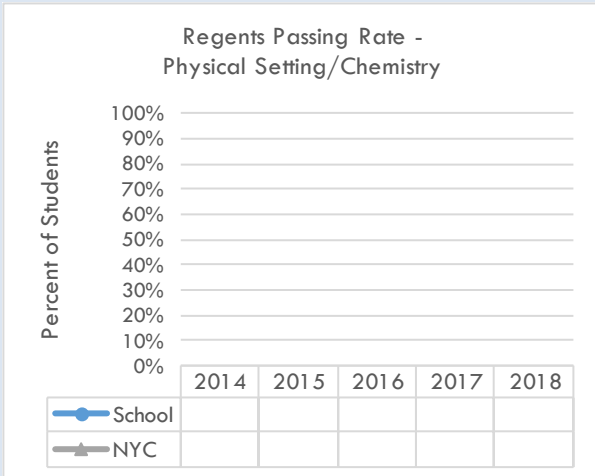


Figure 14

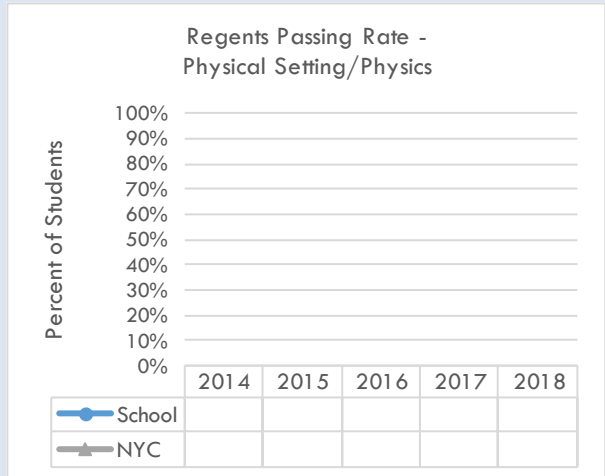


Figure 15

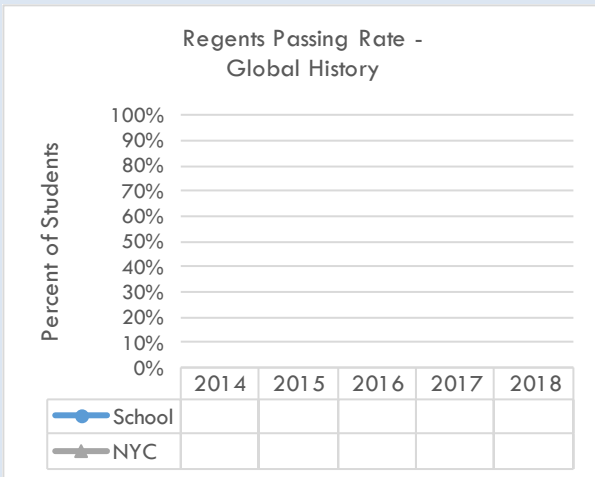


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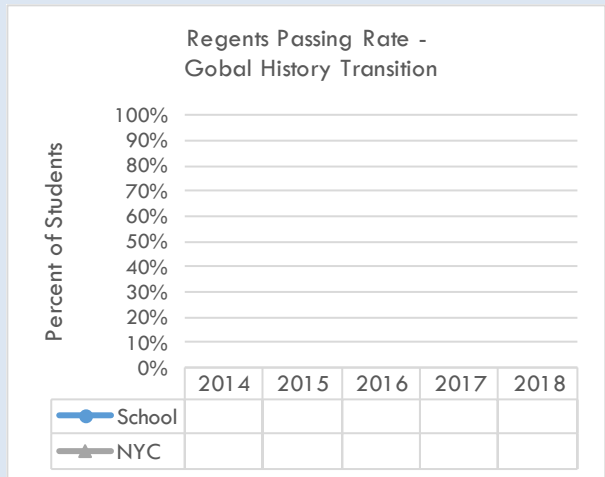


Figure 17

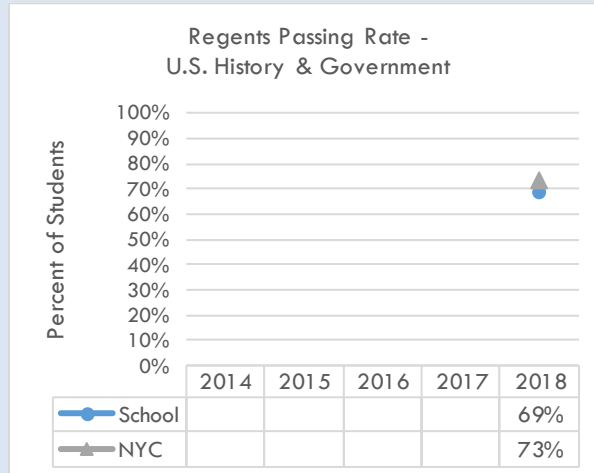


Figure 18

GRADUATION

Met Lighthouse has not served a graduating class in its current charter term.

CLOSING THE ACHIEVEMENT GAP

For information on how the school is closing the achievement gap on Regents examinations, please see Appendix E.

GRADE 3-8 ENGLISH LANGUAGE ARTS^{iv}

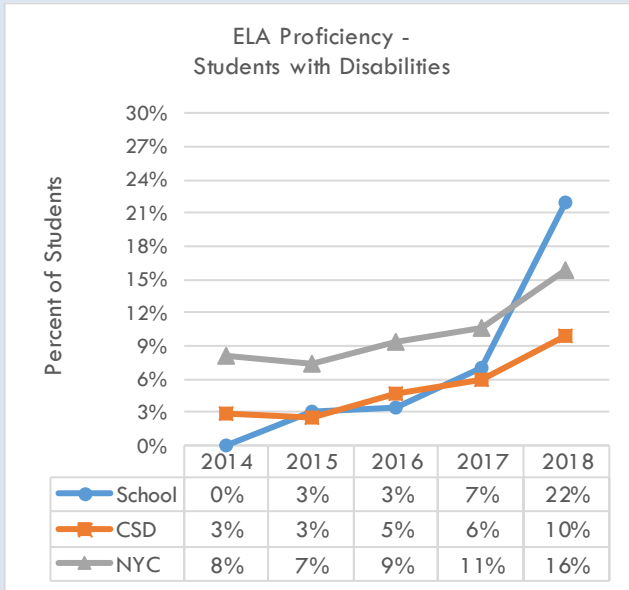


Figure 19

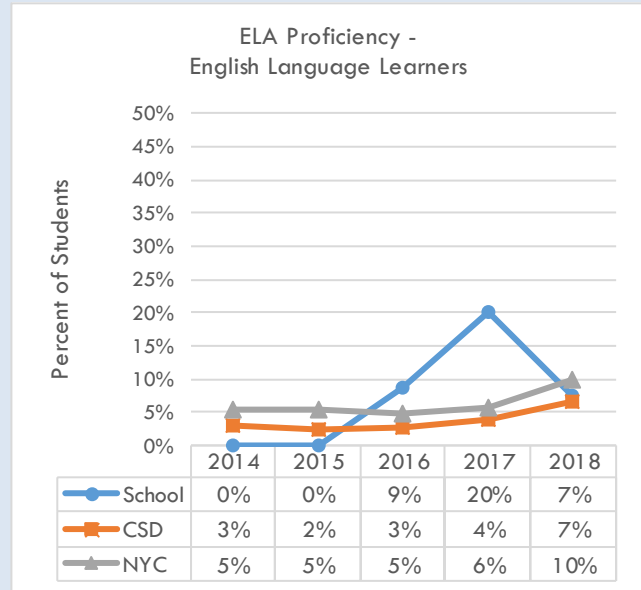


Figure 20

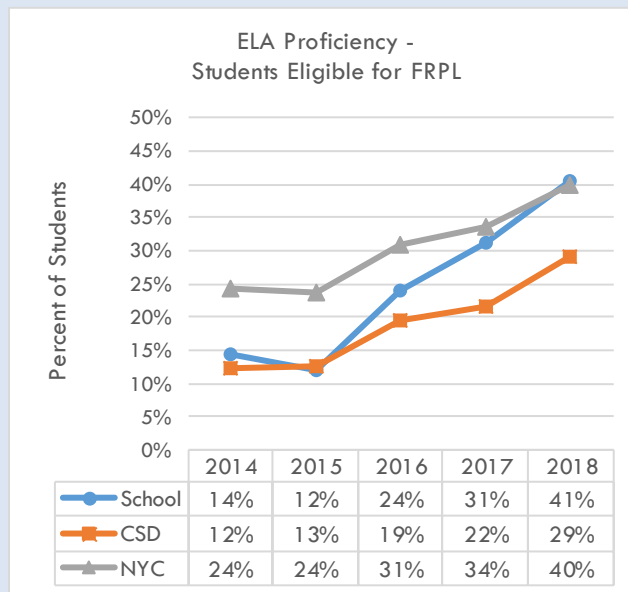


Figure 21

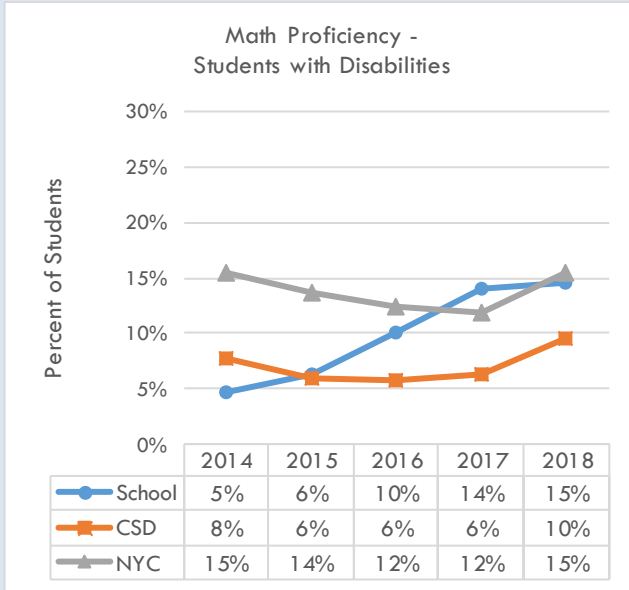


Figure 22

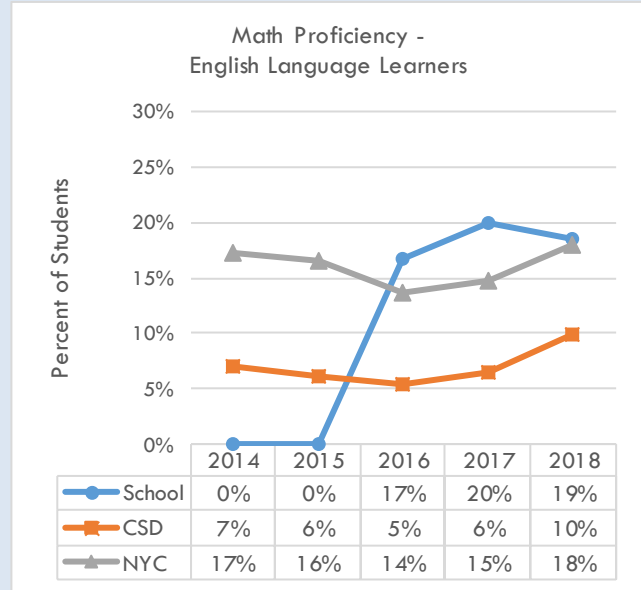


Figure 23

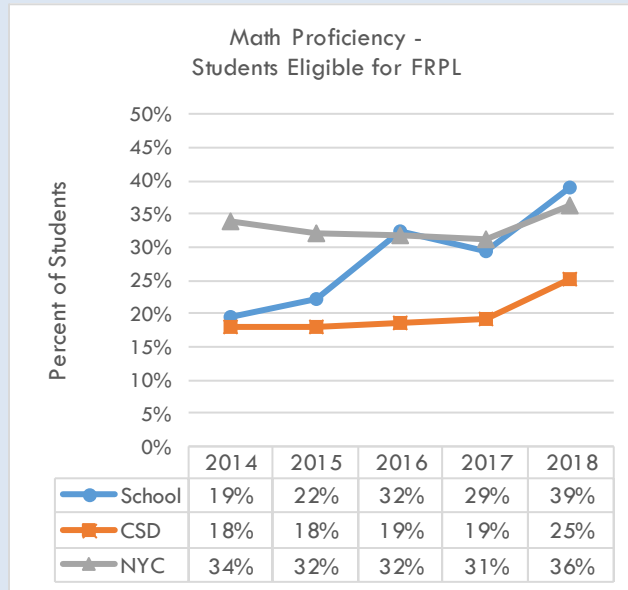


Figure 24

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

At the time of this school's renewal, Met Lighthouse has partially demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix F. These goals relate to school environment, leadership, governance, and compliance. For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix G.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

CURRENT BOARD OF TRUSTEES¹⁴

Board Member Name	Position	Committee(s)	Years on Board
1. Jessica Haber	Chair	Executive/Facilities	5
2. Svitlana Nesterova	Secretary	Education/Finance	0.5
3. Tim Bryan	Trustee	Treasurer/Finance	5
4. Anuj Khatiwada	Trustee	Education/Facilities	1.5
5. Aaron Bothner	Vice-Chair	Executive/Finance/Facilities	1.5
6. Leslie Williams	Trustee	Education	0.5
7. Ada Demir	Trustee	Finance	0.5

SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

MORE TIME FOR LEARNING

MetLCS has an extended school day and school year, where we provide additional meaningful instruction for scholars. Additionally, we have extended learning opportunities such as tutoring programs and an after school partnership to support scholars. MetLCS offers a Saturday school program in order to provide additional learning opportunities for scholars. The high school also provides online tutoring services via a subscription-based service.

RIGOROUS, STANDARDS-BASED CURRICULUM

MetLCS' curricula are research-based, providing rigorous instruction at all grade levels in all content areas. MetLCS utilizes the EngageNY curriculum for both ELA and Math. This curriculum has been recognized as

¹⁴ Board of Trustees as of October 1, 2018.

being the most aligned to the CCLS, according to a nationally recognized independent study of curricula. MetLCS teachers provide scaffolds and utilize small group instruction time to support scholars in meeting the demands of a rigorous curriculum.

DATA DRIVEN INSTRUCTION FOR ALL

All instructional decisions at MetLCS are driven by data. Teachers and leaders use data on a daily basis to determine small group interventions such as our daily small group block for ELA and math, coaching needs of teachers, tutoring support for scholars, and enrichment opportunities such as the 8th grade Algebra regents course.

EMPOWERING HEARTS AND MINDS

At MetLCS, we believe it is just as important to support scholars' emotional needs as it is to support their academic needs. On staff, we have a school counselor and a school social worker, who collaboratively create systems around character building and intervention supports.

RESTORATIVE PRACTICES

MetLCS has spent the past two years developing our staff's capacity around being a school that is truly restorative as opposed to punitive. Our deans, counselors, school administrators, and many teachers have been formally trained in IIRP restorative practices and we believe in building strong character in our scholars.

ARTS INFUSION

Arts infusion is part of the Lighthouse Academies instructional model. MetLCS has visual arts programming for scholars, dance opportunities, and outside partnerships with organizations which bring in music and dramatic performances. Additionally, our teachers work to embed artistic expression into daily lessons so that scholars have a different way to represent their learning.

PARENTAL AND COMMUNITY PARTNERSHIPS

MetLCS believes in having families as partners in scholar learning. We have high levels of participation through conferences, back to school nights, Coffee and Conversations with the principal, and events such as Spirit week, the book fair, and end of year ceremonies.

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFING^{vi}

In the 2014-15 school year, 1 or 20% of leadership staff left the school and 13 or 39% of instructional staff left the school. In the 2015-16 school year, 1 or 25% of leadership staff left the school and 2 or 6% of instructional staff left the school. In the 2016-17 school year, 3 or 60% of leadership staff left the school and 18 or 40% of instructional staff left the school. In the 2017-18 school year, 1 or 25% of leadership staff left the school; 9 or 18% of instructional staff left the school.

GOVERNANCE

In 2014-15, the Board had 7 or 8 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The 2014-15 calendar listed 12 meetings; the Board met 12 times; which

meets the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 12 times out of the 12 meetings that took place in 2014-15.

In 2015-16, the Board had 7 or 8 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The 2015-16 calendar listed 12 meetings, and met 11 times, this did not meet the requirement of the Charter Schools Act to meet monthly since there was no October meeting. The Board posted board meeting agendas and minutes on their website. The Board met quorum 11 times out of the 11 meetings that took place in 2015-16.

In 2016-17, the Board had 7 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The 2016-17 calendar listed 12 meetings, and met 12 times, which meets the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website, with the exception of November 2016 minutes. The Board met quorum 12 times out of the 12 meetings that took place in 2016-17.

In 2017-18, the Board had between 7 and 10 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The 2017-18 calendar listed 12 meetings, and met 12 times, which meets the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 12 times out of the 12 meetings that took place in 2017-18.

PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on December 13, 2018. Ninety-eight individuals attended the hearing. Thirty-three comments were made in support and none were made in opposition to the proposed charter renewal. Comments in support focused on being treated like family, of staff going above and beyond for students; students spoke of strong connections to each other and staff. Eighteen emails and/or handwritten letters were received regarding this renewal; eighteen were in support and none were opposed.

PERFORMANCE AGAINST STANDARDS

For the data informing many of these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ¹⁵	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	<p>2014-15: Met</p> <p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	○	<p>2014-15: Not Met</p> <p>The policy does not include the authorizer as an entity to whom families and staff can express concerns. There is also no name or secondary contact that is completed for the Regional Vice President.</p> <p>2015-16: Not Met</p> <p>The policy does not include the authorizer as an entity to whom families and staff can express concerns. There is also no name or secondary contact that is completed for the Regional Vice President.</p> <p>2016-17: Not Met</p> <p>The policy does not include the authorizer as an entity to whom families and staff can express concerns. There is also no name or secondary contact that is completed for the Regional Vice President.</p> <p>2017-18: Not Met</p> <p>The 17-18 Family Handbook does not outline a compliant, formal procedure.</p>

¹⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

Standards	Charter Term Outcomes¹⁵	Details
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages ¹⁶	○	2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 25
Student attendance rate meets or exceeds CSD average	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 26
Student attendance rate meets or exceeds Citywide average	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 26
Improved student retention rate over prior year	◐	2014-15: Met 2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 27
Decreased student suspension rate over prior year ¹⁷	◐	2014-15: Not Met 2015-16: Met 2016-17: Met 2017-18: Not Met See Figure 42 and Figure 43
Operational Stability		
School meets all DOE deadlines, including annual reporting requirements	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met

¹⁶ To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

¹⁷ To meet this standard in a given year, the school must decrease in both short-term and long-term suspension rates.

Standards	Charter Term Outcomes¹⁵	Details
School has documented teacher evaluation procedures	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met
School has documented professional development opportunities	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met
School has a formal process for evaluating progress against charter school goals	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met
Board has developed a succession plan for board and school leadership	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met
Board has access to legal counsel	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met
Board held the required number of meetings per the charter law	◐	2014-15: Met 2015-16: Not Met The board did not hold the required October 2015 meeting. 2016-17: Met 2017-18: Met
Board meetings consistently meet quorum	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met

Standards	Charter Term Outcomes ¹⁵	Details
Compliance		
School's ELL enrollment meets or exceeds CSD rate	○	2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 30
School's ELL retention meets or exceeds CSD rate	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 31
School's SWD enrollment meets exceeds CSD rate	○	2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 28
School's SWD retention meets or exceeds CSD rate	◐	2014-15: Met 2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 29
School's FRPL enrollment meets or exceeds CSD rate	◑	2014-15: Met 2015-16: Not Met 2016-17: Met 2017-18: Not Met See Figure 32
School's FRPL retention meets or exceeds CSD rate	◑	2014-15: Met 2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 33

Standards	Charter Term Outcomes ¹⁵	Details
School has written rules and procedures for student discipline (“discipline policy”), which includes guidelines for suspension and expulsion. The discipline policy must be consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met.
School has followed all applicable lottery and enrollment laws and regulations	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1) ¹⁸	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Not Met The number of uncertified staff members exceeds the allowable number by 4.
School is in compliance with employee fingerprinting requirements	●	2014-15: Not Met The school had three staff members start prior to their fingerprinting clearance date. 2015-16: Not Met The school had five staff members start prior to their fingerprinting clearance date. 2016-17: Not Met The school had one staff members start prior to their fingerprinting clearance date. 2017-18: Met

¹⁸ Provisions to N.Y. Educ. Law § 2854(3)(a-1) passed in 2015 specify that the total uncertified shall not comprise more than the sum of: (A) thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less; plus (B) five teachers of mathematics, science, computer science, technology, or career and technical education; plus (C) five additional teachers.

Standards	Charter Term Outcomes¹⁵	Details
School has an appropriate safety plan	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met
School has appropriate insurance documentation	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met
School is in good standing with the Department of Health	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met
School has submitted its Annual Report to NYSED and posted it online	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met

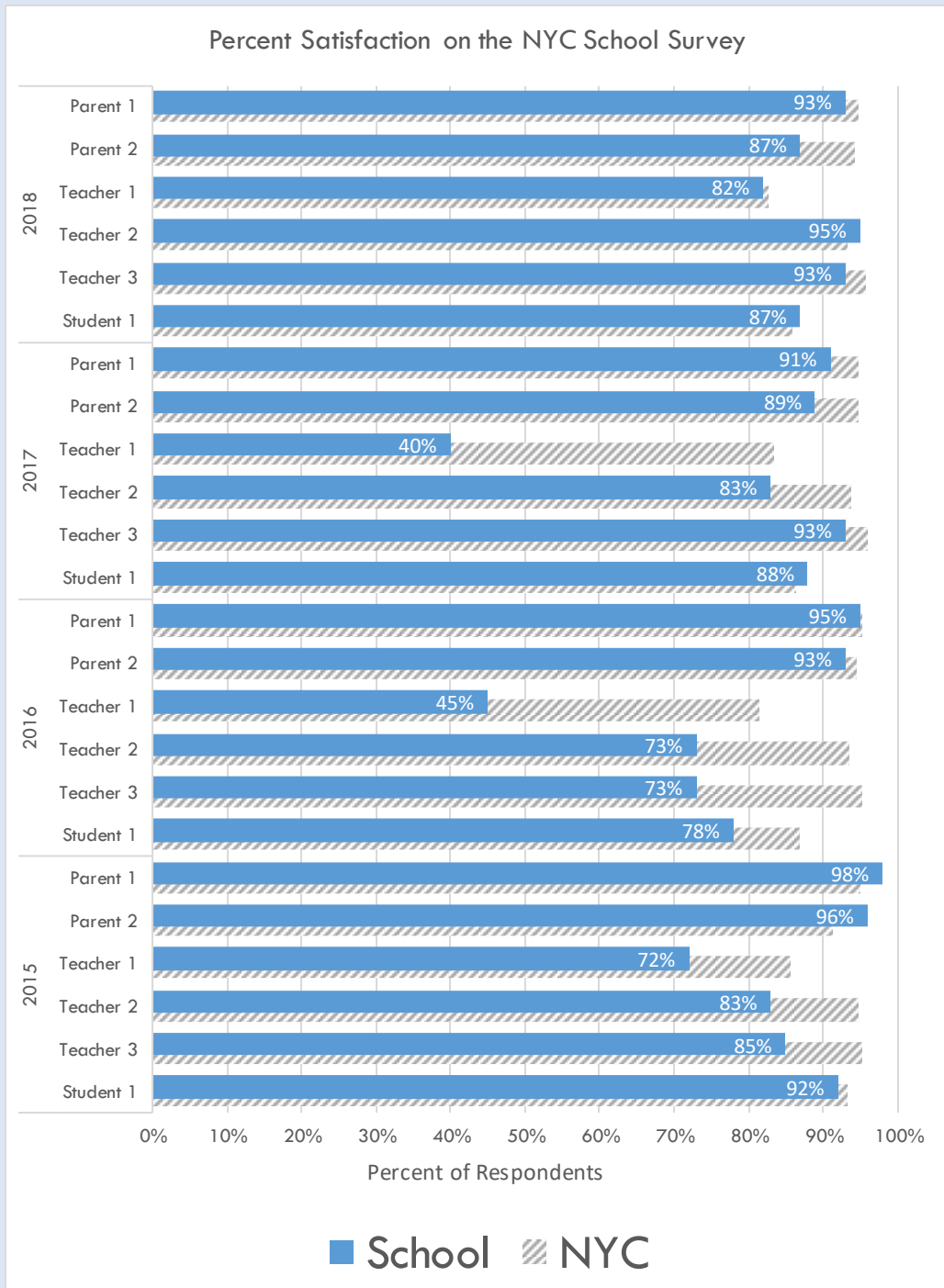


Figure 25

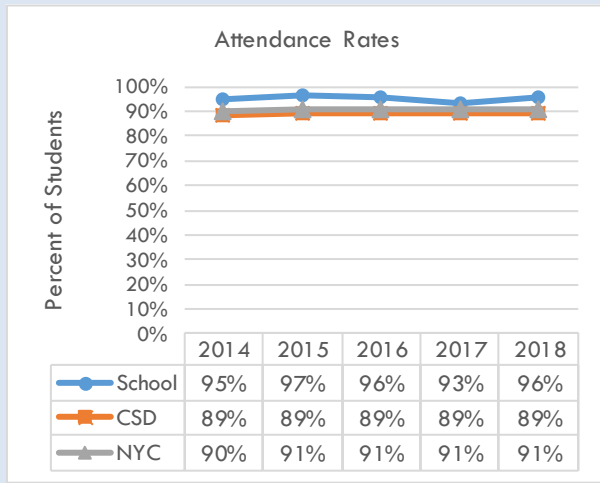


Figure 26

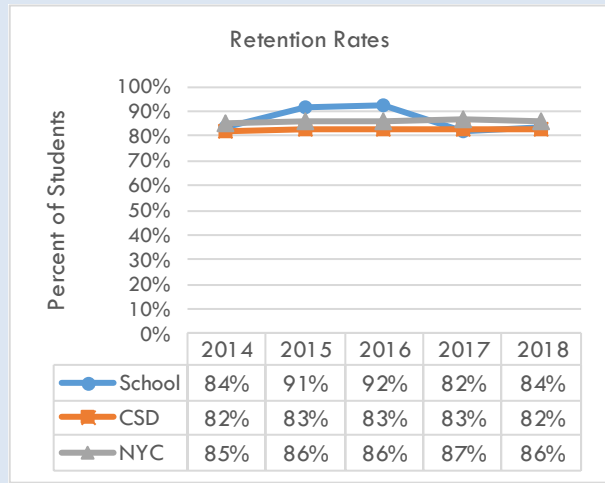


Figure 27

¹⁹ A student is counted towards ELL or SWD enrollment and retention figures if they were identified as a member of either of those populations in ATS at the conclusion of the given school year or at the conclusion of either of the two preceding years. For instance, a student who was identified as an ELL in ATS in 2014 would count toward a school's ELL enrollment and retention figures for both 2015 and 2016, even if that student is no longer classified as an ELL during those school years.

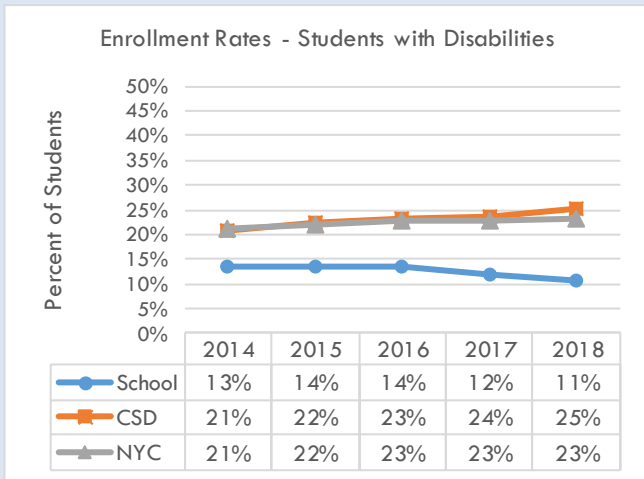


Figure 28

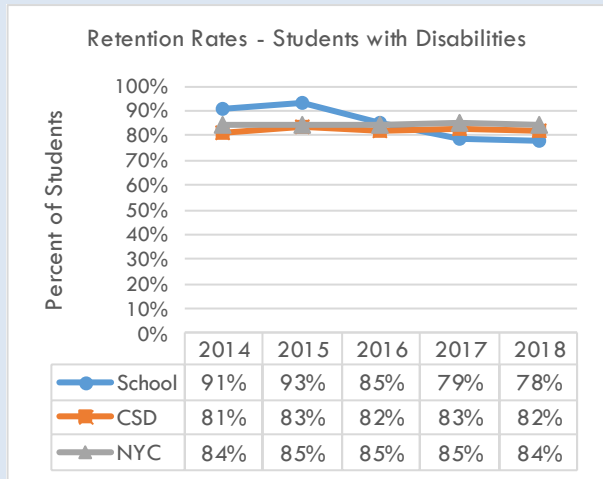


Figure 29

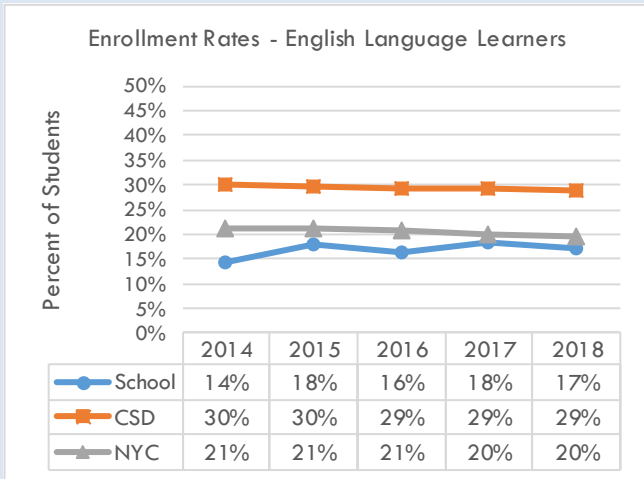


Figure 30

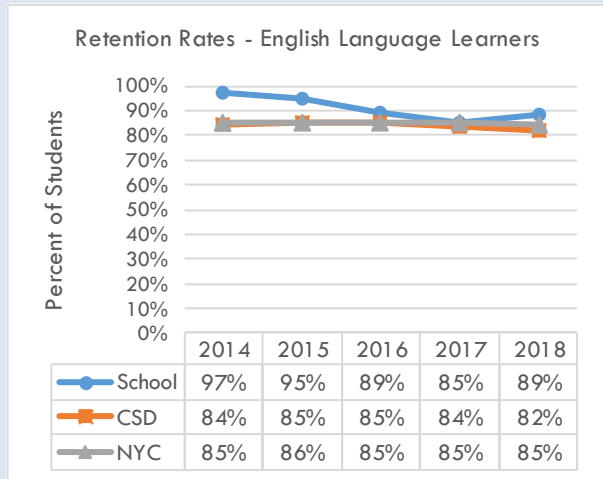


Figure 31

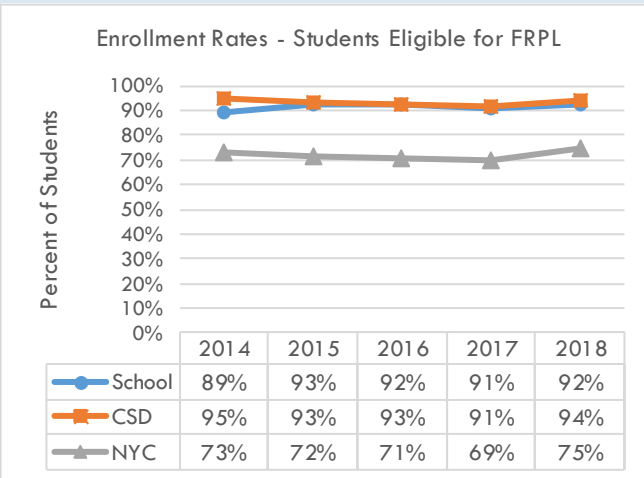


Figure 32

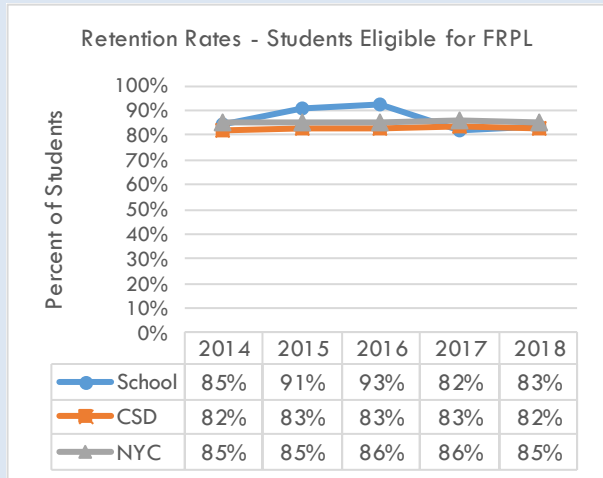


Figure 33

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school's renewal, Met Lighthouse has partially demonstrated financial viability.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix F. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP's findings for Essential Question 3 is below.

SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) noted the following:

1. Capital Lease- During the audit, it was noted that the School signed a twenty-nine year lease that was improperly recorded as an operating lease, which resulted in the School not recording fixed assets of \$18.5 million and the corresponding liability. We recommend that the School ensure that all transactions are recorded in accordance with the generally accepted accounting principles (GAAP).

An independent audit performed for fiscal year 2016 (FY16) showed no material findings.

An independent audit performed for fiscal year 2017 (FY17) showed no material findings.

An independent audit performed for fiscal year 2018 (FY18) showed no material findings.

The school has a partnership with Lighthouse Academies, Inc. The management fee was \$438,301 for fiscal year 2018. Lighthouse Academies Inc. provides academic, finance, HR, technology, compliance, reporting, facilities, and operations support.

The school has \$70,260 in escrow, meeting the \$70,000 requirement.

PERFORMANCE AGAINST STANDARDS

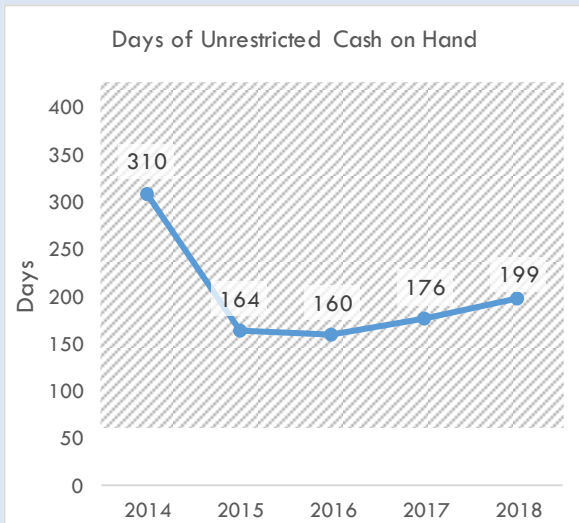
For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ²⁰	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 34
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 35
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	N/A	This standard is only applicable when a charter is serving all authorized grades. Met Lighthouse began serving all authorized grades in 2018-2019.
Debt management – school is meeting all current debt obligations	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met
Long-term Financial Sustainability²¹		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	◐	2014-15: Not Met 2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 37

²⁰ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

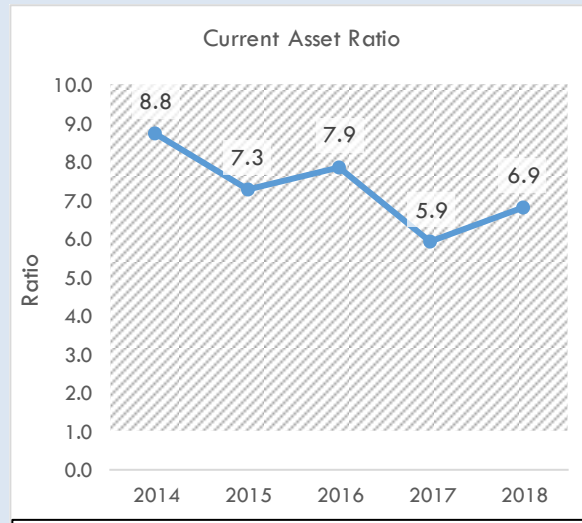
²¹ Aggregate standards require three years of available data within the current charter term to calculate. As such, only outcomes for 2016-2017 and 2017-2018 are applicable.

Standards	Charter Term Outcomes ²⁰	Details
Aggregated three-year total margin – school operates at a surplus over three-year period	○	2014-15: N/A 2015-16: N/A 2016-17: Not Met 2017-18: Not Met See Figure 37
Debt to assets ratio less than 1.0	●	2014-15: Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 39
Aggregate assets to liabilities ratio greater than 1.0	●	2014-15: N/A 2015-16: N/A 2016-17: Met 2017-18: Met See Figure 40
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	◐	2014-15: Not Met 2015-16: Met 2016-17: Met 2017-18: Met See Figure 38
Multi-year cash flow – positive cash flow over previous three fiscal years	●	2014-15: N/A 2015-16: N/A 2016-17: Met 2017-18: Met See Figure 38



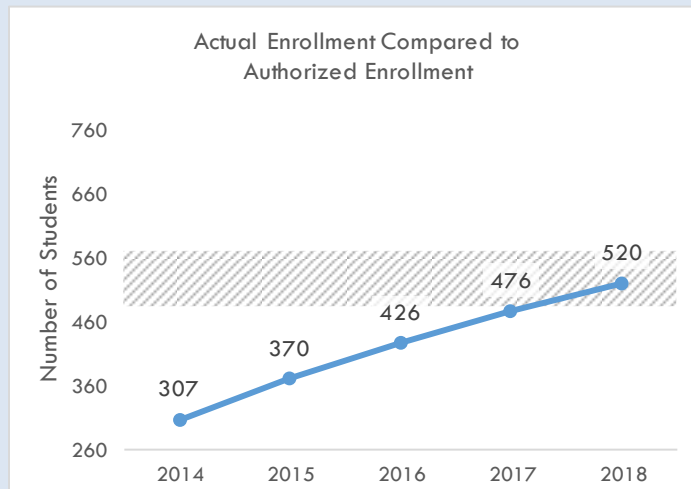
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 34



The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

Figure 35



Fully grown charter schools must enroll no less than 85% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

Figure 36

LONG-TERM FINANCIAL SUSTAINABILITY*

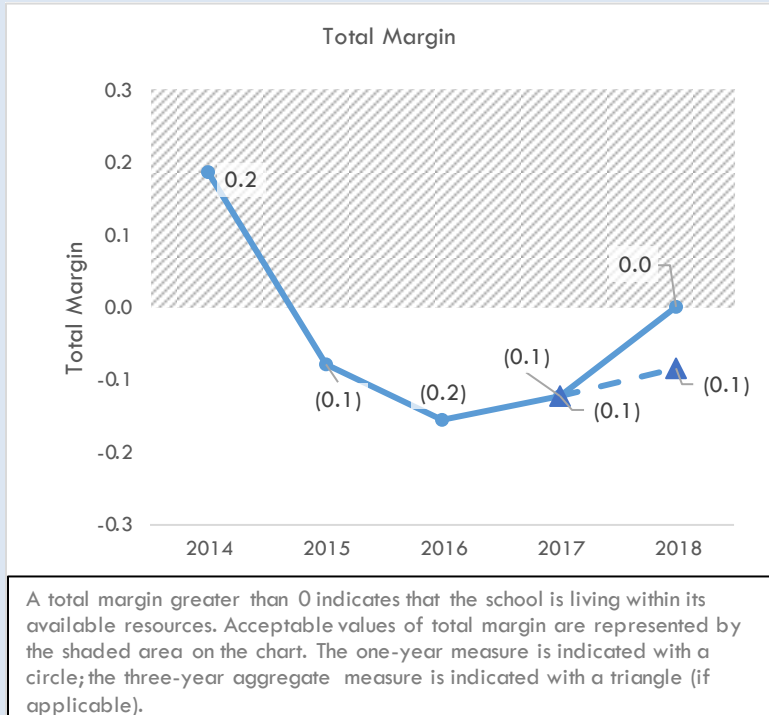


Figure 37

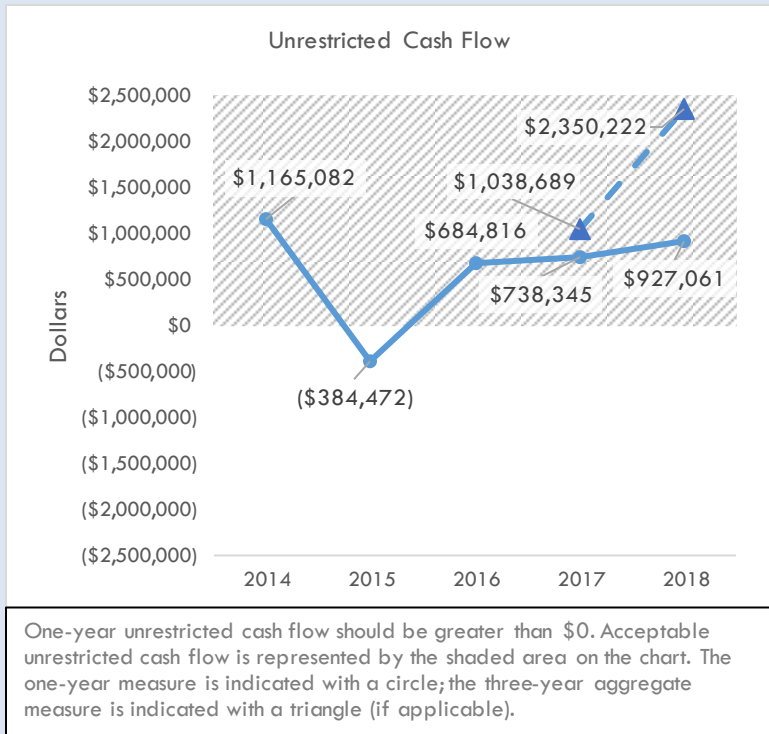
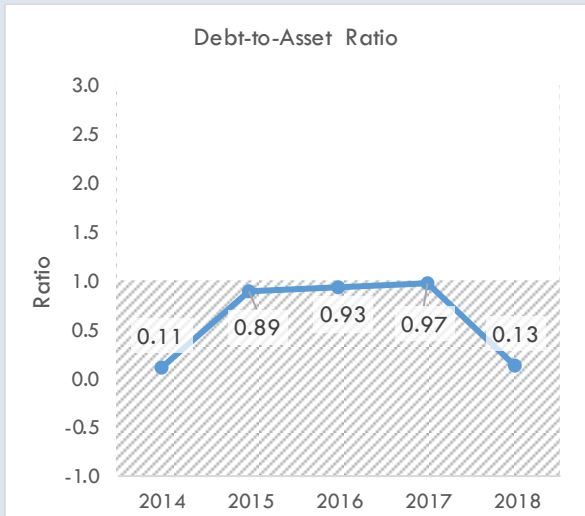
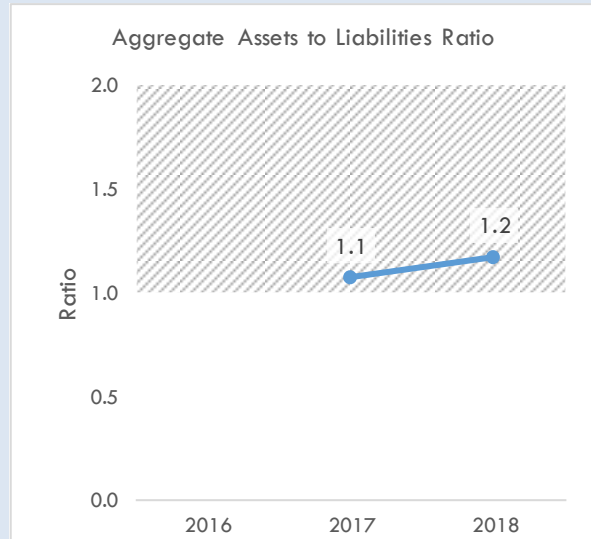


Figure 38



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.

Figure 39



The aggregate assets to liabilities is a long-term measure of indebtedness. The acceptable ratio is represented by the shaded area on the chart and should be greater than 1.0.

Figure 40

APPENDIX A: SCHOOL OVERVIEW

Appendix BALL information here is self-reported and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

Programming, Admissions, and Lottery	
Number of Instructional Days	190
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	2
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1,2,3,4,5,6,7,8,9,10
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2018-2019)	433
Number of Students Accepted via the Lottery (School Year 2018-2019)	130
Lottery Preferences	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

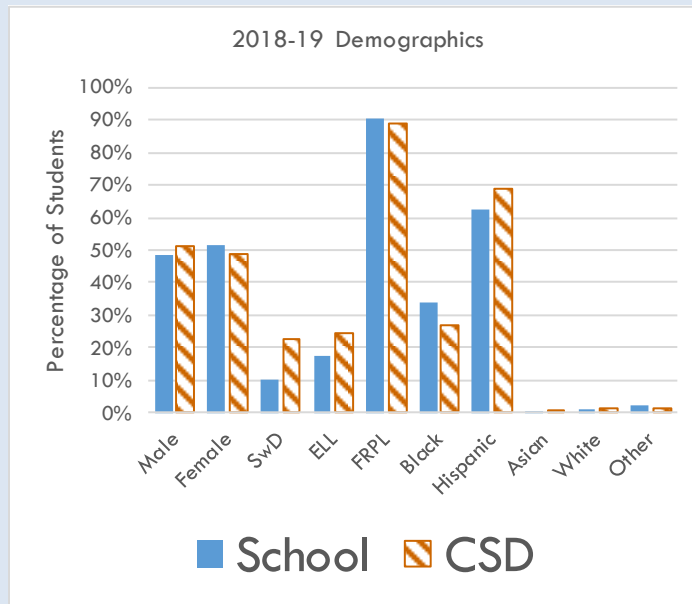


Figure 41

SUSPENSION AND EXPULSION RATES^{xii}

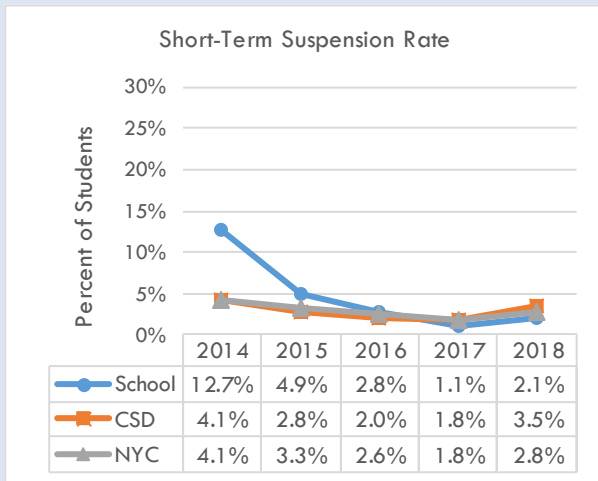


Figure 42

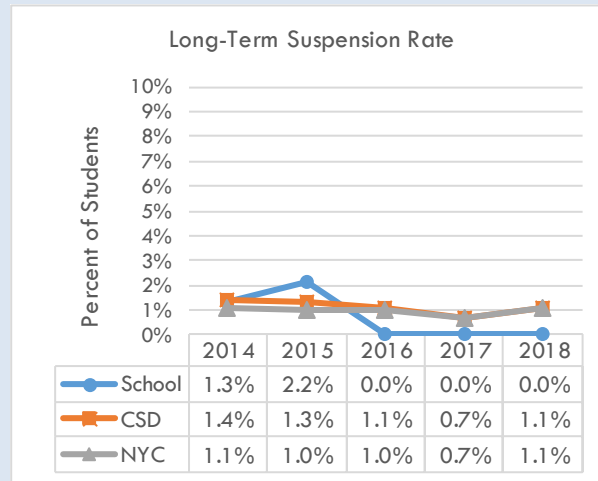


Figure 43

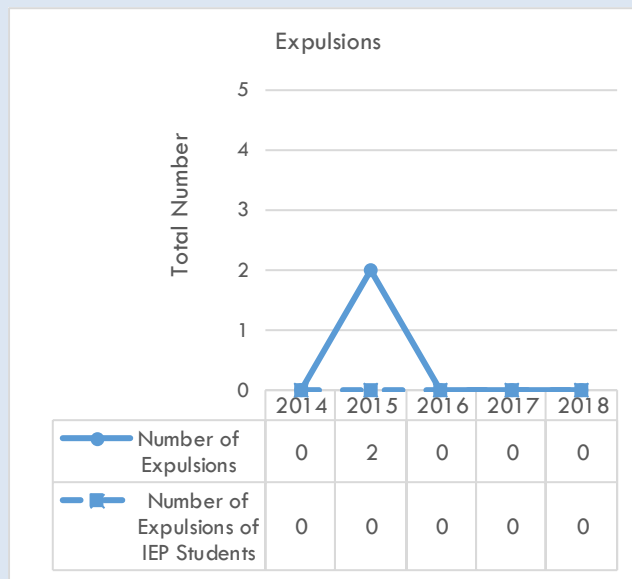


Figure 44

APPENDIX C: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited Met Lighthouse on December 13 & 14, 2018. The school leadership team identified what CAAT team members would see in classrooms based on the school's key design elements and unique school culture. The CAAT team provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that CAAT did not have the opportunity to observe that item during the visit. .

- Evidence of restorative practices; CAAT did not have the opportunity to observe this during the visit.
- Evidence of authentic relationships between teachers and scholars; CAAT saw evidence of this.
- Evidence of direct instruction as part of each lesson; CAAT saw evidence of this.
- Evidence of rigorous ELA and Math curriculum that is aligned to the Common Core Learning Standards; CAAT saw mixed evidence of this.
- Evidence of teachers providing scaffolds to support scholars in independently reach objectives; CAAT saw mixed evidence of this.
- Evidence of authentic student work in classrooms; CAAT saw evidence of this.
- Evidence of differentiation during Small Group Instruction block; CAAT saw evidence of this in the K-8 classes and mixed evidence in 9-12 classes.
- Evidence of a Data wall in K-8 classrooms; CAAT saw mixed evidence of this.
- Evidence of cognitive engagement; CAAT saw mixed evidence of this.

APPENDIX D: ACADEMIC PERFORMANCE^{xiii}

GRADE-LEVEL PROFICIENCY IN ELA

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Metropolitan Lighthouse Charter School					
Grade 3	13%	10%	26%	39%	48%
Grade 4	23%	19%	12%	33%	40%
Grade 5	9%	11%	22%	16%	29%
Grade 6		6%	25%	15%	36%
Grade 7			31%	38%	36%
Grade 8				48%	54%
DIFFERENCE FROM CSD					
Grade 3	0%	-4%	4%	14%	13%
Grade 4	8%	6%	-12%	9%	10%
Grade 5	-1%	-1%	3%	-4%	7%
Grade 6		-6%	9%	1%	4%
Grade 7			14%	17%	12%
Grade 8				19%	22%

GRADE-LEVEL PROFICIENCY IN MATH

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Metropolitan Lighthouse Charter School					
Grade 3	8%	33%	62%	53%	54%
Grade 4	28%	20%	36%	22%	35%
Grade 5	25%	21%	12%	29%	33%
Grade 6		18%	31%	23%	30%
Grade 7			19%	23%	43%
Grade 8				10%	46%
DIFFERENCE FROM CSD					
Grade 3	-11%	13%	39%	26%	17%
Grade 4	11%	4%	13%	15%	6%
Grade 5	6%	1%	-6%	7%	7%
Grade 6		0%	15%	8%	8%
Grade 7			5%	7%	23%
Grade 8				-4%	25%

ENGLISH/LANGUAGE ARTS



Figure 45

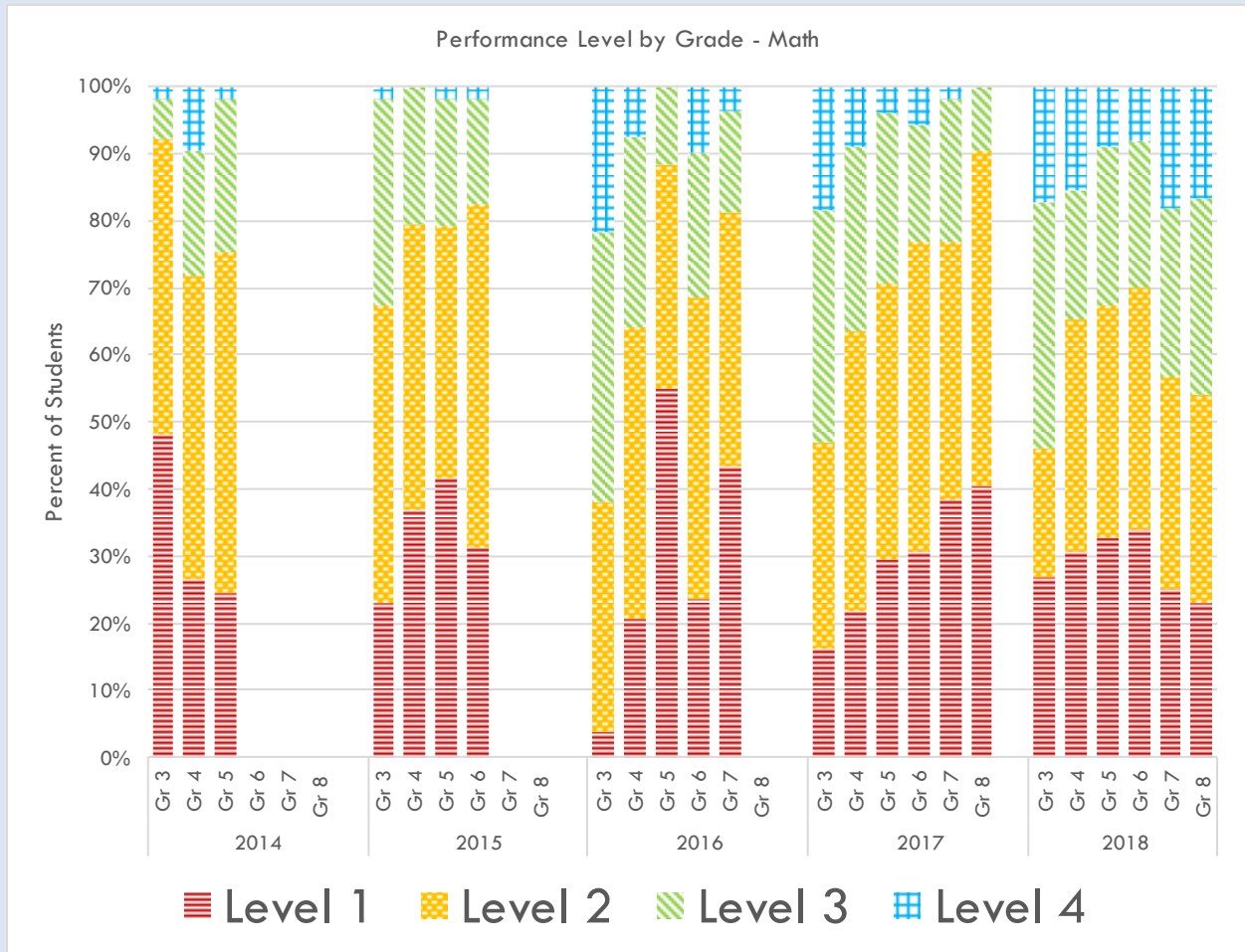


Figure 46

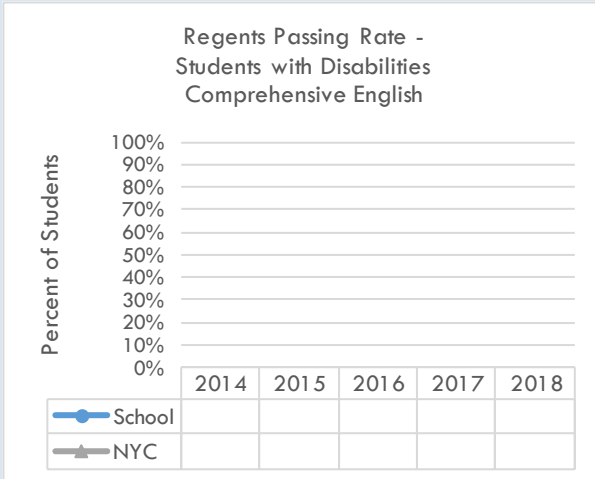


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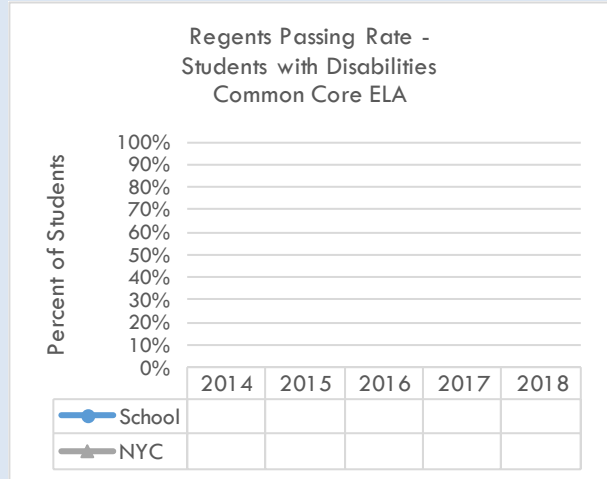


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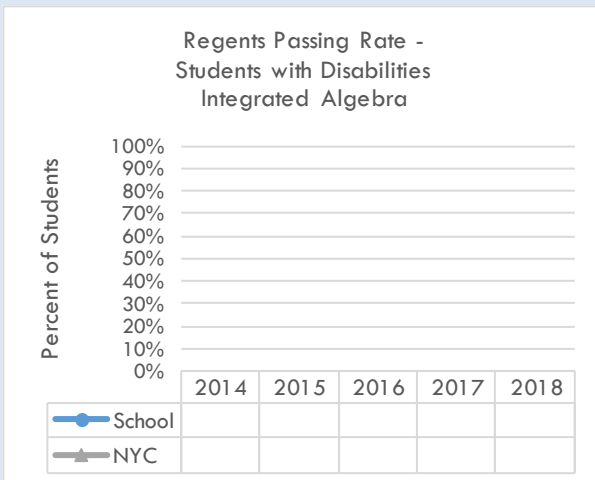


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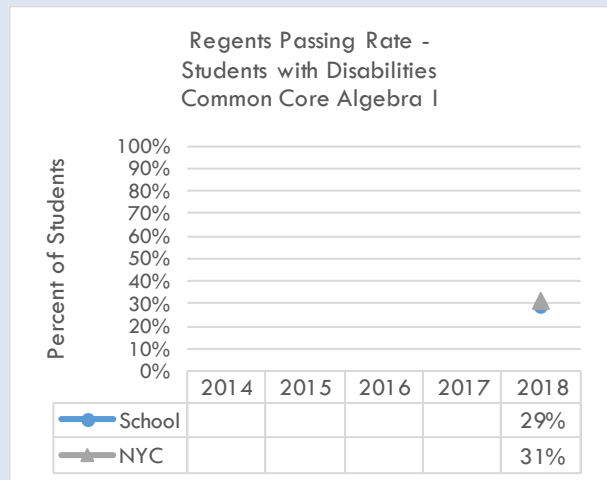


Figure 50

²² If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

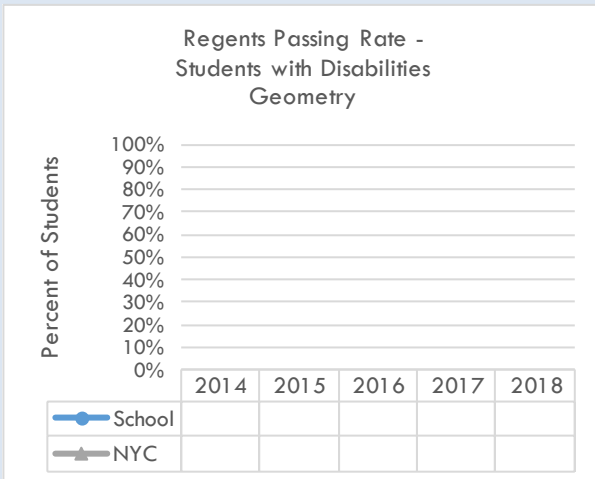


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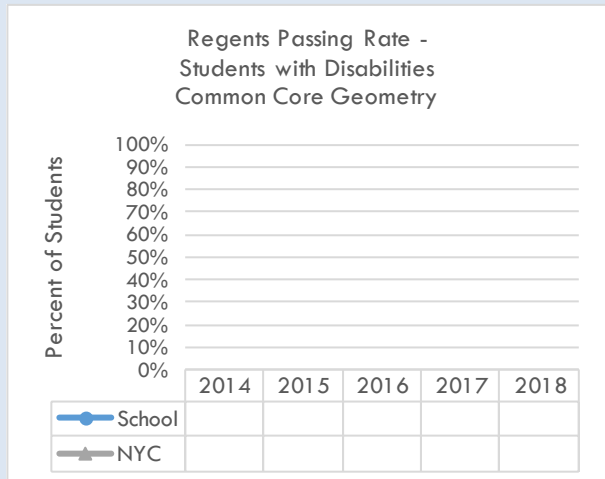


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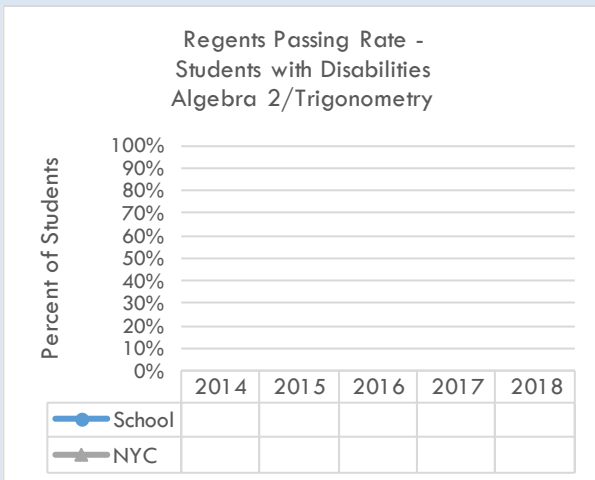


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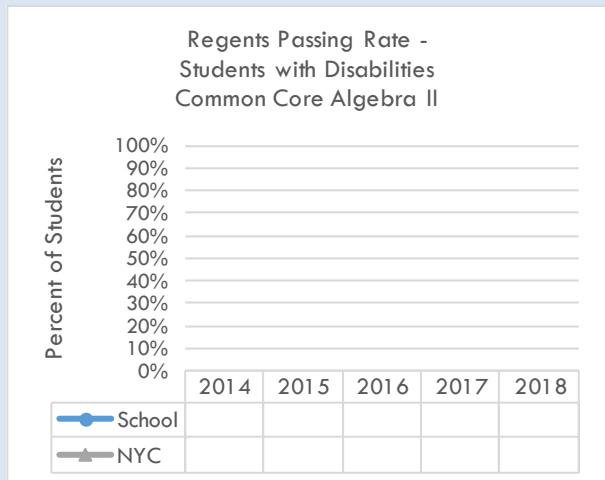


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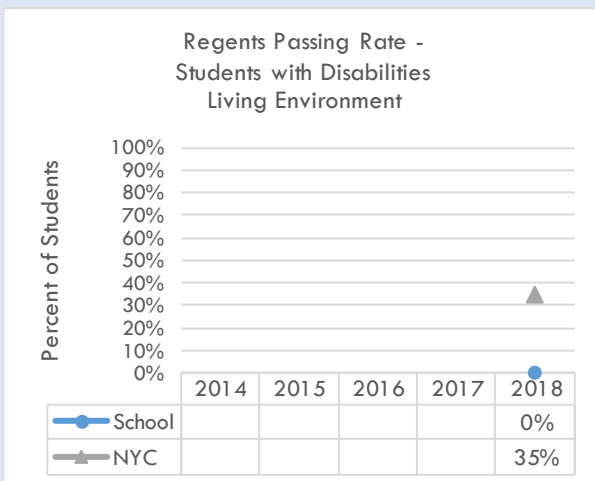


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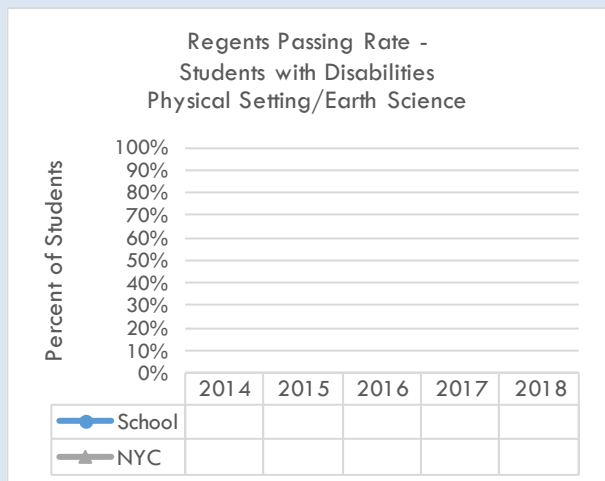


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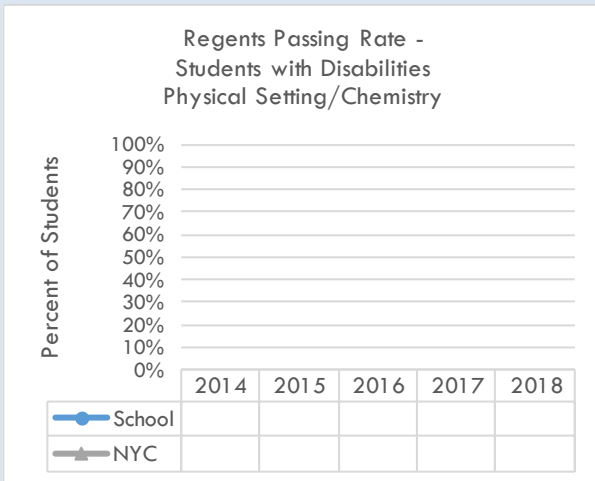


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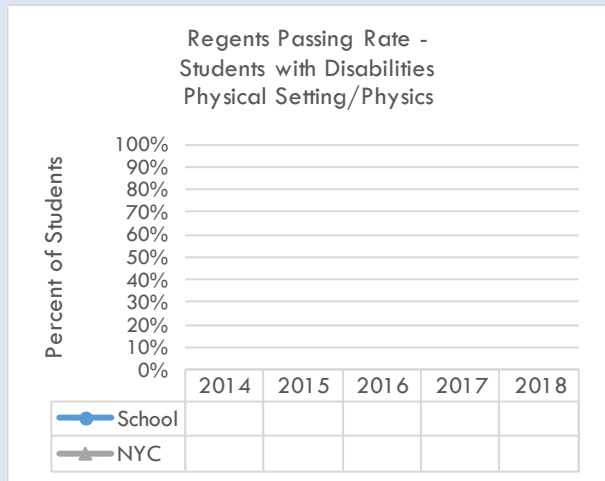


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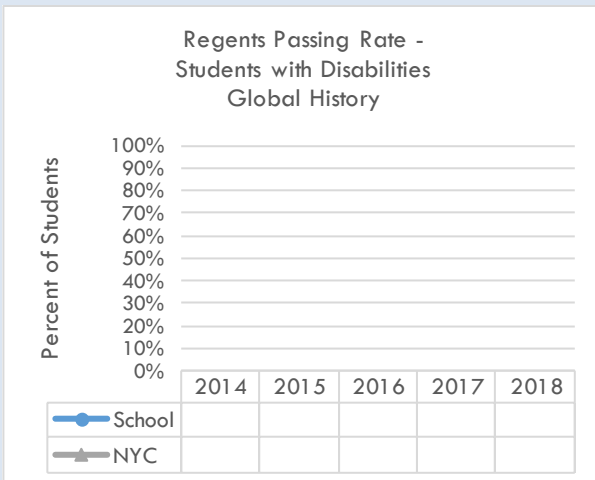


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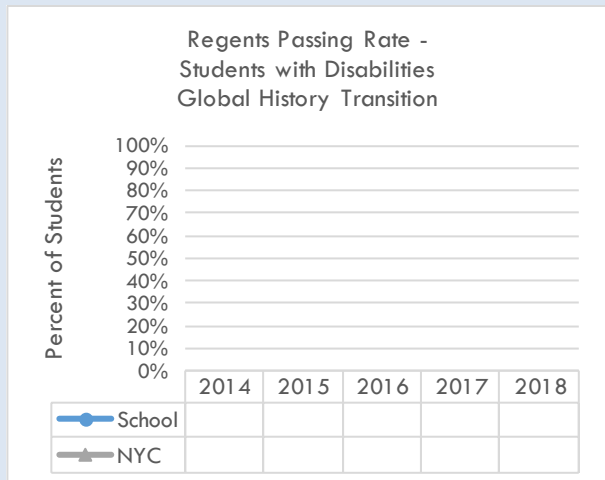


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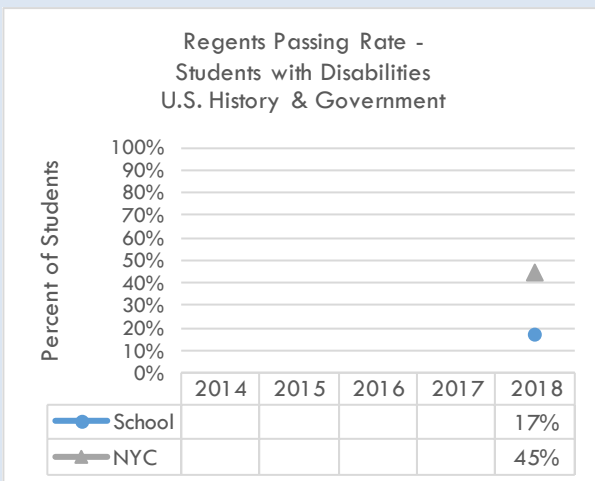


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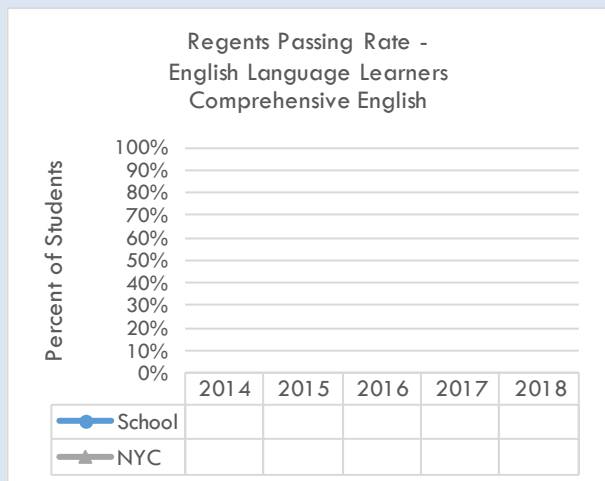


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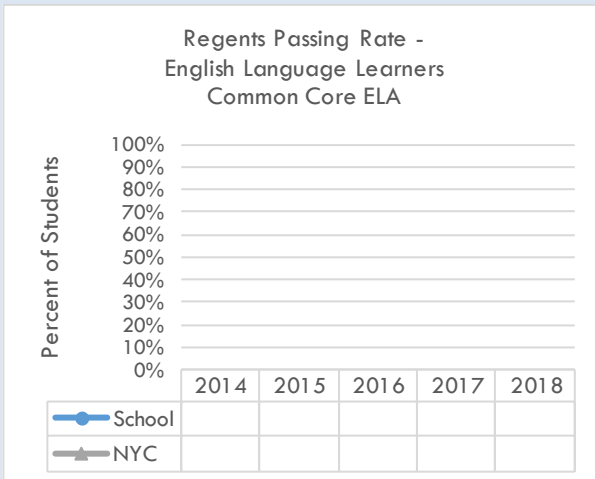


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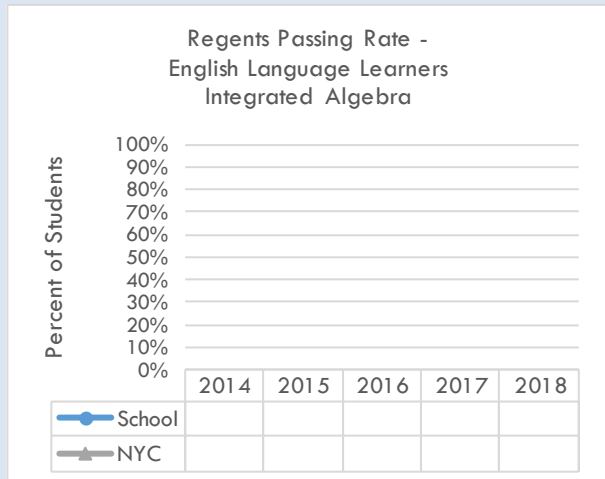


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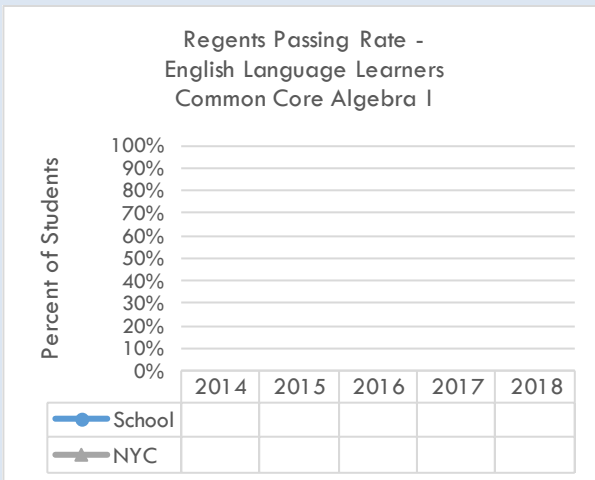


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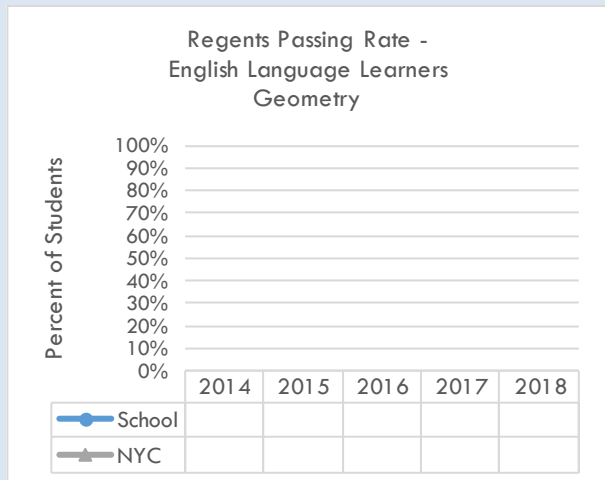


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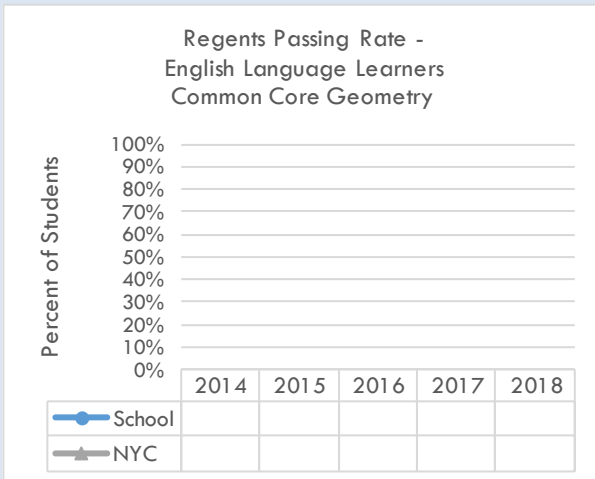


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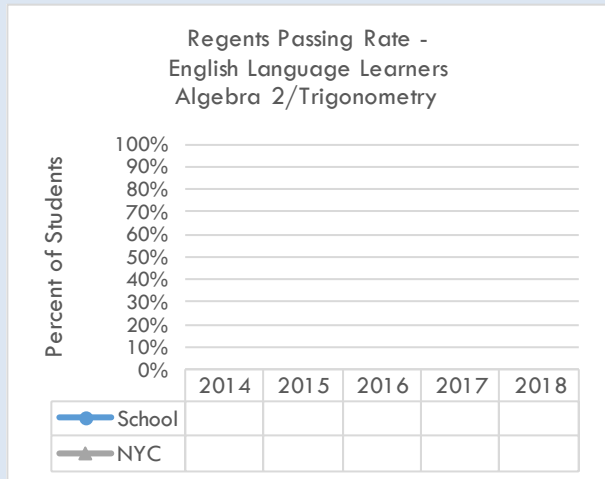


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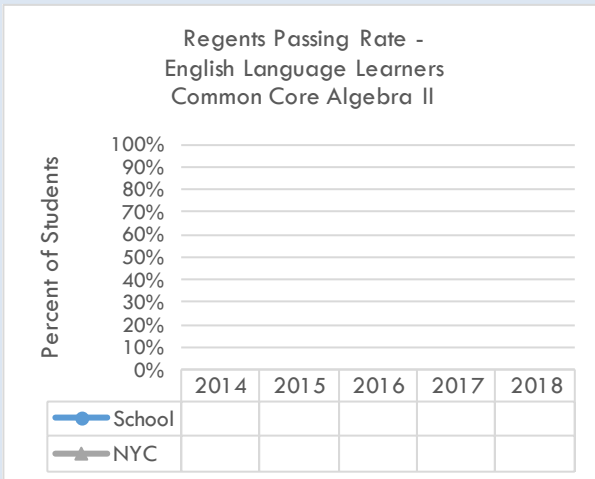


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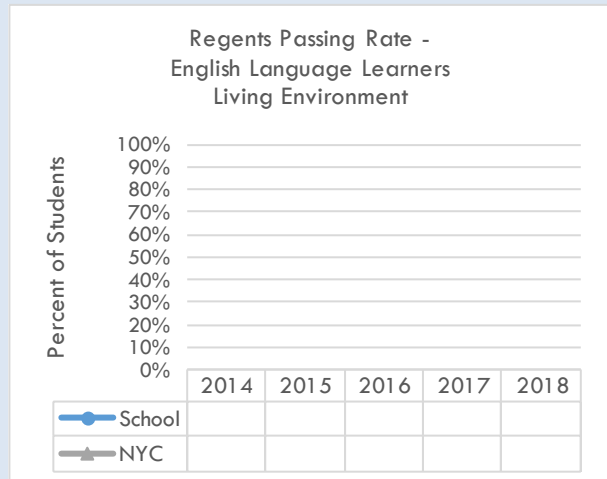


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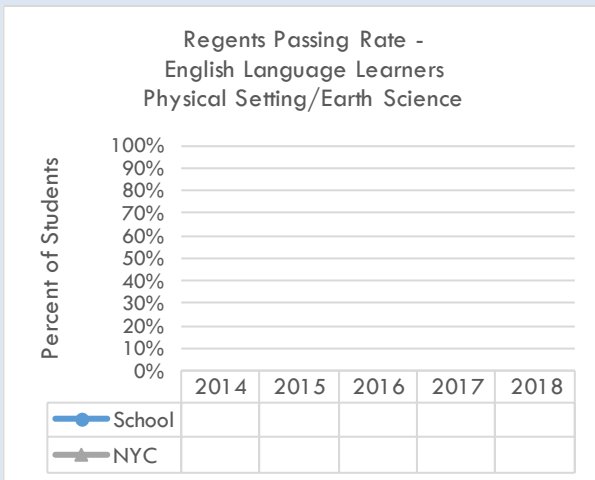


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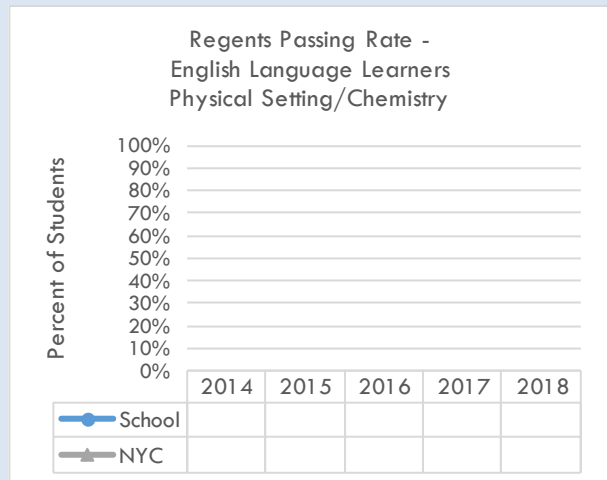


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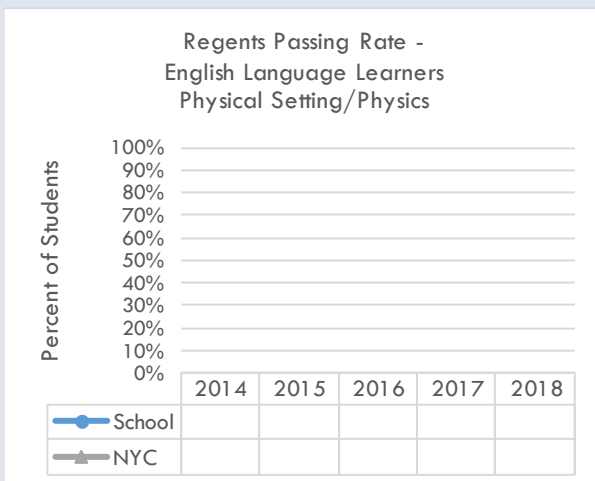


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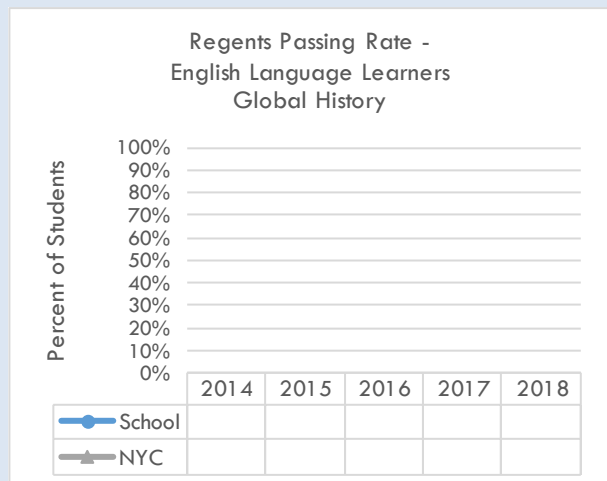


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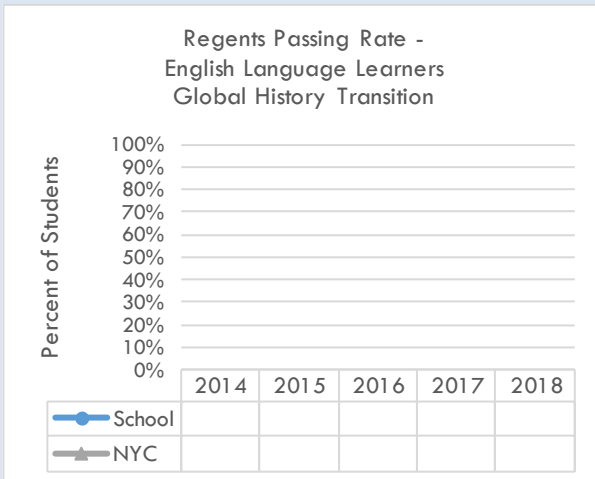


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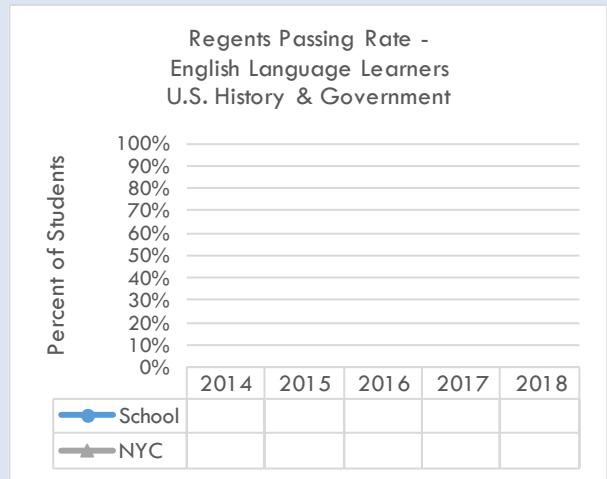


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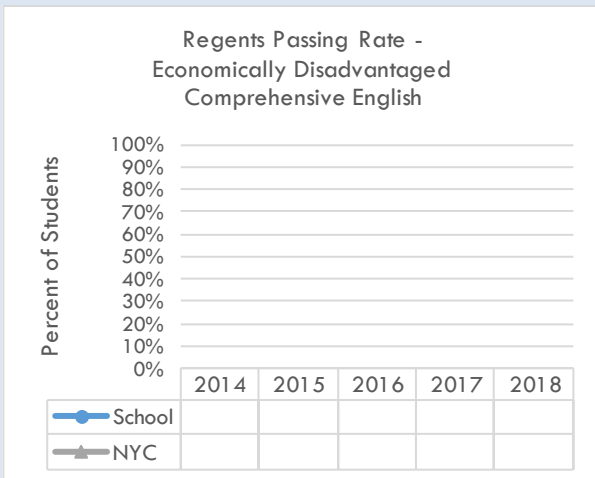


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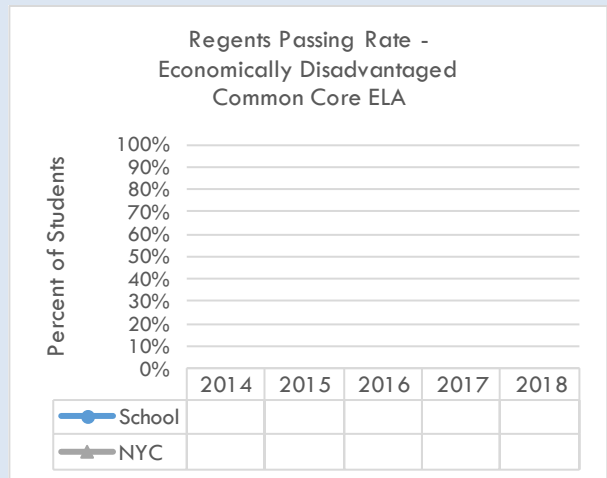


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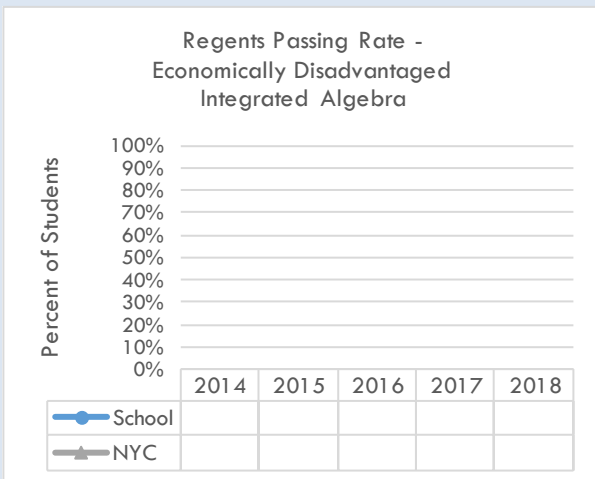


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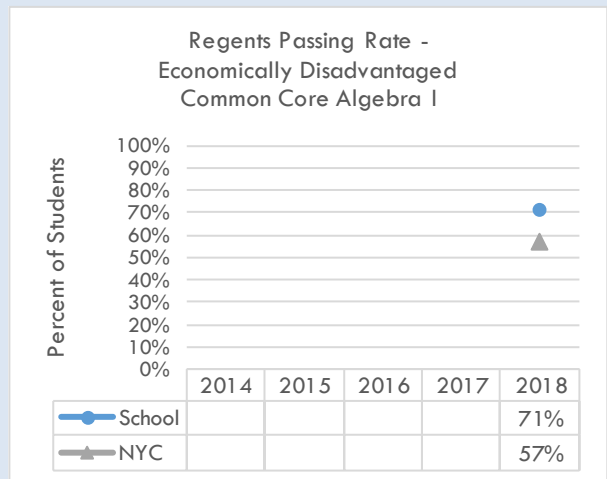


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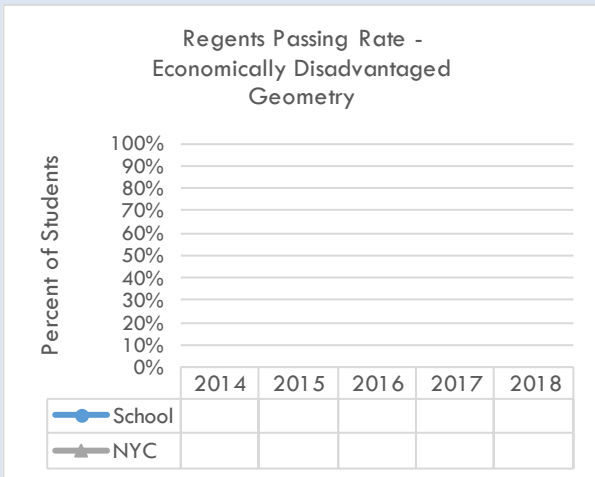


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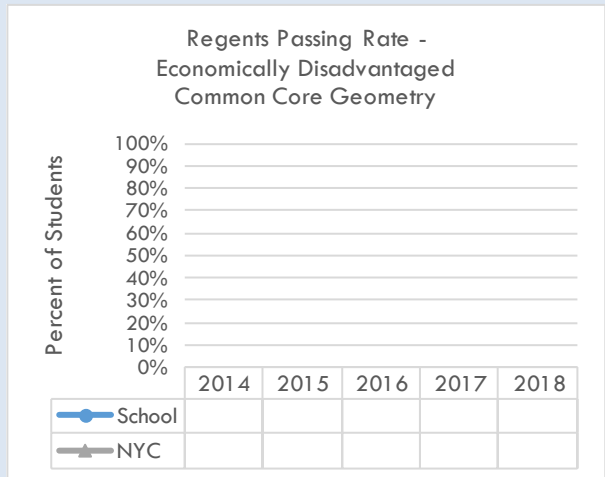


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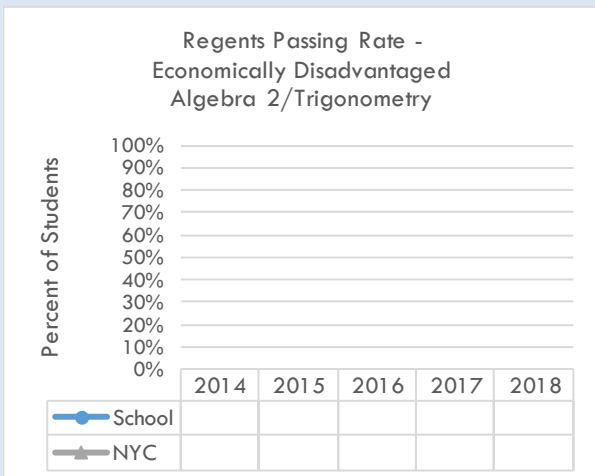


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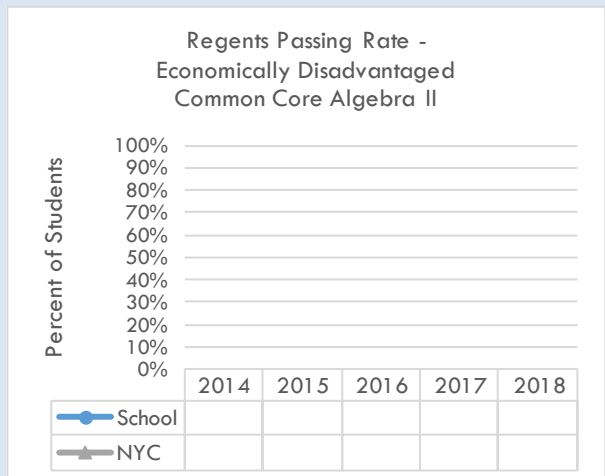


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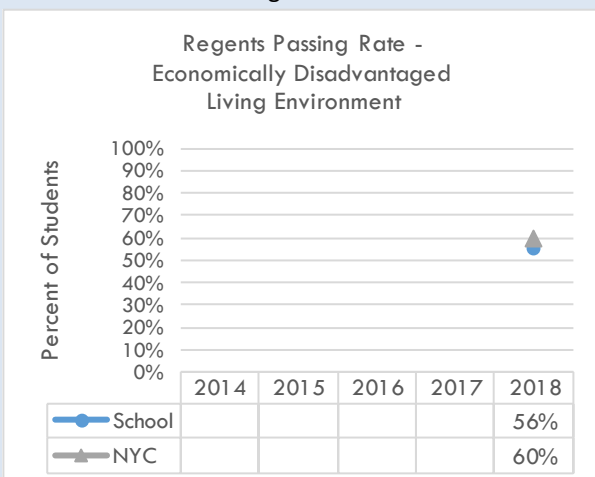


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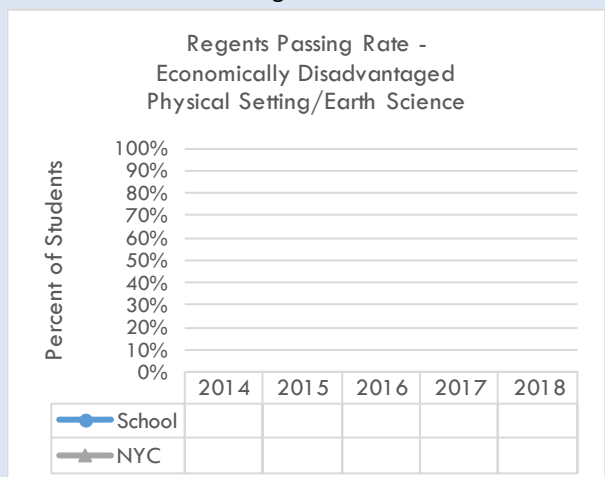


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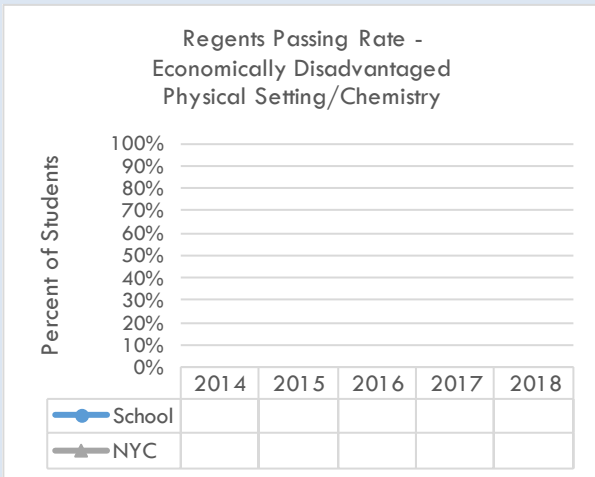


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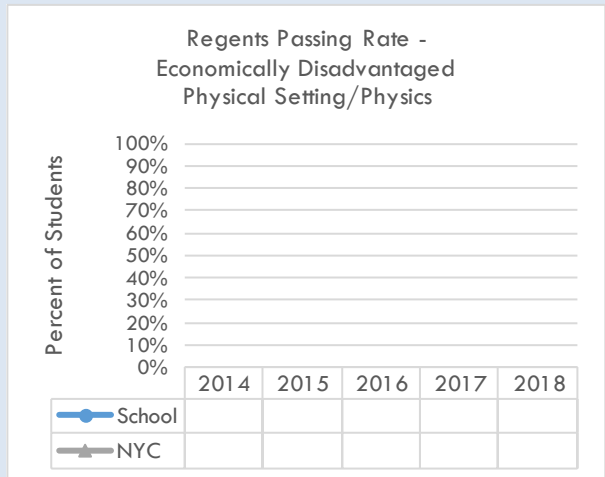


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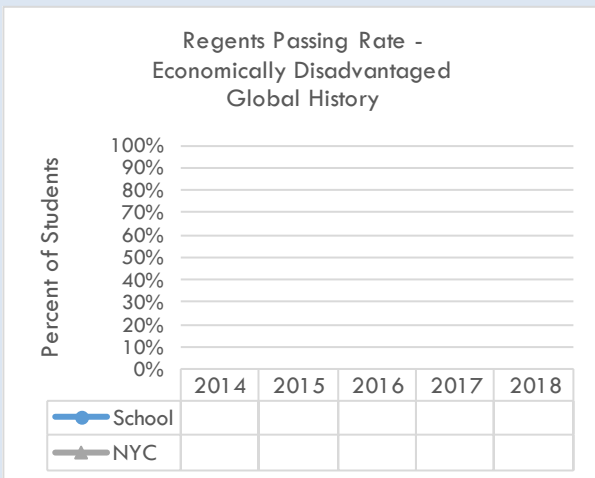


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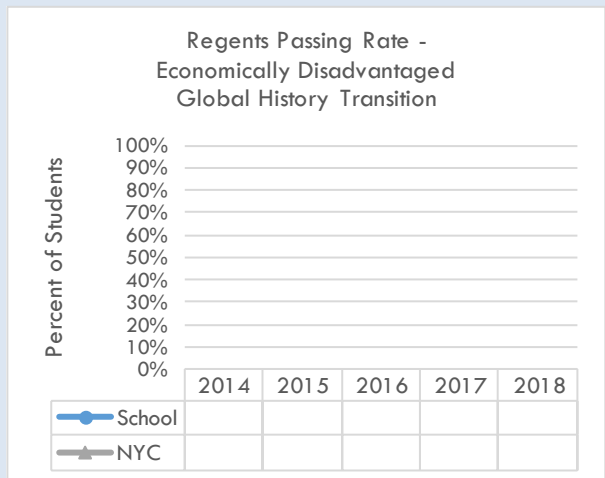


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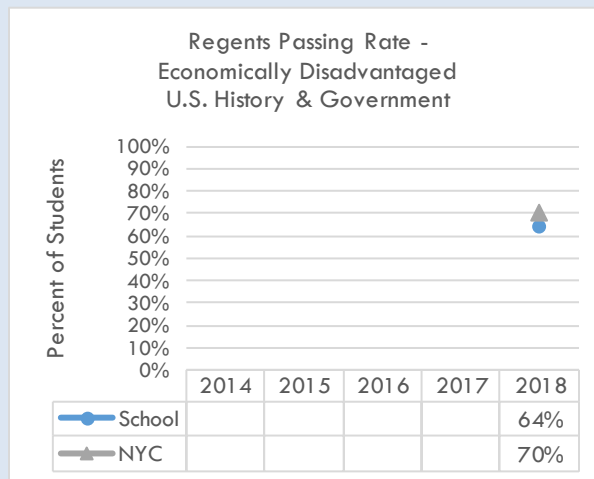


Figure 91

APPENDIX G: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2017-2018 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as a part of a holistic evaluation of the school.

To see the school's full 2017-2018 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	Each year, 75% of 3rd-8th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the NYS ELA exam.	NYS ELA exam	Not Met	<p>We were able to attain 41% proficiency of students scoring at or above Level 3 on the NYS ELA exam for the 2017-2018 school year.</p> <p>We have had a steady increase in proficiency from 2015-2018. We will continue to use rigorous ELA curriculum and we will continue to support our scholars with literacy skills including homogenous, daily small group instruction, a reading teacher, ELL teachers for grades K-10 and an ELA Coach for teachers who need pedagogical support.</p>
Academic Goal 2	Each year, 75% of 3rd-8th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the NYS Math exam.	NYS Math exam	Not Met	<p>We were able to attain 40% proficiency of students scoring at or above Level 3 on the NYS Math exam for the 2017-2018 school year.</p> <p>We will continue to use rigorous Math curriculum and we will continue to support our scholars with mathematical skills including homogenous, daily small group instruction, a math interventionist and an Math Coach for teachers who need pedagogical support.</p>

Academic Goal 3	Each year, 75% of 4th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the NYS Science Exam.	NYS Science Exam	Met	
Academic Goal 4	Each year, the percent of students performing at or above Level 3 on the State ELA and Math exams in each tested grade will exceed the average performance of students tested in the same grades of the Community School District in which the school is located.	NYS English Language Arts and Math Exams	Met	
Academic Goal 5	For years 2-4 of the charter, the school will receive a "B" or higher on the Student Progress of the NYC DOE Report Card.	NYC DOE Report Card	Not Met	Not Applicable
Academic Goal 6	For years 2 through 5 of the charter, each grade level cohort of the same students will reduce by one half the gap between the percent at or above Level 3 on the previous year's NYS ELA and Math exams (baseline) and 75% at or above Level 3 on the current year's NYS ELA and Math exams. If the number of students scoring above proficiency (Level 3) exceeded 75% of the previous year's exam, the school is expected to demonstrate growth (above 75%) in the current year.	NYS English Language Arts and Math Exams	Not Met	We continue to incorporate small group instructional period and we use differentiated approaches to learning including purposeful grouping of students during instructional math periods. We also have a designated afterschool program for students who have scored from 2.5 to 3.5. We consider these students our pushables/slippables. They have a designated curriculum and they attend 2x per week for 1 hour each for Math and ELA. We also have a Winter/Spring Saturday School program.

Academic Goal 7	Each year, the school will be deemed "In Good Standing" on the NYS Report Card.	NYS Report Card	Not Met	Not Applicable
Academic Goal 8	Each year for a grade level cohort that has been at the school for three full years, the percent at or above the national median in reading and math as measured by the Northwest Evaluation Assessment Measures of Academic Progress (NWEA MAP) assessments will increase by 10% of the cohort.	Northwest Evaluation Assessment Measures of Academic Progress (NWEA MAP)	Not Met	
Org Goal 1	Each year, the school will have an average daily student attendance rate of at least 95%.	PowerSchool, Lighthouse Academies Scholar Information System (LHA SIS), and ATS.	Met	The average attendance rate for the 2017-2018 school year was 95.12%
Org Goal 2	Each year, 95% of all students enrolled on the last day of the school year will return the following September.	Powerschool, Lighthouse Academies Scholar Information System (LHA SIS), and ATS.	Not Met	The school has built a robust calendar of activities for the 2018 - 2019 school year to engage families and scholars alike. Events such as coffee with the Principal and parents will be held on a regular basis to ensure open lines of communication at all times. A process will be implemented in the Spring in order to collect data and documentation on scholar re- enrollment to ensure families are being retained at the school and if there are any questions or concerns they are addressed well in advance of the upcoming school year.

Org Goal 3	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Board of Trustees Minutes, Special Education documentation, etc. Met 7 / 9 5. Do you have more organizational goals to add? Yes. Individuals with Disabilities Education Act, and the federal Family Educational Rights and Privacy Act.	Board of Trustees Minutes, Special Education documentation, etc.	Met	
Org Goal 4	Each year, the average rate of attendance at parent conferences measured quarters 1, 2, and 3 will be 80% or more.	Parent Teacher Conference Tracker	Met	MetLCS has acquired a new communications system to more effectively communicate with parents electronically. We will be instituting parent contact logs with all grade level teachers, and implementing multiple schoolwide competitions to incentive higher levels of parental attendance at parent teacher conference events
Org Goal 5	In year one, student enrollment will be within 5% of full enrollment as defined in the school's contract, and in subsequent years of the charter, student enrollment will be within 2% of full enrollment.	PowerSchool, Lighthouse Academies Scholar Information System (LHA SIS), and ATS.	Met	
Org Goal 6	Each year, parents 8 / 9 Org Goal 6 will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey. The school will only have met this goal if 50% or more parents participate in survey.	NYC DOE Progress Report	Met	N / A Schools are no longer receiving NYC DOE Progress Reports. 56% of parents took the survey: 86% Effective School Leadership, 89% Strong Family Community Ties, 85% Parental Involvement Parent-Principal Trust 84% Parent-Teacher Trust 92%

Org Goal 7	Each year, teachers will express satisfaction with school leadership and professional development opportunities as by the teachers section of the NYC DOE Learning Environment Survey. The school will only have met this goal if 50% or more teachers participate in the survey.	NYC DOE Progress Report	Met	96% of teachers took the survey: Inclusive Leadership 86% Instructional Leadership 74%
Org Goal 8	Each year, students will express satisfaction with the school as determined by the student section of the NYC DOE Learning Environment Survey. The school will only have met this goal if 50% or more of students enrolled participate in the survey.	NYC DOE Progress Report	Met	95% of students took the survey: Course Clarity 74%
Financial Goal 1	The school will undergo an annual, independent financial audit that will result in an unqualified opinion and no major finding.		Met	
Financial Goal 2	Each year, the school will operate on a balanced budget and maintain a stable cash flow.		Met	

APPENDIX H: RECRUITMENT AND RETENTION EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities, English Language Learners, and students who are eligible for FRPL.

As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

The school has submitted the following text in support of this requirement. The school submission is missing the following required elements:

- Discussion of retention strategies for economically disadvantaged students

SCHOOL-PROVIDED EFFORTS

ENROLLMENT EFFORTS

ECONOMICALLY DISADVANTAGED

- Outreach to specialized feeder schools and programs

ENGLISH LANGUAGE LEARNERS

- Direct mail advertising in languages other than English
- Other advertising (e.g. radio, TV, flyer) in languages other than English
- Outreach by multi-lingual staff
- Outreach to immigrant community/ies
- Outreach to specialized feeder schools and programs
- Advertising and school materials are translated as needed

STUDENTS WITH DISABILITIES

- Outreach to specialized feeder schools and programs

RETENTION EFFORTS

ENGLISH LANGUAGE LEARNERS

- We have two ELL teachers and two reading teachers dedicated to pulling supporting scholars who need additional help with ELA.

STUDENTS WITH DISABILITIES

- We have 4 teachers dedicated to SpEd to pull out and push in for scholars with disabilities.

APPENDIX I: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8.

SOURCES

ⁱ Number of students actively enrolled on October 31, 2018 as recorded in ATS.

ⁱⁱ State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

ⁱⁱⁱ School report card at data.nysed.gov.

^{iv} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^v State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{vi} Calculations based on data reported by the school in its renewal data collection form.

^{vii} Data from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

- Parent 1 – “How satisfied are you with the education your child has received this year?”
- Parent 2 – “The principal promotes family and community involvement in the school.”
- Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
- Teacher 2 – “Teachers work closely with families to meet students’ needs.”
- Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
- Student 1 – “It’s clear what I need to do to get a good grade.”

^{viii} Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31st of the prior year who are still at the school on October 31st of the evaluated year. Subgroup enrollment data comes from the demographic data available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview> or an October 31st ATS pull for the evaluated year.

^{ix} Annual school audit

^x Annual school audit

^{xi} Number of students actively enrolled on October 31, 2018 as recorded in ATS.

^{xii} School-reported suspension and expulsion data. City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population.

^{xiii} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

^{xiv} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>

^{xv} Data.nysed.gov