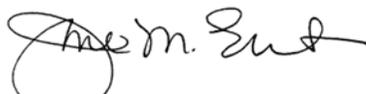




TO: P-12 Education Committee

FROM: Jhone M. Ebert 

SUBJECT: Charter Schools: Renewals to Charters Authorized by the New York City Department of Education Chancellor

DATE: March 1, 2018

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

Should the Regents approve the proposed renewals to the charters of the following three schools authorized by the Chancellor of the New York City Department of Education (NYCDOE):

1. **Bedford Stuyvesant New Beginnings Charter School** (five-year renewal)
2. **Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School** (three-year renewal)
3. **Equality Charter School** (two-year renewal)
4. **Inwood Academy for Leadership Charter School** (three-year renewal)
5. **Renaissance Charter High School for Innovation** (three-year renewal)
6. **St. Hope Leadership Academy Charter School** (three-year renewal)
7. **The Equity Project Charter School** (five-year renewal)
8. **VOICE Charter School of New York** (five-year renewal)

Reason(s) for Consideration

Required by State statute.

Proposed Handling

This issue will be before the Board of Regents P-12 Education Committee and the Full Board for action at the March 2018 Regents meeting.

Procedural History

The Commissioner and Department staff forward the renewal recommendations for the following charter schools, as proposed by the New York City Department of Education Chancellor in her capacity as a charter school authorizer under Article 56 of the Education Law. The New York City Department of Education Chancellor asks that the charters be renewed as indicated and has provided a summary for each school as set forth below.

Related Regent's Items

Bedford Stuyvesant New Beginnings Charter School

January 11, 2010 – Initial Charter

<http://www.regents.nysed.gov/Summaries/0110summary.htm>

January 12, 2015 – First Renewal

<http://www.regents.nysed.gov/common/regents/files/meetings//215bra2.pdf>

Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School

February 12, 2008 – Initial Charter

<http://www.regents.nysed.gov/Summaries/0208summary.htm>

February 11, 2013 – First Renewal

<http://www.regents.nysed.gov/common/regents/files/313bra2.pdf>

April 22, 2013 -Second Renewal

<http://www.regents.nysed.gov/common/regents/files/513bra2.2.pdf>

June 15, 2015 – Name Change

<http://www.regents.nysed.gov/common/regents/files/715bra2.pdf>

Equality Charter School

January 1, 2009 – Initial Charter

<http://www.regents.nysed.gov/meetings/2009Meetings/January2009/0109emsca5.htm>

July 27, 2009 – Location Revision

<http://www.regents.nysed.gov/meetings/2009Meetings/July2009/0709bra9.htm>

January 6, 2014 – First Renewal

<http://www.regents.nysed.gov/common/regents/files/114bra2.pdf>

June 24, 2014 – Enrollment Expansion
<http://www.regents.nysed.gov/report/june-2014/p-12-education>

Inwood Academy for Leadership Charter School

December 14, 2009 – Initial Charter
<http://www.regents.nysed.gov/Summaries/1209summary.htm>

April 30, 2010 – Enrollment Revision
<http://www.regents.nysed.gov/Summaries/0510summary.htm>

January 12, 2015 – First Renewal
<http://www.regents.nysed.gov/common/regents/files/meetings//215bra2.pdf>

Renaissance Charter High School for Innovation

December 14, 2009 – Initial Charter
<http://www.regents.nysed.gov/Summaries/1209summary.htm>

January 12, 2015 – First Renewal
<http://www.regents.nysed.gov/common/regents/files/meetings//215bra2.pdf>

St. Hope Leadership Academy Charter School

January 15, 2008 – Initial Charter
<http://www.regents.nysed.gov/Summaries/0108summary.htm>

May 18, 2009 – Partner Revision
<http://www.regents.nysed.gov/Summaries/0509summary.htm>

January 14, 2013 – First Renewal
http://www.regents.nysed.gov/common/regents/files/213bra2_0.pdf

March 11, 2013 – Second Renewal
<http://www.regents.nysed.gov/common/regents/files/413bra2.pdf> February 9, 2015 –

February 10, 2015 – Enrollment Decrease
<http://www.regents.nysed.gov/common/regents/files/meetings//315bra2.pdf>

The Equity Project Charter School

January 15, 2008 – Initial Charter
<http://www.regents.nysed.gov/Summaries/0108summary.htm>

January 14, 2013 – First Renewal
http://www.regents.nysed.gov/common/regents/files/213bra2_0.pdf

March 11, 2013 – Second Renewal
<http://www.regents.nysed.gov/common/regents/files/413bra2.pdf>

February 22, 2016 – Expansion Revision
http://www.regents.nysed.gov/common/regents/files/316bra2_1.pdf

VOICE Charter School of New York

January 15, 2008 – Initial Charter
<http://www.regents.nysed.gov/Summaries/0108summary.htm>

January 14, 2013 – First Renewal
http://www.regents.nysed.gov/common/regents/files/213bra2_0.pdf

March 11, 2013 – Second Renewal
<http://www.regents.nysed.gov/common/regents/files/413bra2.pdf>

March 13, 2017 – Enrollment Expansion
http://www.regents.nysed.gov/common/regents/files/417bra2_0.pdf

Recommendation

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Bedford Stuyvesant New Beginnings Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including **June 30, 2023**.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including **June 30, 2021**.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Equality Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including **June 30, 2020**.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Inwood Academy for Leadership Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including **June 30, 2021**.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **Renaissance Charter High School for Innovation** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including **June 30, 2021**.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **St. Hope Leadership Academy Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including **June 30, 2021**.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner;

(3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of **The Equity Project Charter School** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including **June 30, 2023**.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the **VOICE Charter School of New York** as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including **June 30, 2023**.

Timetable for Implementation

The Regents action for Bedford Stuyvesant New Beginnings Charter School, Bronx Global Learning Institute for Girls Charter School - The Shirley Rodriguez-Remeneski School, Equality Charter School, Inwood Academy for Leadership Charter School, Renaissance Charter High School for Innovation, St. Hope Leadership Academy Charter School, The Equity Project Charter School, and VOICE Charter School of New York will become effective July 1, 2018.

Bedford Stuyvesant New Beginnings Charter School¹

¹ Additional information can be found in the NYC DOE renewal report at http://schools.nyc.gov/NR/rdonlyres/C660E3D3-319F-4918-ADD1-046A209FD602/0/84K782BedfordStuyvesantNewBeginningsRenewalReport201718_WITHRECOMMENDATION.pdf

Table 1: School Summary

Name of Charter School	Bedford Stuyvesant New Beginnings Charter School
Board Chair	Joseph Sciame
District of Location	NYC CSD 16
Opening Date	Fall, 2010
Charter Terms	Initial Charter Term: 01/12/2010 - 01/11/2015 First Renewal: 01/12/2015 – 06/30/2018
Current Term Authorized Grades/Maximum Authorized Enrollment	Grades K-8/ 729 students
Proposed Renewal Term Authorized Grades/Maximum Authorized Enrollment	Grades K-8/ 729 students
Facility	82 Lewis Avenue, Brooklyn NY, 11206 (private space)
Mission	At the Bedford Stuyvesant New Beginnings Charter School, families, educators and community members will join together to create a supportive and rigorous academic environment for all students. Through the pursuit of 21st century learning, project based & service learning, and traditional coursework, students will be prepared to succeed in academically competitive schools as well as become responsible citizens of the global community.
Requested Revisions	None

Rationale for Recommendation

The NYC DOE Chancellor is recommending a five year renewal for Bedford Stuyvesant New Beginning Charter School with one condition, related to the school’s enrollment targets for at-risk students. By June 30th in each year of the next charter term, the school must demonstrate growth in meeting the host community school district enrollment rates for students with disabilities (SWDs). The school must also meet the host community school district enrollment rates by the end of the charter term. Throughout the charter term, the NYCDOE charter authorizing team will conduct annual reviews (Annual Comprehensive Reviews) to serve as a mechanism to monitor the school’s growth in these areas and provide feedback as to whether the school is on track to meeting the conditions.

Pursuant to the NYC DOE Accountability Framework, academics are the primary factor when evaluating a school. BSNBCS performed above the district in two out of three

years in the charter term in both Math and ELA. BSNBCS’s students performed above the Community School District (CSD) average in ELA in 2014, 2016 and 2017 and above the CSD in Math in 2014, 2015 and 2017.

Table 2: Bedford Stuyvesant New Beginnings Charter School Approved Enrollment

	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018
Grade Configuration	Grades K-8	Grades K-8	Grades K-8
Total Approved Enrollment	729	729	729

Table 3: Bedford Stuyvesant New Beginnings Charter School Proposed Enrollment

	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Grade Configuration	Grades K-8				
Total Approved Enrollment	729	729	729	729	729

Table 4: Bedford Stuyvesant New Beginnings Charter School Academic Achievement Compared to the District of Location

All Students	ELA					Math				
	BSNBCS	CSD 16	Variance to CSD	NYS	Variance to NYS	BSNBCS	CSD 16	Variance to CSD	NYS	Variance to NYS
2015-2016	27	25	+2	38	-11	18	21	-3	39	-21
2016-2017	37	25	+12	40	-3	30	20	+10	40	-10

Table 5: Bedford Stuyvesant New Beginnings Charter School Demographics Compared to the District of Location

	2015 -2016			2016-2017			2017-2018*
	BSNBCS	CSD 16	Variance	BSNBCS	CSD 16	Variance	BSNBCS
Economically Disadvantaged	91	84	+7	92	86	+6	94
English Language Learners	8	5	+3	13	6	+7	13
Students with Disabilities	16	27	-11	19	27	-8	19

*Self-reported by the school.

Bedford Stuyvesant New Beginnings Charter School enrolls a higher proportion of economically disadvantaged (ED) students as well as a higher percentage of English language learners (ELLs), and a lower percentage of students with disabilities (SWDs) (Table 5). This lower percentage of SWDs has resulted in a condition for the school. This condition will be monitored yearly during the NYCDOE Annual Comprehensive Review process.

The school is making good faith efforts to recruit, serve, and retain at-risk students². The school's recruitment efforts, which are described in the Renewal Application, include building relations with local institutions that serve large numbers of economically disadvantaged families. To recruit SWDs, the school highlights the Special Education services they provide in the prospectus and flyers they distribute. The school also employs a bilingual (English and Spanish) family and community engagement manager, holds open houses in English and Spanish and has translators available during parent- school conferences. The school has also made efforts to enroll students displaced by Hurricane Maria in Puerto Rico. The school also makes an effort to serve homeless students and students in transitional housing.

Summary of Public Comment

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on November 16, 2017. Fifty-five individuals attended the hearing. Sixteen comments were made in support and none were made in opposition to the proposed charter renewal.

² Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

The Bronx Global Learning Institute for Girls Charter School ³

Table 1: School Summary

Name of Charter School	Bronx Global Learning Institute for Girls Charter School - The Shirley Rodriguez-Remeneski School
Board Chair	Alana Barran
District of Location	NYC CSD 7
Opening Date	Fall, 2008
Charter Terms	Initial Charter Term: 02/12/2008 – 02/11/2013 Provisional Charter Extension: 02/12/2013 – 06/30/2013 First Renewal: 07/01/2013 – 06/30/2018
Current Term Authorized Grades/Maximum Authorized Enrollment	Grades K-8/ 450 students
Proposed Renewal Term Authorized Grades/Maximum Authorized Enrollment	Grades K-8/ 450 students
Facility	750 Concourse Village W, Bronx, NY 10451 (NYCDOE Co-Located Space)
Mission	Bronx Global Learning Institute for Girls will provide an exceptional education to young girls through dual language instruction in a technology-rich environment, while building on cultural heritage to foster leadership characteristics and strong values, promote self-confidence and create global leaders. Through highly motivated and accomplished teachers, our students will receive a standards-based, research-proven, technology-infused curriculum focusing on core subjects that will create a strong foundation for life-long learning. Our intellectually challenging curriculum, enriched by a cultural perspective, a focus on successful women leaders, and a dual language program, will promote excellence in all areas: cognitive, social, emotional, and moral. A single-sex environment coupled with a rigorous instructional program ensures that each student is able to disengage from traditional social pressures and focus on personal development and academic achievement.
Requested Revisions	None

³ Additional information can be found in the NYC DOE renewal report at http://schools.nyc.gov/NR/rdonlyres/97C4A5AA-5F28-401E-8816-CC7E10A28991/0/84X389BGLIGRenewalReport201718_WITHRECOMMENDATION.pdf

The NYC DOE Chancellor is recommending a three year renewal for Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School (BGLIG) with three conditions. BGLIG’s renewal conditions are in the area of enrollment targets for at-risk students. By June 30th of each year of the next charter term, the BGLIG must demonstrate growth in meeting the host community school district enrollment rates for English language learners (ELLs), students with disabilities (SWDs), and students who qualify for free and reduced-priced lunch (FRPLs). Ultimately, the school must meet the host community school district enrollment rates for each subgroup by the end of the charter term. Throughout the charter term, the NYCDOE charter authorizing team will conduct annual reviews (Annual Comprehensive Reviews) to serve as a mechanism to monitor the school’s growth in these areas and provide feedback as to whether the school is on track to meeting the conditions in each year of the charter term.

Pursuant to the NYC DOE Accountability Framework, academics are the primary factor when evaluating a school. Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School has exceeded the CSD in ELA and Math in all years of the charter term. In the most recent year, the school has performed 15 percentage points higher than the CSD in ELA and 2 percentage points higher in Math.

Table 2: The Bronx Global Learning Institute for Girls Charter School Approved Enrollment

	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018
Grade Configuration	K-6	K-7	K-8	K-8	K-8
Total Approved Enrollment	350	400	450	450	450

Table 3: The Bronx Global Learning Institute for Girls Charter School Proposed Enrollment

	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Grade Configuration	K-8	K-8	K-8	K-8	K-8
Total Approved Enrollment	450	450	450	450	450

Table 4: The Bronx Global Learning Institute for Girls Charter School Academic Achievement Compared to the District of Location

All Students	ELA					Math				
	BGLIG	CSD 7	Variance to CSD	NYS	Variance to NYS	BGLIG	CSD 7	Variance to CSD	NYS	Variance to NYS
2015-2016	42	19	+23	38	+4	35	16	+19	39	-4
2016-2017	37	22	+15	40	-3	20	18	+2	40	-20

Table 5: The Bronx Global Learning Institute for Girls Charter School Demographics Compared to the District of Location

	2015 -2016			2016-2017			2017-2018*
	BGLIG	CSD 7	Variance	BGLIG	CSD 7	Variance	BGLIG
Economically Disadvantaged	85	96	-11	87	95	-8	89
English Language Learners	9	20	-11	10	19	-9	14
Students with Disabilities	13	25	-12	11	26	-15	11

*Self-reported by the school.

BGLIG enrolls a lower percentage of economically disadvantaged (ED) students when compared to the district of location, a lower percentage of English language learners (ELLs), and a significantly lower percentage of students with disabilities (SWDs) (Table 5). Although the school has made progress toward enrolling a higher percentage of ELLs, SWDs and student who are economically disadvantaged, the under enrollment of students in these subgroups has resulted in a condition for the school in each of these areas. These conditions will be monitored yearly during the NYCDOE Annual Comprehensive Review process.

The school's recruitment efforts, which are described in the Renewal Application include recruiting from daycares in the community school district and sending out enrollment materials in both English and Spanish. BGLIG also offers a lottery preference to English language learners. In an effort to retain at-risk students, the school has multiple staff members, including the Principals and the Guidance Counselor, who speak English and Spanish. The school is also adding an additional staff member to serve as a Counselor/Dean that supports students in their emotional growth in addition to their behavior management. Finally, the school is redefining the Coordinator of Parent and Student Affairs role to support their at-risk student population even more.

Summary of Public Comment

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on October 25, 2017. Eleven individuals attended the hearing. Seven comments were made in support and none were made in opposition to the proposed charter renewal.

Equality Charter School⁴

Table 1: School Summary

Name of Charter School	Equality Charter School
Board Chair	Ed Hubbard
District of Location	NYC CSD 8 (Grades 9-12) and NYC CSD 11 (Grades 6-8)
Opening Date	2009-2010
Charter Terms	Initial Charter Term: 01/13/2009 – 01/12/2014 First Renewal: 01/13/2014 – 06/30/2018
Current Term Authorized Grades/Maximum Authorized Enrollment	Grades 6-12/ 630 students
Proposed Renewal Term Authorized Grades/Maximum Authorized Enrollment	Grades 6-12/ 650 students
Facility	4140 Hutchinson River Parkway East, Bronx NY, 10475 (Grades 6-8 in NYCDOE co-located space) 2141 Seward Avenue, Bronx NY, 10473 (Grades 9-12 in private space)
Mission	To ensure each scholar reaches individual academic and personal success through a nurturing scholar-centered approach.
Requested Revisions	To increase the school’s maximum authorized enrollment from 630 to 650 students.

Rationale for Recommendation

The NYC DOE Chancellor is recommending a two-year renewal with one condition for Equality Charter School to achieve enrollment of ELLs that meets the host CSD by the end of the charter term. Pursuant to the NYC DOE Accountability Framework, academics are the primary factor when evaluating a school. Over the course of the charter term, Equality’s middle school grades have performed with mixed results in ELA and Math when compared to the CSD.

⁴ Additional information can be found in the NYC DOE renewal report at <http://schools.nyc.gov/NR/rdonlyres/9B781A63-F5E1-4133-9CB8-1BE924950EC0/0/84X488EqualityCharterSchoolRenewalReport20172018.pdf>

Additionally, Equality’s high school Regents scores have also demonstrated mixed results when compared to the citywide averages. Throughout the charter term, the NYCDOE charter authorizing team will conduct annual reviews (Annual Comprehensive Reviews) to serve as a mechanism to monitor the school’s growth in this area and provide feedback as to whether the school is on track to meeting the condition in each year of the charter term.

The school requested an enrollment increase to account for students who have been retained in the 11th grade. The increase was for a small number of students (20) who are currently enrolled at Equality. Given the limited impact on the community and the school’s commitment to continue to serve its students, the Chancellor recommends an approval of this enrollment increase. Lastly, Equality Charter School has been a participant in the District Charter Partnership Restorative Practice strand as a Learner School.

Table 2: Equality Charter School Approved Enrollment

	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018
Grade Configuration	6-8	6-9	6-10	6-11	6-12
Total Approved Enrollment	630	630	630	630	630

Table 3: Equality Charter School Proposed Enrollment

	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021
Grade Configuration	6-12	6-12	6-12
Total Approved Enrollment	650	650	650

Table 4a: Equality Charter School Academic Achievement Compared to the District of Location - NYC CSD 11

	ELA					Math				
	Equality CS	CSD 11	Variance to CSD	NYS	Variance to NYS	Equality CS	CSD 11	Variance to CSD	NYS	Variance to NYS
All Students										
2015-2016	32	28	+4	37	-5	23	22	+1	34	-11
2016-2017	29	34	-5	40	-11	16	22	-6	34	-18

Table 4b: Equality Charter School Academic Achievement

	Common Core English Language Arts Regents					Common Core Algebra I Regents				
	Equality CS	NYC	Variance to NYC	NYS	Variance to NYS	Equality CS	NYC	Variance to NYC	NYS	Variance to NYS
All Students										
2015-2016	78	79	-1	86	-8	78	63	+15	72	+6
2016-2017	70	78	-8	84	-14	81	66	+15	75	+6

**Table 5: Equality Charter School
Demographics Compared to the District of Location NYC CSD 8 & 11**

	2015 -2016			2016-2017			2017-2018*
	Equality CS	CSD 8 & 11	Variance	Equality CS	CSD 8 & 11	Variance	Equality CS
Economically Disadvantaged	80	73	+7	78	74	+4	79
English Language Learners	3	11	-8	4	15	-11	3
Students with Disabilities	21	23	-2	22	25	-3	19

* Self-reported by the School

Equality Charter School enrolls a higher proportion of economically disadvantaged (ED) students when compared to the district of location, a smaller percentage of English language learners (ELLs) and a slightly smaller percentage of students with disabilities (SWDs) (Table 5).

The school's recruitment efforts, which are described in the Renewal Application include a lottery preference for ELLs to increase the likelihood of these students being selected in the lottery, providing translated materials to families, and building relationships with community partners and organizations that work directly with ELLs and their families. To recruit students who are eligible for free and reduced-priced lunch, the school partners directly with community organizations that accept government vouchers such as the YMCA and those that offer public health programs in the Bronx Community. For SWDs, the school's special education coordinator works closely with parents to ensure that if their child has an IEP they are made aware of the SPED accommodations offered, which includes an inclusive school environment.

Summary of Public Comment

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal and revision to the charter on October 12, 2017. One hundred and fifty-one individuals attended the hearing. Fifty-three comments were made in support and none were made in opposition to the proposed charter renewal.

Inwood Academy for Leadership Charter School⁵

Table 1: School Summary

Name of Charter School	Inwood Academy for Leadership Charter School
Board Chair	Rahsaan Graham
District of Location	NYC CSD 6
Opening Date	Fall, 2010
Charter Terms	Initial Charter Term: 12/13/2009 – 12/14/2014 First Renewal: 12/15/2014 – 06/30/2018
Current Term Authorized Grades/Maximum Authorized Enrollment	Grades 5-12/ 1020 students
Proposed Renewal Term Authorized Grades/Maximum Authorized Enrollment	Grades 5-12/ 960 students
Facilities	Grades 5-8: 433 West 204 Street, Manhattan NY, 10034 (private space); and Grades 9-12: 108 Cooper Street, Manhattan NY, 10034 (private space)
Mission	Inwood Academy for Leadership Charter School empowers students in Inwood and Washington Heights to become agents for change through community focused leadership, character development and college preparedness. Our teachers will regard our student leaders as burgeoning assets to their community and help them develop the tools they need to be successful in college and beyond.
Requested Revisions	Decrease the maximum authorized enrollment from 1020 students to 960 students in the currently authorized grade levels.

The NYC DOE Chancellor is recommending a three-year renewal for Inwood Leadership Academy Charter School with one condition. The condition is related to enrollment targets. The school must demonstrate growth in meeting the host community school district enrollment numbers for English language learners (ELLs) throughout the charter term and, ultimately by the end of the term, meet the host community school district ELL enrollment rates. Throughout the charter term, the NYCDOE charter authorizing team will conduct annual reviews (Annual Comprehensive Reviews) to serve as a mechanism to monitor the school’s growth in these areas and provide feedback as

⁵ Additional information can be found in the NYC DOE renewal report at http://schools.nyc.gov/NR/rdonlyres/E9236AD7-C185-4105-BED4-86936B4E4B67/0/84M478InwoodAcademyforLeadershipRenewalReport201718_WITHRECOMMENDATION.pdf

to whether the school is on track to meeting the conditions in each year of the charter term.

Pursuant to the NYC DOE Accountability Framework, academics are the primary factor when evaluating a school. Inwood Academy for Leadership Charter School has performed with mixed results over the course of the charter term. Over the last two years, the school performed below the host community school district on the ELA exam in one year and slightly above the community school district in the most recent year. Over the last two years, the school has performed below the host community school district in Math.

Table 2: Inwood Academy for Leadership Charter School Approved Enrollment

	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018
Grade Configuration	Grades 5-10	Grades 5-11	Grades 5-12
Total Approved Enrollment	1020	1020	1020

Table 3: Inwood Academy for Leadership Charter School Proposed Enrollment

	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Grade Configuration	Grades 5-12				
Total Approved Enrollment	960	960	960	960	960

**Table 4a: Inwood Academy for Leadership Charter School
Academic Achievement Compared to the District of Location**

All Students	ELA					Math				
	Inwood	CSD 6	Variance to CSD	NYS	Variance to NYS	Inwood	CSD 6	Variance to CSD	NYS	Variance to NYS
2015-2016	18	26	-8	36	-18	21	22	-1	36	-15
2016-2017	30	29	+1	39	-9	22	23	-1	37	-15

Table 4b: Inwood Academy for Leadership Charter School Academic Achievement

All Students	Common Core English Language Arts Regents					Common Core Algebra I Regents				
	Inwood	NYC	Variance to NYC	NYS	Variance to NYS	Inwood	NYC	Variance to NYC	NYS	Variance to NYS
2015-2016	100	79	+21	86	+14	42	63	-21	72	-30
2016-2017	68	78	-10	84	-16	85	66	+19	75	+10

**Table 5: Inwood Academy for Leadership Charter School
Demographics Compared to the District of Location**

	2015 -2016			2016-2017			2017-2018*
	Inwood	CSD 6	Variance	Inwood	CSD 6	Variance	Inwood
Economically Disadvantaged	71	86	-15	80	85	-5	94
English Language Learners	15	31	-16	15	29	-14	14
Students with Disabilities	19	20	-1	22	19	+3	21

* Self-reported by the school

Inwood Academy for Leadership Charter School currently enrolls a higher percentage of economically disadvantaged (ED) students when compared to the district of location, a lower percentage of English language learners (ELLs), and a higher percentage of students with disabilities (SWDs) (Table 5). The significantly lower number of ELLs has resulted in a condition for the school in this area. This condition will be monitored yearly during the Annual Comprehensive Review process.

The school's recruitment efforts, which are described in the Renewal Application include partnering with Democracy Builders to prioritize NYCHA housing and who handed out over 8,000 application packages in the Washington Heights, Inwood, Kingsbridge and University Heights sections to focus on areas of high needs such as student eligible for Free and Price lunch. The school also advertised in Spanish language newspapers to increase ELL enrollment.

In an effort to retain ED students, ELLs and SWDs the school employs many support staff members such including a Director of Family and Community Engagement, Directors of Academic Intervention Services, a Counselor, a Social Worker and a Dean who are all available to provide services to students and families and address any concerns or needs.

Summary of Public Comment

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal to the charter on November 28th, 2017. One hundred and fifty-eight individuals attended the hearing. Sixteen comments were made in support and none in opposition to the proposed charter renewal.

Renaissance Charter High School for Innovation⁶

Table 1: School Summary

Name of Charter School	Renaissance Charter High School for Innovation
Board Chair	George Sarkissian
District of Location	NYC CSD 4
Opening Date	Fall, 2010
Charter Terms	Initial Charter Term: 12/13/2009 – 12/14/2014 First Renewal: 12/15/2014 – 06/30/2018
Current Term Authorized Grades/Maximum Authorized Enrollment	Grades 9-12/ 500
Proposed Renewal Term Authorized Grades/Maximum Authorized Enrollment	Grades 9-12/ 460
Facility	10 East 100 Street, Manhattan NY, 10029 (DOE space)
Mission	Our mission is “leadership through innovation” and we bring an innovative approach to our three-tiered educational model that includes core academics, project-based learning, and hands-on, experiential learning outside the classroom.
Requested Revisions	Decrease the maximum authorized enrollment from 500 to 460 students.

The NYC DOE Chancellor is recommending a three-year renewal for Renaissance Charter High School for Innovation with three conditions. The conditions are in the areas of governance and enrollment targets. The Board of Trustees must hold monthly meetings totaling no fewer than 12 meeting in a calendar year and consistently meet quorum (as defined by the school’s Board Bylaws) at each monthly meeting by June 30th of each year of the next charter term. Throughout the charter term, the NYCDOE charter authorizing team will conduct annual reviews (Annual Comprehensive Reviews) to serve as a mechanism to monitor the school’s growth in these areas and provide feedback as to whether the school is on track to meeting the conditions in each year of the charter term.

Renaissance Innovation School requested an enrollment revision to decrease the current authorized enrollment from 500 students to 460 students beginning in the 2018-

⁶ Additional information can be found in the NYC DOE renewal report at http://schools.nyc.gov/NR/rdonlyres/7347A718-59E0-4597-B140-15C3B69ACA4F/0/84M433RenaissanceCharterHighSchoolforInnovationRenewalReport_201718WITHRECOMMENDATION.pdf

19 school year. If approved by the New York State Board of Regents, the school will be authorized to serve 460 students in grades 9-12 in each year of the charter term.

Pursuant to the NYC DOE Accountability Framework, academics are the primary factor when evaluating a school. Except for one Regents subject test in the first year of the charter term, Renaissance Charter High School for Innovation pass rates were consistently below the citywide rates. Similarly, the school’s graduation rates neither met nor exceeded the citywide rates. However, Innovation has consistently outperformed other New York City High Schools with similar student populations. 95% of Innovation’s students are enrolled in the CCR program, which incorporates Advancement Via Individual Determination (AVID), Culinary Arts, and a partnership with Co-Op Tech. Innovation continues to attract and retain students with disabilities and enroll SWDs at rates that are consistently 15 to 20 percentage points above the host community school district.

The Renaissance Charter High School for Innovation serves a significant at-risk population: 22% of Innovation students are over-aged and under-credited, including a significant majority of students who enter far below grade level. To address the learning needs of students, this school has a comprehensive 4-year college program, including a Culinary Arts, Software Engineering, and pop vocals program. The school reviews the progress of all students at the end of year three and creates tailor-made programs for their senior year to ensure that the students who are ready will graduate at the end of four years. For those students who need additional time, the Innovation Plus program aids students to allow them to complete high school and obtain their degree.

Table 2: Renaissance Charter High School for Innovation Approved Enrollment

	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018
Grade Configuration	9-12	9-12	9-12
Total Approved Enrollment	500	500	500

Table 3: Renaissance Charter High School for Innovation Proposed Enrollment

	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Grade Configuration	9-12	9-12	9-12	9-12	9-12
Total Approved Enrollment	460	460	460	460	460

Table 4a: Renaissance Charter High School for Innovation Academic Achievement

	Common Core English Language Arts Regents					Common Core Algebra I Regents				
	Renaissance CHS	NYC	Variance to NYC	NYS	Variance to NYS	Renaissance CHS	NYC	Variance to NYC	NYS	Variance to NYS
All Students										
2015-2016	63	79	-16	86	-23	21	63	-42	72	-51
2016-2017	56	78	-22	84	-28	40	66	-26	75	-35

**Table 4b: Renaissance Charter High School for Innovation
Graduation Rates – 4 Year**

All Students	4-Year Graduation Rate				
	Renaissance CHS	NYC	Variance to NYC	NYS	Variance to NYS
2015-2016	56	73	-17	80	-24
2016-2017	54	74	-20	80	-26

**Table 4c: Renaissance Charter High School for Innovation
Graduation Rates – 5 Year**

All Students	5-Year Graduation Rate				
	Renaissance CHS	NYC	Variance to NYC	NYS	Variance to NYS
2015-2016	73	76	-3	84	-11
2016-2017	66	78	-12	84	-18

Table 5: Renaissance Charter High School for Innovation Demographics Compared to District of Location

	2015 -2016			2016-2017			2017-2018*
	Renaissance CHS	CSD 4	Variance	Renaissance CHS	CSD 4	Variance	Renaissance CHS
Economically Disadvantaged	85	85	0	79	85	-6	81
English Language Learners	11	6	+5	12	7	+5	11
Students with Disabilities	36	14	+22	37	16	+21	33

* Self-reported by the school

Renaissance Charter High School for Innovation enrolls a lower percentage of economically disadvantaged (ED) students when compared to the district of location, a higher percentage of English language learners (ELLs), and a significantly higher percentage of students with disabilities (SWDs) (Table 5).

The school is making good faith efforts to recruit, serve, and retain at-risk students⁷. The school's recruitment efforts, which are described in the Renewal Application include arranging presentations at local Housing Developments, making presentations to middle school classes that are primarily serving ELL and SWDs and working with guidance counselors to ensure that their students with IEPs are made aware of the school's special education model.

Additionally, 22% of the school's student population is overaged and under-credited. The school has a comprehensive program to attract and retain the hardest to reach and most at-risk students including culinary arts programs, internships, AVID, APEX, and LEAP programs designed specifically to cater to the needs of the city's most underserved students.

To retain their at-risk students, Renaissance Charter High School for Innovation connects students and parents to outside resources, provides at-risk counseling, an advisory program and parent engagement through their Parent Coordinator.

Summary of Public Comment

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on December 5, 2017. Forty-five individuals attended the hearing. Twenty comments were made in support and none were made in opposition to the proposed charter renewal.

⁷ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

St. Hope Leadership Academy Charter School ⁸

Table 1: School Summary

Name of Charter School	St. Hope Leadership Academy Charter School (SHLA)
Board Chair	Lauren Tannenbaum
District of Location	NYC CSD 5
Opening Date	2008-2009
Charter Terms	Initial Charter Term: 02/14/2008 – 02/14/2013 Provisional Charter Extension: 02/15/2013 – 06/30/2013 First Renewal: 07/1/2013 - 06/30/2018
Current Term Authorized Grades/Maximum Authorized Enrollment	Grades 6-8/ 300
Proposed Renewal Term Authorized Grades/Maximum Authorized Enrollment	Grades 6-8/ 300
Facility	222 West 134 Street, Manhattan NY, 10030 (DOE space)
Mission	To educate self-motivated, productive, and critically thinking leaders who are prepared to succeed in a college preparatory high school, committed to serving others, and passionate about lifelong learning.
Requested Revisions	None

The NYC DOE Chancellor is recommending a three-year renewal for St. Hope Leadership Academy Charter School. Pursuant to the NYC DOE Accountability Framework, academics are the primary factor when evaluating a school. St. Hope Leadership Academy Charter School has consistently performed below the community school district (CSD) in both ELA and Math until the most recent school year when the school met the CSD in ELA and outperformed the CSD by 2 points in Math. This demonstrates a proficiency that doubled in one year for ELA and a Math proficiency rate that nearly doubled in one year.

⁸ Additional information can be found in the NYC DOE renewal report at http://schools.nyc.gov/NR/rdonlyres/7552E73D-7451-499B-A2E6-0BF3B39702E5/0/84M388StHOPELeadershipAcademyCharterSchoolRenewalReport2017_18_WITHRECOMMENDATION.pdf

Table 2: St. Hope Leadership Academy Charter School Approved Enrollment

	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018
Grade Configuration	5-8	5-8	6-8	6-8	6-8
Total Approved Enrollment	300	300	300	300	300

Table 3: St. Hope Leadership Academy Charter School Proposed Enrollment

	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021
Grade Configuration	6-8	6-8	6-8
Total Approved Enrollment	300	300	300

Table 4: St. Hope Leadership Academy Charter School Academic Achievement Compared to the District of Location

	ELA					Math				
	St. Hope	CSD 5	Variance to CSD	NYS	Variance to NYS	St. Hope	CSD 5	Variance to CSD	NYS	Variance to NYS
All Students										
2015-2016	12	24	-12	37	-25	9	14	-5	34	-25
2016-2017	25	25	0	40	-15	15	13	+2	34	-19

Table 5: St. Hope Leadership Academy Charter School Demographics Compared to the District of Location

	2015 -2016			2016-2017			2017-2018*
	St. Hope	CSD 5	Variance	St. Hope	CSD 5	Variance	St. Hope
Economically Disadvantaged	93	83	+10	90	82	+8	96
English Language Learners	10	10	0	10	11	-1	7
Students with Disabilities	23	26	-3	28	27	+1	21

* Self-Reported by the School

St. Hope Leadership Academy Charter School enrolls a significantly higher percentage of economically disadvantaged (ED) students when compared to the district of location, a slightly lower percentage of English language learners (ELLs), and a lower percentage of students with disabilities (SWDs) (Table 5). However, when considering the 3-year calculations of these subgroups, the gap between St. Hope and the district of location all but disappears.⁹

The school is making good faith efforts to recruit, serve, and retain at-risk students¹⁰. The school’s recruitment efforts, which are described in the Renewal Application include targeted outreach in high needs areas including housing projects and outreach to schools, churches and community-based organizations in the South Bronx and Harlem that serve families with a primary language other than English. The school

⁹ http://schools.nyc.gov/NR/rdonlyres/7552E73D-7451-499B-A2E6-0BF3B39702E5/0/84M388StHOPELeadershipAcademyCharterSchoolRenewalReport2017_18_WITHRECOMMENDATION.pdf

¹⁰ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school’s performance over the charter term. A school’s plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school’s repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

also provides application materials in English, Spanish and French and also hosts orientation, recruitment and open house events in those three languages. To recruit SWDs, the school has formed relationships with feeder schools that serve high populations of special needs students.

To retain ED students, the school ensures that all students are fully able to participate in school activities, regardless of their ability to pay. The school does this by not charging for field trip expenses and by providing free uniforms for students and families who cannot afford the expense. For ELL retention, the school offers comprehensive ELL services provided by a tri-lingual Coordinator, two bi-lingual Learning Specialists, and two bi-lingual Guidance Counselors as well as numerous other bi-lingual staff members. In addition to the differentiated and targeted instruction provided by learning specialists with Special Education certification, the school also employs a Director of Special Education to support the retention of SWDs.

Summary of Public Comment

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on November 30, 2017. One hundred and twenty-six individuals attended the hearing. Twenty-six comments were made in support and none were made in opposition to the proposed charter renewal.

The Equity Project Charter School ¹¹

Table 1: School Summary

Name of Charter School	The Equity Project Charter School (TEP)
Board Chair	David Coleman
District of Location	NYC CSD 6
Opening Date	2009-2010
Charter Terms	Initial Charter Term: 02/14/2008 – 02/14/2013 Provisional Charter Extension: 02/15/2013 – 06/30/2013 First Renewal: 07/1/2013 - 06/30/2018
Current Term Authorized Grades/Maximum Authorized Enrollment	Grades k-8/ 1200
Proposed Renewal Term Authorized Grades/Maximum Authorized Enrollment	Grades k-8/ 1080
Facilities	Grades k-1: 4280 Broadway, 2nd Floor Manhattan NY, 10033 (private space); and Grades 5-8: 549 Audubon Avenue, Manhattan NY, 10040 (NYCDOE co-located space)
Mission	The Equity Project (TEP) Charter School believes that teacher quality is the most important factor in achieving educational equity. Spurred by this belief, TEP reallocates its public funds by making an unprecedented investment in attracting and retaining great teachers. TEP students learn from TEP's master teachers in six core subjects - English, Math, Music, Social Studies, Science, and Physical Education. TEP's curriculum emphasizes language development and interdisciplinary learning.
Requested Revisions	Reduce the maximum authorized enrollment from 1200 to 1080 students.

The NYC DOE Chancellor is recommending a five-year renewal for The Equity Project Charter School with two conditions. The conditions are related to governance and fingerprinting compliance. The Board of Trustees must hold monthly meetings totaling no fewer than 12 meeting in a calendar year and consistently meet quorum (as defined by the school's Board Bylaws) at each monthly meeting by June 30th of each year of the next charter term. Additionally, by June 30th of each year of the charter term, the school must

¹¹ Additional information can be found in the NYC DOE renewal report at <http://schools.nyc.gov/NR/rdonlyres/67A7A7FB-D409-49D3-96ED-CE0C8809F278/0/84M430TheEquityProjectCharterSchool201718WITHRECOMMENDATION.pdf>

demonstrate compliance with fingerprint clearance standards set by the authorizer. Throughout the charter term, the NYCDOE charter authorizing team will conduct annual reviews (Annual Comprehensive Reviews) to serve as a mechanism to monitor the school's growth in these areas and provide feedback as to whether the school is on track to meeting the conditions in each year of the charter term.

Pursuant to the NYC DOE Accountability Framework, academics are the primary factor when evaluating a school. The Equity Project Charter School has performed above the community school district (CSD) in Math for each year of the charter term and has consistently shown progress in Math with the exception of the most recent year (-1 percentage point, within the margin of error). For ELA, TEP has demonstrated more mixed results; however, the school was never significantly behind the district, usually trailing by no more than 5 percentage points.

Table 2: The Equity Project Charter School Approved Enrollment

	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018
Grade Configuration	5-8	5-8	5-8	K, 5-8	K-1, 5-8
Total Approved Enrollment	480	480	1200	1200	1200

Table 3: The Equity Project Charter School Proposed Enrollment

	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Grade Configuration	K-2, 5-8	K-3, 5-8	K-4, 5-8	K-8	K-8
Total Approved Enrollment	960	1080	1080	1080	1080

**Table 4: The Equity Project Charter School
Academic Achievement Compared to The District of Location**

All Students	ELA					Math				
	TEP	CSD 6	Variance to CSD	NYS	Variance to NYS	TEP	CSD 6	Variance to CSD	NYS	Variance to NYS
2015-2016	25	26	-1	36	-11	43	22	+21	36	+7
2016-2017	31	29	+2	39	-8	43	23	+20	37	+6

**Table 5: The Equity Project Charter School
Demographics Compared to District of Location**

	2015 -2016			2016-2017			2017-2018*
	TEP	CSD 6	Variance	TEP	CSD 6	Variance	TEP
Economically Disadvantaged	90	85	+5	90	83	+7	87
English Language Learners	23	31	-8	27	30	-3	28
Students with Disabilities	21	20	+1	21	21	0	21

* Self-reported by the School

The Equity Project Charter School enrolls a higher percentage of economically disadvantaged (ED) students when compared to the district of location, a slightly lower percentage of English language learners (ELLs), and a slightly higher percentage of students with disabilities (SWDs) (Table 5). Over the course of the charter term, TEP has significantly diminished the gap between the school and the district in the enrollment of ELLs.

The school is making good faith efforts to recruit, serve, and retain at-risk students¹². The school's recruitment efforts, which are described in the Renewal Application include offering preferences in their admissions lottery for SWDs and ELLs. For example, during the 2017 Admissions Lottery, TEP reserved at least 30% of its 5th grade seats for English language learners and at least 15% of its 5th grade seats for students with disabilities. In order to further the recruitment and retention of ELLs, TEP offers Spanish translation services at open house presentations and the school's core office staff and social workers are bilingual. The school consistently exceeds the community school district in the enrollment of students who qualify for free and reduced price lunch (FRPL).

Summary of Public Comment

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on December 6, 2017. One hundred and one individuals attended the hearing. Thirty-three comments were made in support and none were made in opposition to the proposed charter renewal.

¹² Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).

VOICE Charter School of New York¹³

Table 1: School Summary

Name of Charter School	VOICE Charter School of New York
Board Chair	Marc Cohen
District of Location	NYC CSD 30
Opening Date	Fall, 2008
Charter Terms	Initial Charter Term: 02/14/2008 – 02/14/2013 Provisional Charter Extension: 02/15/2013 – 06/30/2013 First Renewal: 07/1/2013 - 06/20/2018
Current Term Authorized Grades/Maximum Authorized Enrollment	Grades k-8/ 810
Proposed Renewal Term Authorized Grades/Maximum Authorized Enrollment	Grades k-8/ 810
Facilities	37-15 13 Street, Queens NY, 11101 (Grades K-2 in NYCDOE co-located space) and 36-24 12th Street, Queens NY, 11106 (Grades 3-8 in private space)
Mission	The mission of VOICE Charter School is to create a safe and healthy learning environment that will nurture, motivate and challenge all our children to achieve the highest level of academic excellence and develop into mindful, responsible, contributing participants in their education, community and the diverse society in which we live. Our program of performance-based instruction in choral singing will guide students through the development of creative and critical thinking and learning skills they will learn to apply to daily living and the core academic subject areas. Academically rigorous, our standards-driven curriculum will be informed by research-based methods that are differentiated according to the individual needs of each child in our school. We commit to guiding all our students toward the acquisition of those skills and qualities necessary so that they will be in a position to choose which college-ready high school they wish to attend so they can become successful, lifelong learners.

¹³ Additional information can be found in the NYC DOE renewal report at http://schools.nyc.gov/NR/rdonlyres/CD8F66AC-CD30-4783-B1D9-B2D8E7C36B47/0/84Q304VOICECharterSchoolRenewalReport201718_WITHRECOMMENDATION.pdf

Requested Revisions	None
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The NYC DOE Chancellor is recommending a five-year renewal for VOICE Charter School of New York with one condition. The condition is related to enrollment targets. The school must demonstrate growth in meeting the host community school district enrollment numbers for English language learners (ELLs) throughout the charter term and, ultimately by the end of the term, meet the host community school district ELL enrollment rates. Throughout the charter term, the NYCDOE charter authorizing team will conduct annual reviews (Annual Comprehensive Reviews) to serve as a mechanism to monitor the school’s growth in these areas and provide feedback as to whether the school is on track to meeting the conditions in each year of the charter term.

Pursuant to the NYC DOE Accountability Framework, academics are the primary factor when evaluating a school. VOICE Charter School of New York, with the exception of this most recent year’s ELA exam, has performed above the New York City average in both ELA and Math for all years of the current charter term.

Table 2: VOICE Charter School of New York Approved Enrollment

	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018
Grade Configuration	K-5	K-5	K-5	K-8	K-8
Total Approved Enrollment	650	650	650	650	810

Table 3: VOICE Charter School of New York Proposed Enrollment

	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
Grade Configuration	K-8	K-8	K-8	K-8	K-8
Total Approved Enrollment	810	810	810	810	810

**Table 4: VOICE Charter School of New York
Academic Achievement Compared to the District of Location**

All Students	ELA					Math				
	VOICE	CSD 30	Variance to CSD	NYS	Variance to NYS	VOICE	CSD 30	Variance to CSD	NYS	Variance to NYS
2015-2016	39	44	-5	38	+1	48	43	+5	39	+9
2016-2017	46	48	-2	40	+6	56	45	+11	40	+16

Table 5: VOICE Charter School of New York Demographics Compared to District of Location

	2015 -2016			2016-2017			2017-2018*
	VOICE	CSD 30	Variance	VOICE	CSD 30	Variance	VOICE
Economically Disadvantaged	75	68	+7	81	66	+15	82
English Language Learners	19	20	-1	16	20	-4	17
Students with Disabilities	13	15	-2	16	16	0	16

*Self-reported by the school.

VOICE Charter School of New York School enrolls a higher percentage of economically disadvantaged (ED) students when compared to the district of location, a lower percentage of English language learners (ELLs), and a comparable percentage of students with disabilities (SWDs) (Table 5). The lower enrollment of ELLs has resulted in a condition for the school in this area. This condition will be monitored yearly during the Annual Comprehensive Review process.

The school is making good faith efforts to recruit, serve, and retain at-risk students¹⁴. The school's recruitment efforts, which are described in the Renewal Application include offering a lottery preference for students receiving SNAP benefits and discussing the school's Free and Reduced Price meal program with families at their Open Houses. To recruit students who are English language learners, the school also advertise in languages other than English, conducts outreach to prospective families with their multilingual staff and works with trusted service providers in immigrant communities share information about the school. For SWDs, the school includes information about their special education services on their website and in their recruitment advertisements.

Summary of Public Comment

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal to the charter on November 14, 2017. Thirty-two individuals attended the hearing. Twenty comments were made in support and five in opposition to the proposed charter renewal.

¹⁴ Education Law §2854(2)(a) requires that schools demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, FRPL eligible students and English language learners when compared to the enrollment figures for such students in the school district in which the charter is located. SUNY and the Regents were charged with setting specific enrollment and retention targets for each charter school, and have done so. Education Law §2852(9-a)(b)(i). All charter schools that were initially chartered after August 2010 or renewed after January 1, 2011, are expected to meet or exceed the enrollment and retention targets set by the Regents and SUNY. When submitting an application for renewal of the charter, schools are required to provide information detailing the means by which they will meet the enrollment and retention targets (Education Law §2851(4)(e)), and this information is considered by the Regents in the review of the school's performance over the charter term. A school's plan to change its enrollment practices, whether by weighting the lottery or preferencing, may also be considered when determining whether the school will meet the targets in the upcoming charter term. A school's repeated failure to meet or exceed its enrollment and retention targets, when combined with a failure to show that extensive efforts to meet the targets have been made, may be cause for termination or revocation of the charter pursuant to section Education Law §2855(1)(e).