

# THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION SUMMARY  
LAMAD ACADEMY CHARTER SCHOOL*

*REPORT DATE: FEBRUARY 4, 2025*

*VISIT DATE: OCTOBER 15 – 16, 2024*



**Charter Schools Institute**  
The State University of New York

# CONTENTS

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**1** CHARTER SCHOOL BACKGROUND

**2** EXECUTIVE SUMMARY

**5** ACADEMIC PERFORMANCE DATA

**7** FISCAL DASHBOARD

**8** COMPLIANCE REPORTING

**9** COMMUNITY SATISFACTION AND RETENTION

**11** APPENDICES

A: Charter School Overview

B: Benchmark Summary

C: Student Demographics

D: Fiscal Benchmarks Summary



## CHARTER SCHOOL BACKGROUND

# LAMAD ACADEMY CHARTER SCHOOL

1060 Clarkson Avenue, Brooklyn, New York | Grades: 6-8 | NYC Community School District 18



### MISSION

Lamad Academy Charter School will prepare and inspire students to successfully and enthusiastically pursue advanced mathematics and science education in their secondary and post-secondary careers. With American economic and national security dependent on the development of a scientifically-trained and technically-skilled workforce, LACS will graduate a cadre of such future talent by immersing its students in an academically rigorous standards-based curriculum with a principal emphasis on mathematics and science.

### CURRENT CHARTER INFORMATION

Year Opened: 2020

Serves: 6<sup>th</sup> – 8<sup>th</sup>

Chartered Enrollment: 300

Charter Expires on: July 31, 2025

### FUTURE CHARTER INFORMATION

Serves: 6<sup>th</sup> – 8<sup>th</sup>

Chartered Enrollment: 225

Charter Expiration July 31, 2030

### LAMAD ACADEMY CHARTER SCHOOL BOARD OF TRUSTEES<sup>1</sup>

#### CHAIR

Rubain J. Durancy

#### TREASURER

Gregorio Mayers

#### SECRETARY

Kenneth J. Halperin

#### TRUSTEES

Abenaa Frempong-Boadu

Marsha Escayg

David Brecher

### KEY DESIGN ELEMENTS

Extended school day;	+	Expanded core subject instruction time;	+
Extended school year;	+	Character education; and,	+
Free after-school programming;	+	Daily science, technology, engineering, art, and mathematics (“STEAM”) content.	+
Teacher and teacher assistant model;	+		

1. Source: The Institute’s board records at the time of report finalization.

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

## EXECUTIVE SUMMARY

### FULL-TERM RENEWAL

*The Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter School Committee approve the Application for Charter Renewal of Lamad Academy Charter School (“Lamad”) for a period of five years with authority to provide instruction to students in 6<sup>th</sup> through 8<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 225 students. The Institute makes this recommendation as Lamad meets the requirements for renewal set forth in the Policies for Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (the “SUNY Renewal Policies”).<sup>2</sup>*

### EXECUTIVE SUMMARY

Lamad comes to its initial renewal demonstrating a story of success and growth over its charter term. In its five year term, Lamad opened its virtual doors to students in the midst of the COVID-19 pandemic, and demonstrated not only typical start up challenges, but those compounded by COVID-19. Now in its fifth year of operation, Lamad has demonstrated progress toward meeting its Accountability Plan goals and established a particularly strong and effective academic program. In 2021-22, the first year the school produced data suitable for analysis on New York State’s 3<sup>rd</sup> – 8<sup>th</sup> grade English language arts (“ELA”) and mathematics exams, Lamad posted low baseline performance against its Accountability Plan goals. In the intervening years, the school has developed a strong instructional leadership team, retained effective teachers, and produced a clear record of academic growth for students who remain in the program for two or more years. In accordance with its mission and key design elements, Lamad actively provides STEAM focused programming and supports to families experiencing poverty. The school currently offers West African drumming and dance to students in an effort to provide culturally affirming enrichment opportunities, and the school has initiated construction on computer coding and chemistry labs at its East Flatbush location.

### FINDINGS & INFORMATION

#### ***Is the charter an academic success?***

Lamad is becoming an academic success. Over its initial charter term, the school demonstrated considerable improvement in its instructional leadership and increased its organizational capacity. Currently, Lamad implements a particularly strong and effective academic program on the ground. The school has made progress toward meeting its Accountability Plan goals in ELA and mathematics. Following the Institute’s evaluation visit in the spring of 2023, the school has improved teaching and learning across all classrooms, evidenced by high levels of student engagement and a focus on achievement in lessons. The school’s record of performance highlights the impact of Lamad’s commitment to continuous improvement practices. Lamad’s high staff member retention rate indicates the effectiveness of its investment in building a strong, community-centered culture with an emphasis on teaching, learning, and individualized supports for students and teachers. The school demonstrates its story of progress in the following ways:

<sup>2</sup>. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

## EXECUTIVE SUMMARY

- After posting low absolute proficiency rates in 2021-22, the school's first year with testing results suitable for analysis, Lamad demonstrated high growth in the remaining years of the term. In 2022-23 and 2023-24, the school's mean growth percentiles were near or above the target in both ELA and mathematics.
- The school increased the proportion of students scoring at or above proficient from 2021-22 to 2023-24. In ELA, Lamad increased its proficiency rate for students enrolled in at least their second year by 22 percentage points. In mathematics, the school increased its proficiency rate by 34 percentage points.
- Lamad implements a high quality at-risk program with robust supports for students with disabilities, English language learners ("ELLs"), and those at-risk of academic failure. In alignment with the school's consistent growth over the term, the school posted high mean growth percentiles for students with disabilities and ELLs. Notably in 2023-24, the school's students with disabilities posted mean growth score above the target of 50 in both subjects and the school's ELLs had a particularly high ELA growth score 15 points above the target.

### ***Is the charter an effective, viable organization?***

Lamad is an effective and viable organization, and has improved significantly in the delivery of academic programming over the charter term. The school has strong teacher and student retention, and the school continues to grow its leadership team to improve the quality of instruction. During the charter term, the board and executive director have carefully cultivated the school leadership team's management and leadership skills. Board members possess considerable academic expertise, implement effective governance practices, and have strong ties to the surrounding community. The board currently seeks to add two additional members with the goal of increasing its financial management and fundraising capacity.

### ***Is the charter fiscally sound<sup>3</sup>?***

Lamad is fiscally sound based on the Institute's review of the renewal documentation. The education corporation established a sound budget method formulating reasonable and achievable projections and future fiscal goals. The education corporation's finance team meets monthly with the board to monitor variances and discuss results. Despite mixed enrollment across the term, the school met its budgetary requirements for enrollment to cover its expenses. Lamad does not present any material weaknesses or internal control issues in the 2023-24 annual financial audit, and maintains a separate dissolution account with the appropriate amounts as required by the charter agreement.

Lamad demonstrates strong financial performance during its initial charter term, with net assets (\$.6 million) and cash (0.6 months on hand) reserves growing each year. The education corporation is actively working to improve its financial scoring metrics, which the Institute anticipates improving during the proposed charter term. Lamad maintained adequate teacher-to-student ratios and adjusted accordingly to reflect enrollment fluctuations. The education corporation prioritizes spending on classroom technology improvements and facility upgrades across its New York City Department of Education ("NYCDOE") co-located space.

*3. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as blue – gray – orange. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.*

## EXECUTIVE SUMMARY

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***If the SUNY Trustees renew the charter, are the education corporation’s plans for the charter reasonable, feasible, and achievable?***

Lamad’s plans are reasonable, feasible, and achievable, and the education corporation has begun to expand its leadership team to augment improvement efforts. In the next term, Lamad will continue to serve 6<sup>th</sup> – 8<sup>th</sup> grade with a chartered enrollment of 225 students. The school is renovating spaces in the current co-located building to provide students with advanced science labs in order to immerse students in STEAM focused content areas. As Lamad moves into a subsequent charter term, it will move to advance its curricular program to realize strong interdisciplinary connections with STEAM throughout all content areas. The school will continue to use its NYCDOE co-located facility.

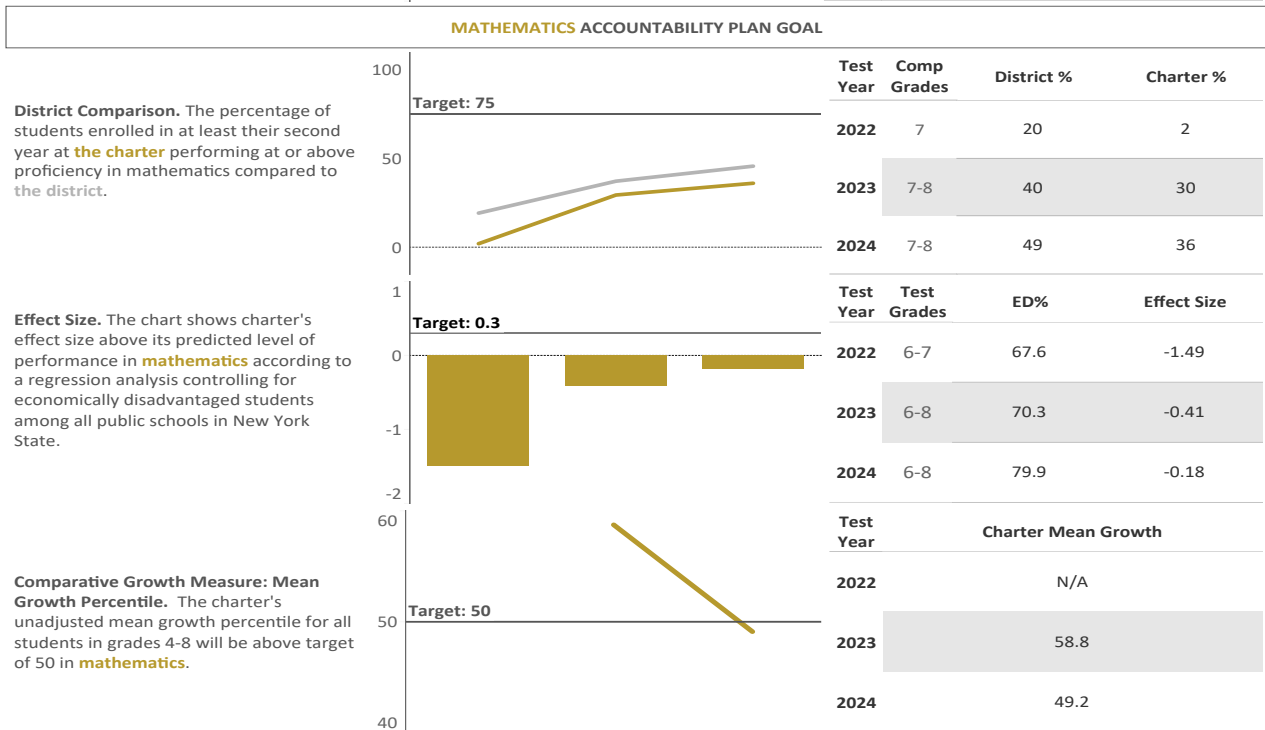
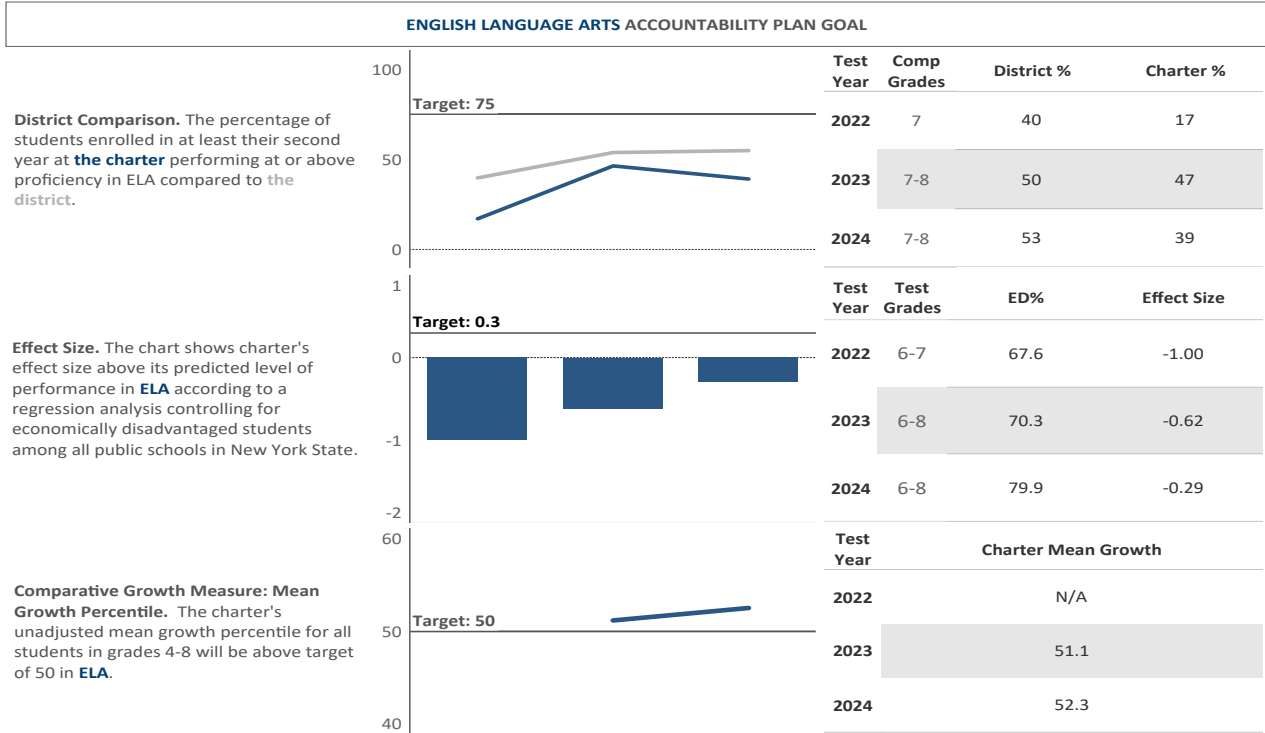
Lamad proposes a reasonable and achievable budget plan for the next charter term. The education corporation plans to continue investing in teacher recruitment and professional development for staff members. The Institute anticipates that Lamad will continue to be fiscally sound in the next charter term.

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# ACADEMIC PERFORMANCE

## LAMAD ACADEMY CHARTER SCHOOL

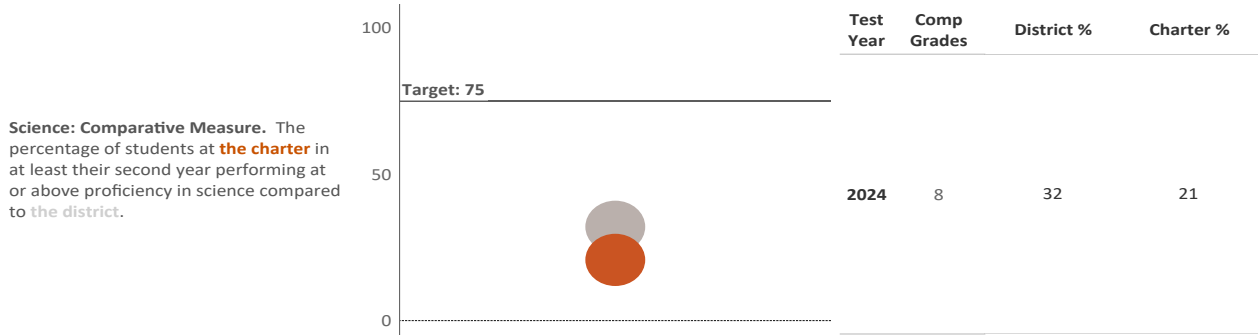




# ACADEMIC PERFORMANCE

## LAMAD ACADEMY CHARTER SCHOOL

### SCIENCE ACCOUNTABILITY PLAN GOAL



### TESTED PERCENTAGES

	2022		2023		2024	
	ELA	Math	ELA	Math	ELA	Math
School Tested Number	88	85	165	163	155	156
School Tested %	79.3%	76.6%	86.4%	84.9%	82.0%	82.5%
District Tested %	89.2%	86.6%	89.3%	88.9%	84.0%	83.9%

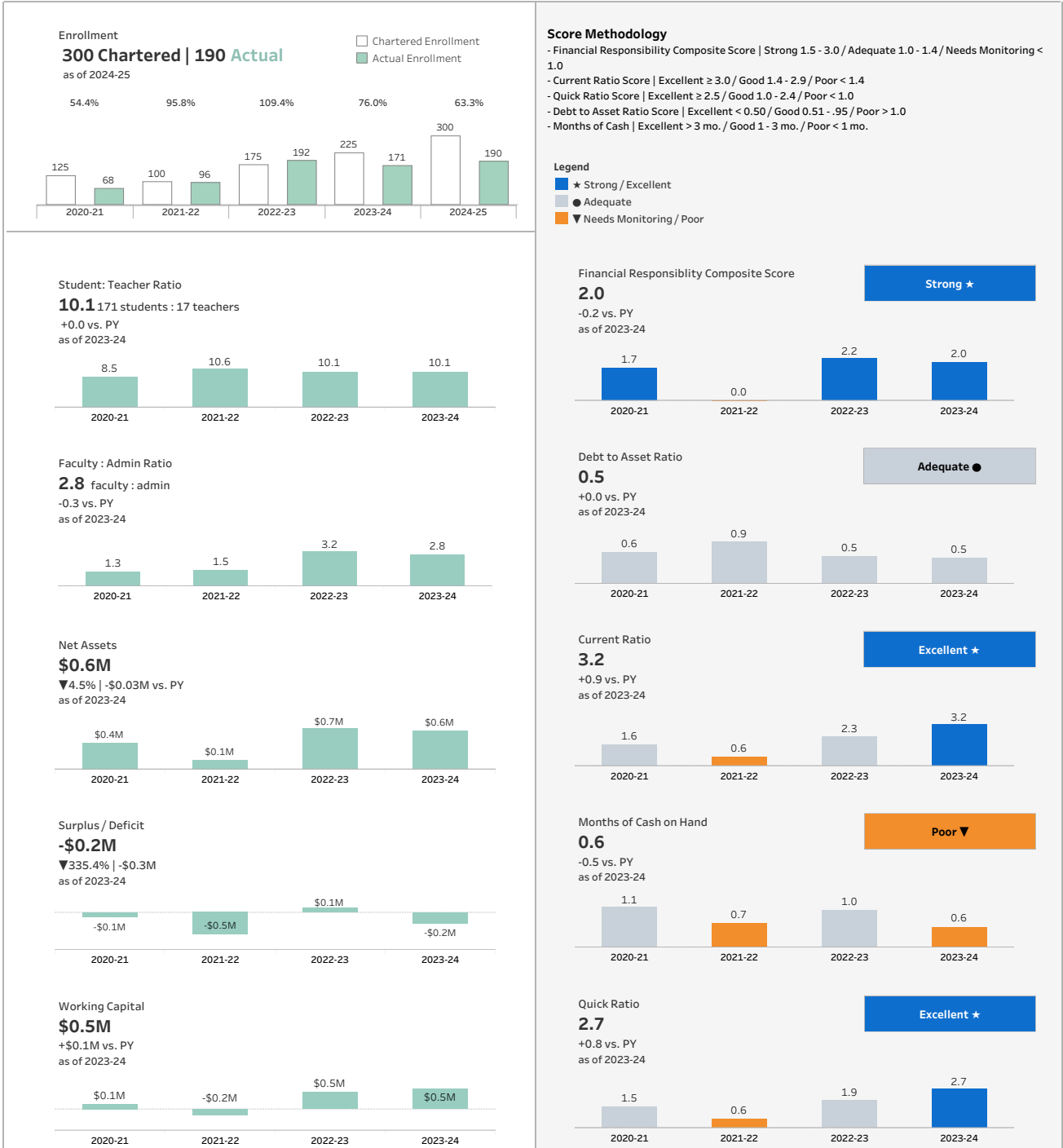
### SPECIAL POPULATIONS PERFORMANCE\*

	2022	2023	2024
Students with Disabilities Tested on State Exam	26	39	34
Charter Percent Proficient on ELA Exam	7.7	23.1	17.6
District Percent Proficient	20.1	20.6	22.7
Tested on NYSESLAT Exam	0	12	1
Charter Percent 'Commanding' or Making Progress	N/A	8.3	5

\* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

# FISCAL DASHBOARD

## LAMAD ACADEMY CHARTER SCHOOL



## COMPLIANCE REPORTING



### HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

*The school substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the school demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.*

#### **Annual Reports**

The school submitted annual reports to the Institute and New York State Education Department (“NYSED”) on time but has not posted the most recent reports directly on the school’s website as of the date of submission as required by the Act. The Institute will ensure compliance prior to the start of the next charter term.

#### **FOIL**

The school has a complete Freedom of Information Law (“FOIL”) policy, but the subject matter list needs to provide a link to the Committee on Open Government. The Institute will ensure compliance prior to the start of the next charter term.

#### **Open Meetings Law**

In accordance with NY Public Officers Law, the school’s board of trustees needs to post its meeting materials including notices, agenda, and meeting minutes within two weeks of the public meeting or within one of any executive session to its website. The Institute is working with the school to ensure compliance prior to the start of the next charter term.

#### **Teacher Certification**

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

The school prioritizes hiring certified teachers and maintains a structured pathway for uncertified teachers to obtain certification. Uncertified teachers must enroll in an approved master’s program leading to certification and meet specific benchmarks. When applicable, these teachers will apply for and obtain an internship certificate and coordinate with their college or university for supervision as they progress toward permanent certification.

The school partners with the New York City Charter Center to assist in tracking each teacher’s requirements toward certification. This allows the school to offer individual supports and biannual meetings with teachers to ensure continued and timely progress toward certification.

At the time of the renewal review, the school employed 12 lead teachers. Of the 12 lead teachers, seven were uncertified, which is within the allowable limit. Two out of the seven uncertified teachers do not meet the additional criteria under the Act.

## COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

To report on parent satisfaction with the school’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

### **Parent Survey Data**

The Institute compiled data from the NYCDOE’s annual family survey from the 2023-24 school year for Lamad. In 2023-24, nine families who received the NYCDOE survey responded. Of the families who responded, 96% expressed satisfaction with the charters. Given the low response rate, the Institute acknowledges the results may not be representative of the larger school community.

### **Parent Focus Group**

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs.

The majority of the six family representatives in attendance spoke highly of their experiences with Lamad. Families expressed appreciation for the quality of instruction, multicultural staff, and support for students with disabilities. Parents who do not live in close proximity to Lamad praised the school’s bussing program. Stakeholders note that the school environment is welcoming and that staff members keep them informed via Google Classroom, weekly updates, personalized letters, and Class Dojo. A portion of participants indicated that the school could improve its efforts to involve families with the parent teacher association.

### **Public Comments**

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school’s Application for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The NYCDOE held its required hearing on the Lamad renewal application via videoconference on October 29, 2024. No one spoke in support of or in opposition to the application.

### **Enrollment and Retention**







Lamad makes good faith efforts to meet its enrollment and retention targets. Notably, the school exceeds all six enrollment and retention targets for the subgroups.

### **Persistence in Enrollment**

An additional indicator of parent satisfaction is persistence in enrollment. In 2023-24, 83% of Lamad students returned from the previous year. Student persistence data from previous years of the charter term is available in the student demographics section of the report.

*The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or NYSED is available to the Institute to provide either district or statewide context.*

# COMMUNITY SATISFACTION & ENROLLMENT AND RETENTION

<b>Lamad Academy Charter School's Enrollment and Retention Status: 2023-24</b>			<b>Target</b>	<b>Charter</b>
<b>enrollment</b>	economically disadvantaged		77.1	79.6
	English language learners		6.7	9.0
	students with disabilities		19.4	24.6
<b>retention</b>	economically disadvantaged		72.9	84.3
	English language learners		77.0	100.0
	students with disabilities		73.6	77.4

Lamad

# Ax

APPENDICES

PAGES Ax 1-12

<b>CO</b> <sup>A</sup> CHARTER OVERVIEW PAGE Ax 1	<b>BS</b> <sup>B</sup> BENCHMARK SUMMARY PAGE Ax 2	<b>SD</b> <sup>C</sup> STUDENT DEMOGRAPHICS PAGE Ax 8	<b>FB</b> <sup>D</sup> FISCAL BENCHMARKS PAGE Ax 10
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**CHARTER CHARACTERISTICS**

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT <sup>1</sup>	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2020-21	125	68	54%	6
2021-22	100	96	96%	6-7
2022-23	175	192	110%	6-8
2023-24	225	171	76%	6-8
2024-25	300	190	63%	6-8

**CHARTER SCHOOL VISIT HISTORY**

SCHOOL YEAR	VISIT TYPE	DATE
2020-21	First Year Visit (Virtual)	May 25, 2021
2021-22	Evaluation Visit	April 6 – 7, 2022
2022-23	Evaluation Visit	March 14 – 15, 2023
2024-25	Initial Renewal Visit	October 15 – 16, 2024

**CONDUCT OF THE RENEWAL REVIEW**

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
October 15 - 16, 2024	Ciani Jones	Senior Analyst
	Kathleen Haywood	School Evaluator
	Vickie Masseus	External Consultant

1. Source: Institute’s Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

## BENCHMARK SUMMARY

### ACADEMIC ACHIEVEMENT

During its initial charter term, Lamad demonstrated progress toward meeting its key Accountability Plan goals in English language arts (“ELA”) and mathematics. From 2021-22 to 2023-24, the school increased its absolute and comparative achievement metrics. Notably, the school posted mean growth percentiles near or above the target in every year with available data indicating that Lamad consistently grew the learning of its students at comparable or faster rates compared to their statewide peers. The school also administers Regents exams to some of its students in mathematics, science, and social studies. Notably in 2023-24, 100% of Lamad students who sat for the Living Environment Regents passed the exam.

In ELA, Lamad’s students enrolled in at least their second year more than doubled their proficiency rate from 2021-22 to 2023-24. That year, nearly 40% of students enrolled in at least their second year scored at or above proficient. Although the school underperformed the district over the term, Lamad made progress toward closing the proficiency gap. According to the Institute’s effect size analysis, Lamad performed lower than expected compared to schools across the state enrolling similar percentages of economically disadvantaged students. Although Lamad’s effect size fell under the target of 0.3, the school increased its performance on the comparative effect size measure in each year with available data. Further, the school posted mean growth percentiles in ELA above the target of 50 each year demonstrating consistent progress in moving all students toward grade level standards.

In mathematics, Lamad first produced data suitable for analysis in 2021-22 and only two percent of students enrolled in at least their second year scored at or above proficiency. By 2023-24, the school increased its proficiency rate by 34 percentage points. The school posted proficiency rates that fell below the district each year but narrowed the gap from 18 percentage points in 2021-22 to 13 percentage points in 2023-24. The school increased its effect size measure in each year of the term but continued to performed lower than expected compared to demographically similar schools statewide. In alignment with the school’s increase in absolute and comparative performance, the school posted mean growth percentiles above or about the same as the target each year.

### ASSESSMENT

Lamad implements a strong assessment system that drives teaching and learning. Over the term, the school demonstrated an evolving culture of responsiveness to assessment data, supported by a structured system that leverages technology to streamline data analysis. The school regularly administers assessments aligned to its curriculum and state performance standards. Lamad uses multiple assessment tools and programs to comprehensively monitor student progress. The school administers i-Ready assessments four times a year, providing actionable data to inform instruction and intervention. Interim assessments, modeled on state standards, occur on a similar schedule, while Reading A-Z serves as a benchmark assessment for 6<sup>th</sup> grade students. GradeCam, a scantron program, allows for efficient scanning, scoring, and detailed analysis of student responses. This technology facilitates rapid linking of questions to specific standards, enhancing teachers’ ability to conduct question-level analysis. The school administers unit tests that provide overviews of student proficiency and assess teacher delivered direct instruction. Teachers also use formative assessments, such

as “do nows,” exit tickets, and homework checks, to inform targeted support decisions such as small group instruction, reviews, and differentiation. The school uses Jupiter to generate report cards for families to communicate student performance. Teachers’ evaluations incorporate both instructional practices and student progress.

Lamad makes assessment data accessible to teachers and leaders. A dedicated data coordinator organizes assessment results, prepares an assessment tracker for data days, and assists school leaders in interpreting data for instructional planning. For example, the data coordinator models interim assessments to resemble state tests, providing opportunities to clearly gauge student proficiency levels prior to state assessments. Referencing performance level breakdowns, school leaders share insights with instructional staff members to inform instructional planning. The school employs data analysis of i-Ready and interim assessments to identify students at-risk of academic failure and plans to use these data to organize targeted intervention groups for after-school support. The data coordinator supports teachers by preparing standards-aligned resources, including questions, answer keys, and sample responses for interim assessments. The data coordinator collaborates with instructional coaches and school leadership to strengthen the quality and rigor of interim assessments. These systems and efforts to build a data driven culture at Lamad demonstrate leaders’ effective reflection and implementation of improved systems as observed since the Institute’s previous evaluation visits during the charter term.

While the school has effective systems in place for data analysis, inconsistencies in implementation limit its full impact. On data days, grade teams engage in structured data discussions, supported by weekly reports from grade team leads and co-teachers that outline student challenges, action plans, grouping strategies, and intervention outcomes. Despite this level of data engagement, opportunities remain to enhance data utility across instructional practices. For instance, the school has the opportunity to track completion progress on i-Ready to gauge the extent of students’ skill gains. Although the Institute observed students engaging with i-Ready, evidence of progress in foundational skills was inconsistent. The school can broaden its use of data to systematically address foundational skills gaps, aligning instructional planning to improve outcomes across all student demographics. The school could benefit from a stronger focus on addressing observed gaps in test-taking stamina and reading comprehension to ensure students can effectively demonstrate their knowledge on interim and standardized assessments.

## CURRICULUM

Lamad implements a curricular framework aligned to state standards across grades. The school’s curriculum supports teachers with foundational resources and tools for instructional planning. The ELA curriculum, developed in-house by the principal who also serves as the ELA instructional coach, provides standards-based guidance that helps teachers understand what to teach and when. Mathematics teachers utilize the National Training Network (“NTN”) curriculum, which offers comprehensive planning materials and strategies to support instructors of all experience levels. The science instructional coach develops Lamad’s science curriculum and supports teachers in modifying lesson plans to meet individual student needs. In response to the shift to computer-based state testing, the school also prepares students for digital testing formats, ensuring readiness through modified curricular activities. Leaders reflect upon the effectiveness of its curricular programs and consider ways to supplement and enhance each program to ensure the school is implementing a high quality curricular program for students.

Lamad's curriculum promotes mastery of foundational reading and mathematics skills. The math curriculum aids teachers in planning differentiated lessons by providing tools to address misconceptions and step-by-step problem-solving templates. ELA teachers participate in structured department meetings and coaching sessions that guide instructional planning, monitor student mastery, and inform decisions on content review and spiral reteaching. Despite these aspects of the program, the curriculum shows areas for improvement, particularly in fostering students' conceptual understanding and engagement. During the visit, the Institute observed some inconsistencies in lesson plan implementation, such as gaps in documenting differentiation strategies and classroom questioning techniques. Lesson plans sometimes lacked elements critical for deepening students' conceptual understanding, including preparation for higher-order thinking and exemplar student responses. Without clear support for higher order thinking strategies, lessons may miss opportunities for real-world application, limiting student engagement.

Lamad can enhance its resources to further develop reading comprehension and writing skills. Although teachers use i-Ready to assess students' performance levels, its data is not fully integrated into planning to target specific skill deficits in reading and mathematics. Presently, i-Ready serves primarily as a diagnostic tool, with limited evidence that teachers consistently leverage it to inform targeted interventions for students. The school can strengthen its curriculum through lesson planning that targets these gaps with actionable steps and teacher follow-up regarding lesson plan implementation.

## PEDAGOGY

Since the Institute's spring 2023 evaluation visit, Lamad has improved the quality of instruction across classrooms. The school's commitment to fostering academic growth is evident in the positive, engaging learning environments present in all classrooms and the widespread use of effective instructional practices. Teachers maintain a clear focus on academic achievement and students are engaged with lesson content across the school.

In all classrooms observed, teachers deliver lessons with clear objectives aligned to learning activities. Most teachers use a variety of techniques to gauge student understanding such as posing comprehension questions, circulating the classroom during independent and group work, and issuing exit tickets. In the majority of lessons, teachers maximize learning time through appropriate pacing and consistent routines while providing clear directions, well managed transitions, and prompt behavioral redirections. Students display a warm rapport with teachers and peers.

Lesson plans at Lamad include opportunities to challenge students and foster critical thinking. However, student-to-student interactions, student-led instruction, and levels of rigor remain inconsistent throughout the school. To continue to strengthen learning experiences for all students and improve the overall quality of instruction, Lamad recognizes the need to support teachers with additional instructional coaching to ensure effective implementation of higher order thinking activities.

## INSTRUCTIONAL LEADERSHIP

Lamad has strong instructional leadership, evident through its culture of high expectations for both teacher performance and student success. The school's instructional leadership team demonstrates significant improvement since the Institute's visits earlier in the charter term. Lamad leaders display a strong capacity to identify underlying factors that hinder effective instructional delivery and articulate strategies for improvement.

Instructional leaders provide effective support for the ongoing development of teachers through sustained coaching and supervision. As a result, teachers at Lamad demonstrate significant growth in instructional planning. School leaders ensure that teachers have ample opportunities for collaborative planning across content areas and with special populations support staff. Teachers attend weekly meetings to analyze performance data, develop responsive action plans for differentiation, establish intervention groups, and make curricular modifications. During these sessions, the principal and subject area coaches articulate learning priorities and strategies to address learning gaps, reflecting a clear commitment to improving student outcomes. Teachers also attend weekly content meetings with instructional coaches to plan responses to trends from formative assessments such as exit tickets, "do nows," and unit tests. Instructional coaches hold teachers accountable to carrying out these plans by requiring them to report on the outcomes of implementation.

Instructional leaders align professional development sessions to monthly priorities that address common instructional challenges, such as increasing student voice and engagement. These sessions incorporate dedicated reflection time to support teachers in authentically addressing these focus areas. In addition to formal evaluations using the Danielson rubric, instructional leaders conduct regular informal evaluations to track strategy implementation and to offer teachers continuous feedback on practice.

## AT-RISK PROGRAM

Lamad's at-risk program effectively supports learning for students with disabilities, English language learners ("ELLs"), and students struggling academically. Lamad uses compliant procedures for identifying each student subgroup. The school effectively provides targeted support services, including special education teacher support services ("SETSS"), integrated co-teaching ("ICT"), push-in ELL services, tutoring, and social-emotional counseling. Each grade includes a dedicated special education teacher, ensuring consistent support across the school. For students requiring counseling as per their Individualized Education Program ("IEP"), the school delivers mandated counseling, with other related services provided by the district. As with many other schools in New York City, occupational therapy and speech-language services began later in the school year due to staffing procurement delays through the district. The school has in place a plan to recoup missed services for students exceeding six weeks.

Lamad places ELLs in classes with lower teacher student ratios, and long-term substitutes currently address English as a New Language ("ENL") staffing vacancies with curricular resources available to support ELL instruction. Although the school promotes language acquisition in many classrooms with adult support, including specific language instruction and translation, some inconsistency remains in language-focused support across classrooms. Lamad plans to increase opportunities for small group instruction for ELLs using its ENL staff members.

In collaboration with the district Committee on Special Education (“CSE”), the school completes IEP review meetings and shares information with teachers regarding students with IEPs, indicating established protocols for communication. At the time of the visit, the school refined its procedures for securely storing student information electronically. General education, special education, and ENL teachers work collaboratively to implement data-informed strategies within the general education setting. The school monitors the progress of at-risk students and plans to use i-Ready data to structure after-school interventions.

Lamad integrates special education teachers into all schoolwide professional development sessions. However, differentiated professional development that addresses the unique instructional needs and challenges of special education teachers remains limited. Focused opportunities for professional growth, such as leadership training in special education and specific professional development for ENL staff members would strengthen targeted support for at-risk populations. Lamad’s Response to Intervention (“RTI”) process requires greater clarity and specificity to ensure consistent intervention for at-risk students. Although the school monitors progress every six to eight weeks and uses an intervention team, the RTI process lacks detail regarding the specific interventions and tiering structure that define Lamad’s RTI approach.

### ORGANIZATIONAL CAPACITY

Over the term, Lamad has made key shifts in the areas of instructional leadership, pedagogy, and school culture resulting in significant schoolwide improvements. The school has strong leadership and clear organizational systems allowing for effective program delivery. Lamad’s executive director manages operations in collaboration with the school’s interim chief financial officer, while the school’s principal oversees all instructional leadership activities under the mentorship of a veteran school administrator. During the current school year, the school has stable staff member retention rates and staff members demonstrate strong commitment to the school’s mission.

The school offers teachers structured, collaborative meeting time to support instructional effectiveness, and it has strengthened its data-driven practices by hiring an internal data coordinator. With these structures and staff, the school effectively runs frequent assessment cycles that it uses to identify student learning gaps, differentiate instruction, and monitor academic progress schoolwide. School leaders display a high level of awareness of school needs and the capacity to identify the root causes of challenges. In addition, leaders articulate high leverage priorities as well as action steps and strategies to address them.

To face enrollment challenges, Lamad has increased its marketing budget and invested in the construction of state of the art facilities for its bespoke science, technology, engineering, art, and mathematics (“STEAM”) programming. As Lamad seeks to maintain its upward growth trajectory, it recognizes the need to engage in long term strategic planning, and its incoming chief academic officer (“CAO”) has designed a clear, long term vision for teaching and learning within the organization.

### BOARD OVERSIGHT & GOVERNANCE

The Lamad board provides effective oversight of the school’s improvement efforts, and members exhibit a strong commitment to bringing the school’s culturally affirming, STEAM centered educational mission into fruition. The current board contains a mix of new and longstanding members who possess collective expertise

in Kindergarten – 12<sup>th</sup> grade academic leadership, real estate, law, and community engagement. The board has future plans to recruit two members with backgrounds in fundraising and finance along with ties to the communities that Lamad seeks to serve.

The board conducts monthly meetings with the executive director to review comprehensive fiscal and performance data reports. The board uses this information to establish priorities, set long term goals, and develop evaluation tools. As part of its leadership evaluation process, the board holds the executive director accountable to making sound decisions in the areas of hiring, spending, community partnerships, and staff member recruitment. The board has also increased the frequency of school walkthroughs to monitor school progress. During academic committee meetings, board members consult with the executive director and school leader mentor to gather feedback on the principal’s performance. To further its governance capacity, the board contracts with consultants for support with accountability and new member onboarding.

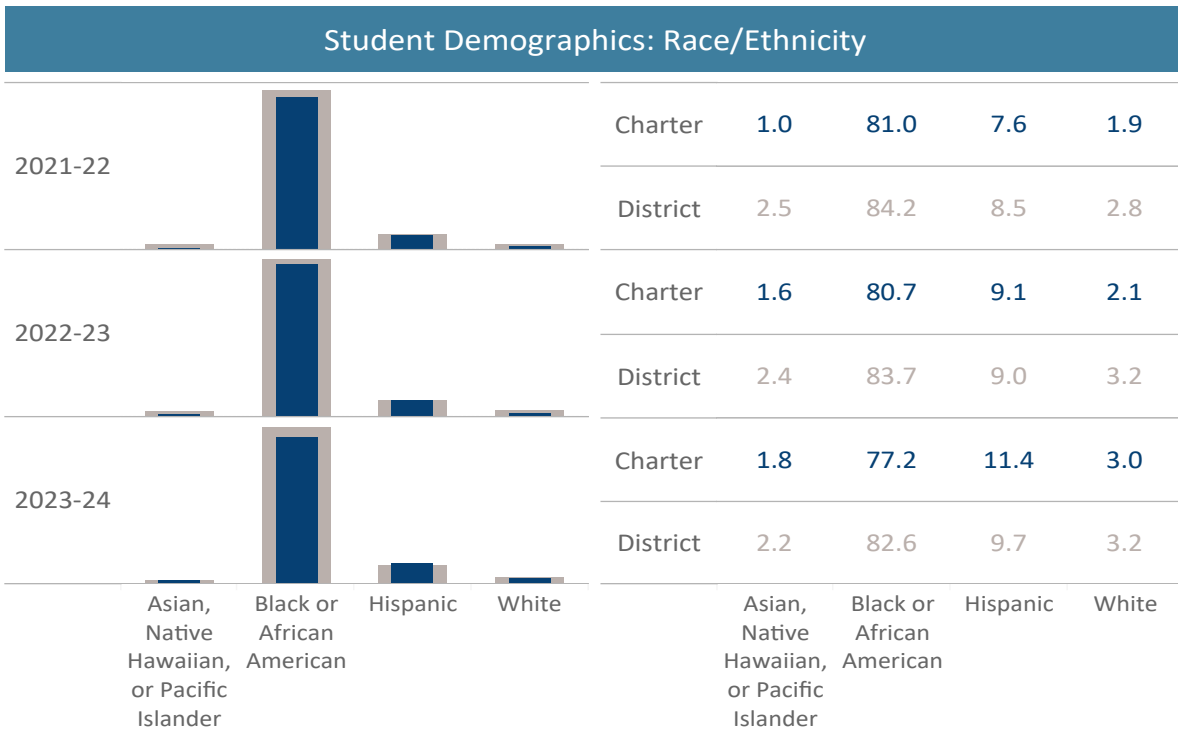
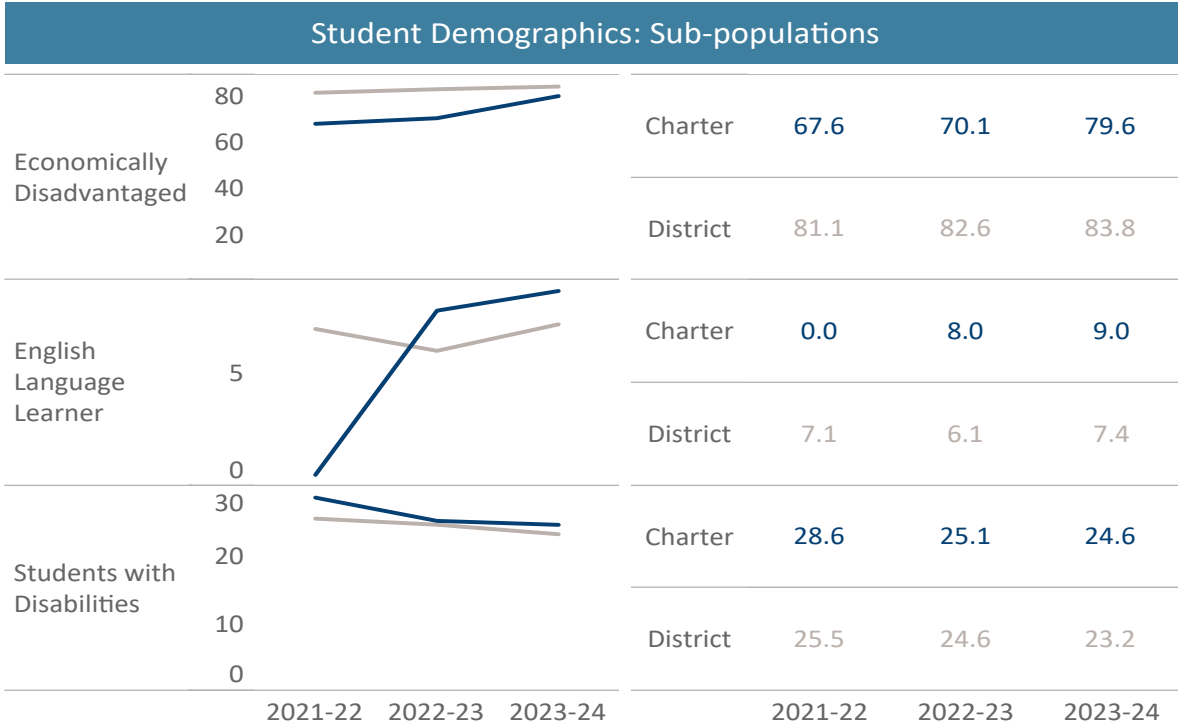
The board provides effective vetting of school leadership candidates and board members have been instrumental in identifying the current principal mentor and future CAO. The board displays a nuanced understanding of the desired qualifications for the incoming CAO, including expertise in closing learning gaps across grade bands, long range strategic planning, and designing professional development for staff members.

To address enrollment challenges, the board has taken steps to welcome recent immigrant students and students experiencing housing insecurity. The board demonstrates a strong understanding of the needs of vulnerable populations and effective strategies for integrating these students within the school and broader community. The board recognizes the need to prioritize the closing of critical learning gaps so that students may access the rigorous STEAM programming outlined in the school’s mission.



Lamad Academy Charter School

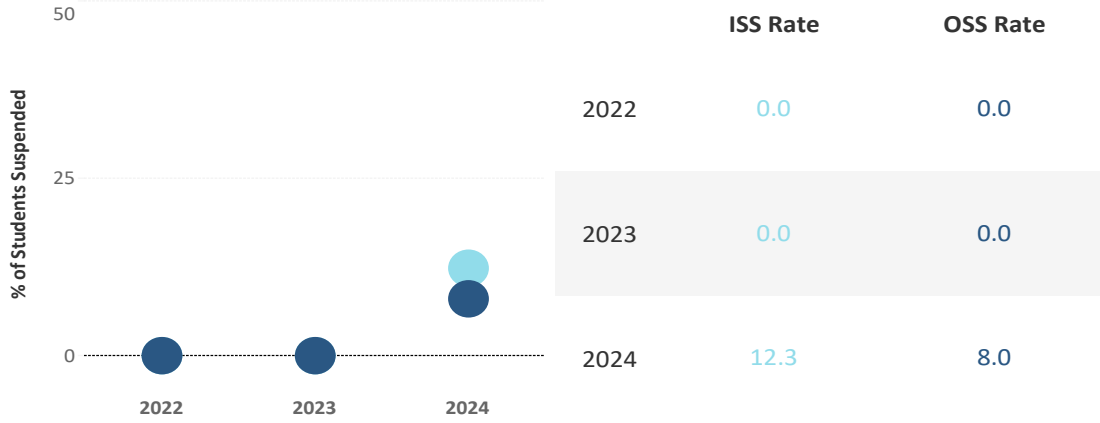
Brooklyn CSD 18



\* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED.



Lamad Academy Charter School



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

**Persistence in Enrollment:** The percentage of students eligible to return from previous year who did return



**Expulsions:** The number of students expelled from the charter each year

Year	2022	2023	2024
Expulsions	0	0	0

\* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

## FISCAL BENCHMARKS SUMMARY



### DOES THE EDUCATION CORPORATION OPERATE PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

*The education corporation operates pursuant to a long-range financial plan in which it creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives and budget preparation procedures.	+
Board members, charter management, and staff members contribute to the budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charter to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charter; the board addresses material variances and makes necessary revisions.	+
Actual expenses are equal to, or less than, actual revenue with no material exceptions.	-
Lamad Academy has had deficits in three of four years in the current charter term. Proposed budget projections reviewed by the Institute are planning for surplus to replace the current deficit trends.	

### DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

*The education corporation maintains appropriate internal controls and procedures. The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures, and practices, and appropriate internal controls.	+
The most recent audit report was free of any significant deficiencies or material weaknesses in internal controls.	+

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.



INDICATORS	EVIDENT?
<p>The education corporation reviews and updates its Financial Policies and Procedures Manual (“FPPM”), which covers the charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the education corporation review and update its FPPM on an annual basis to ensure current operating systems are reflected.</p>	<p><b>OCTOBER 2024</b></p>

### DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

*The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports will have generally been filed in a timely, accurate, and complete manner:*

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

### DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

*The education corporation maintains adequate financial resources to ensure stable operations. Critical financial needs of the charter are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:*

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses in the event of income loss (generally 30 days).	-

## APPENDIX D: FISCAL BENCHMARKS SUMMARY

INDICATORS	EVIDENT?
The education corporation prepares and monitors cash flow projections.	+
If the education corporation includes philanthropy in its budget, it monitors progress toward its development goals on a periodic basis.	N/A
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of the charter’s operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants.	+
Lamad Academy currently holds 0.6 months of cash on hand and is working toward increasing liquid reserves in the proposed charter term.	



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