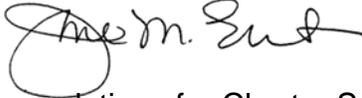




**TO:** P-12 Education Committee

**FROM:** Jhone M. Ebert 

**SUBJECT:** Renewal Recommendations for Charter Schools  
Authorized by the Board of Regents

**DATE:** April 26, 2018

**AUTHORIZATION(S):** 

### **SUMMARY**

#### **Issue for Decision**

Should the Board of Regents approve the proposed renewal charters for the following charter schools authorized by the Board of Regents pursuant to Article 56 of the Education Law (the New York Charter Schools Act):

1. **New Visions Charter High School for Advanced Math and Science III** (full-term, five-year renewal, with a revision to decrease their maximum authorized enrollment from 600 to 500 students)
2. **New Visions Charter High School for the Humanities III** (full-term, five-year renewal, with a revision to decrease their maximum authorized enrollment from 600 to 470 students)
3. **South Bronx Classical Charter School II** (full-term, five-year renewal, with a revision to expand grade levels served from K-Grade 5 to K-Grade 8, and expand their authorized enrollment from 360 to 438 students)

#### **Reason(s) for Consideration**

Required by State statute.

#### **Proposed Handling**

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

## Procedural History

The New York State Education Department (the Department) made the renewal recommendations being presented to the Board of Regents for approval and issuance as required by Article 56 of the Education Law and 8 NYCRR 119.7.

## Background Information

### Performance Framework

The Board of Regents Charter School Performance Framework (the “Framework”), which is part of the Board of Regents Charter School Renewal Policy and the Oversight Plan included in the Charter Agreement for each school, outlines three key areas of charter school performance: (1) Educational/Academic Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Framework sets forth ten performance benchmarks in these three areas. The Framework is designed to focus on performance outcomes, to preserve operational autonomy and to facilitate transparent feedback to schools. It aligns with the ongoing accountability and effectiveness work with traditional public schools and balances clear performance measures with Regents’ discretion.

### **New York State Education Department Charter School Performance Framework**

<b>Performance Benchmark</b>	
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the NYS Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.

<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.

**Charter School Renewal Applications**

In Article 56 of the Education Law, Section 2852(2) requires the chartering entity (in this case the Board of Regents) to make the following findings when considering a charter renewal application:

- (a) The charter school described in the application meets the requirements set out in this article and all other applicable laws, rules and regulations;
- (b) The applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- (c) Granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty-one of this article; and
- (d) In a school district where the total enrollment of resident students attending charter schools in the base year is greater than five percent of the total public school enrollment of the school district in the base year (i) granting the application would have a significant educational benefit to the students expected to attend the proposed charter school or (ii) the school district in which the charter school will be located consents to such application.

In addition, Renewal Guidelines contained in the Regulations of the Commissioner (8 NYCRR 119.7(d)) were adopted by the Board of Regents, and require that the Board further consider the following when evaluating a charter renewal application:

- (a) The information in the charter school's renewal application;
- (b) Any additional material or information submitted by the charter school;
- (c) Any public comments received;
- (d) Any information relating to the site visit and the site visit report;
- (e) The charter school's annual reporting results including, but not limited to, student academic achievement;
- (f) The Department's renewal recommendation and the charter school's written response, if any; and
- (g) Any other information that the board, in its discretion, may deem relevant to its determination whether the charter should be renewed.

Beyond the requirements to make the findings set forth in the Education Law and consider the factors set forth above, the Charter Schools Act leaves the decision of whether to renew a charter to the sound discretion of the Board of Regents.

### **Related Regents Items**

#### **New Visions Charter High School for Advanced Math and Science III**

##### **[November 2012 Initial Charter](#)**

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf>

#### **New Visions Charter High School for the Humanities III**

##### **[November 2012 Initial Charter](#)**

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf>

#### **South Bronx Classical Charter School II**

##### **[June 2012 Initial Charter](#)**

<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/June2012/612p12a2.pdf>

##### **[April 2016 First Merger](#)**

<http://www.regents.nysed.gov/common/regents/files/416p12a3.pdf>

### **Recommendations**

#### **The State Education Department Renewal Recommendations**

The attached Renewal Recommendation Reports provide summary information about the Renewal Applications before the Regents for action at the May 2018 meeting,

as well as an analysis of the academic and fiscal performance of the school over the charter term.

Pursuant to Education Law §2851(2)(p), charters may be renewed for a charter term of no more than five years. The Department typically makes renewal recommendations for a full term of five years, or a short term of three years. The Department may also make recommendations for non-renewal and has additional flexibilities to make renewal recommendations for other charter term lengths.

The Department considers evidence related to the ten performance benchmark areas of the Charter School Performance Framework when making recommendations to the Regents concerning charter renewal applications. However, student academic performance is of paramount importance when evaluating each school. The recommendations below were made after a full due-diligence process over the charter term, including review of the information presented by the schools in their Renewal Applications, specific fiscal reviews, a two-day renewal site visit conducted by a Department team for each school, comprehensive analysis of achievement data, and consideration of public comment. Over the course of the charter term, the Department will closely monitor all charter schools based on the Monitoring and Oversight Plan.

#### Renewal Recommendations

VOTED: That the Board of Regents finds that, the **New Visions Charter High School for Advanced Math and Science III**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **New Visions Charter High School for Advanced Math and Science III** and that a renewal charter be issued, 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 **New Visions Charter High School for the Humanities III**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **New Visions Charter High School for the Humanities III** and that a renewal charter be issued, 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 **South Bronx Classical Charter School II**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application 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 this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **South Bronx Classical Charter School II** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2023**.

### **Timetable for Implementation**

The Regents action for the above-named charter schools will become effective on July 1, 2018.

**New Visions Charter High School for Advanced Math and Science III**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a full-term renewal for a period of five years for New Visions Charter High School for Advanced Math and Science III. The charter term would begin on July 1, 2018 and expire on June 30, 2023.**

New Visions Charter High School for Advanced Math and Science III (AMS III) is meeting the academic performance benchmarks and all benchmarks set forth in the Board of Regents Charter School Performance Framework. AMS III is meeting enrollment and retention targets as prescribed by the Board of Regents for students with disabilities and students who are economically disadvantaged. The school is making good faith efforts to meet the enrollment target for English language learners. AMS III is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

**Charter School Summary**

<b>Name of Charter School</b>	New Visions Charter High School for Advanced Math and Science III
<b>Board Chair</b>	Lior Evan
<b>District of location</b>	NYC CSD 22
<b>Opening Date</b>	Fall 2013
<b>Charter Terms</b>	July 1, 2013-June 30, 2018
<b>Current Term Authorized Grades/Maximum Authorized Enrollment</b>	Grades 9-12/ 600 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Maximum Authorized Enrollment</b>	Grades 9-12/ 500 students
<b>Comprehensive Management Service Provider</b>	New Visions for Public Schools
<b>Facilities</b>	3000 Avenue X, Brooklyn – NYC DOE Co-located Space
<b>Mission Statement</b>	<i>AMS III is part of the New Visions charter school network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students’ imaginative and creative abilities, and celebrate achievement. Through an intensive study of math and science concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.</i>

<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Learning Framework: Capacities for Imaginative Thinking</li> <li>• System of assessment and continuous assessment of data</li> <li>• Aligned goal setting focused on student need</li> <li>• Team Teaching</li> <li>• Extended day and Saturday classes</li> <li>• Additional full-time math and reading specialists</li> <li>• Challenge-based curriculum</li> <li>• Cascade of writing</li> <li>• Anchor projects</li> <li>• Adult Inquiry</li> </ul>
<b>Requested Revisions</b>	<b>To decrease the maximum authorized enrollment from 600 to 500 students over the course of the proposed charter term.</b>

**Current Grade Levels and Maximum Authorized Enrollment**

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2013-2014	9	125	112
2014-2015	9-10	249	250
2015-2016	9-11	397	352
2016-2017	9-12	542	451
2017-2018	9-12	600	409 <sup>1</sup>

**Proposed Renewal Term Grade Levels and Maximum Authorized Enrollment**

School Year	Grades Served	Maximum Authorized Enrollment
2018-2019	9-12	430
2019-2020	9-12	460
2020-2021	9-12	475
2021-2022	9-12	500
2022-2023	9-12	500

**Background**

The Board of Regents granted an initial charter to AMS III in November 2012. AMS III opened for instruction in August 2013 initially serving 125 students in Grade 9. AMS III was simultaneously authorized with New Visions Charter High School for the Humanities III as a set of paired small charter high schools with a program to address the need for high quality high school options for students.

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<sup>1</sup> Self-reported by AMS III in Renewal Site Visit Workbook

The schools are managed by New Visions for Public Schools. In addition to a strong partnership with NYC DOE high schools, the Comprehensive Management Organization (CMO) also manages New Visions Charter High School for Advanced Math and Science, New Visions Charter High School for the Humanities, New Visions AIM Charter High School I, and New Visions AIM Charter High School II (SUNY-authorized and are located in the Bronx and Brooklyn), New Visions Charter High Schools for Advanced Math and Science II and IV and New Visions Charter High Schools for the Humanities II, III, and IV (Board of Regents-authorized and located in the Bronx, Brooklyn, and Queens, respectively).

### **Summary of Evidence for Renewal**

#### **Key Performance Area: Educational Success**

##### **Student Performance**

The school has demonstrated strong academic performance, outscoring the state average in all subject areas as reflected in the 4-year cohort outcomes. The school's graduation rates for all students as well as for two of the subgroup populations (students with disabilities and students who are economically disadvantaged) exceed those of State.

AMS III prepares students to meet Regents exam and graduation requirements with New York State Learning Standards-aligned curricula. The school's CMO provides teachers with foundational materials such as scope and sequence documents and unit plans that designate student performance expectations. In conjunction with the various network-created materials, the teachers at AMS III modify their lessons to meet the particular needs of their students. Instruction observed during the site visit provided clear evidence of detailed planning, effective and consistent communication of lesson objectives and classroom expectations, and maximized use of class time for student learning.

AMS III uses a balanced system of diagnostic, formative, and summative assessments to provide targeted interventions to students, improve instructional effectiveness, and student learning.

In addition to these interventions, AMS III seeks to ensure the success of diverse learners in all classes through the provision of integrated co-teaching (ICT) classrooms for core subject areas. With the CMO's assistance, the school is also embedding the Equal Access for All Learners framework throughout its academic program. This instructional framework is designed to reduce the barriers that traditionally exist for students with disabilities by making the curriculum accessible for all students, normalizing the differences that exist among them, and presuming competence. This ensures that all students can participate in the classroom as "full citizens."

**Table 1: High School Total 4-Year Regents Outcomes for All Students: School & State Level Aggregates**

4-Yr Cohort: <b>All Students</b>	2013 Cohort		
	Subject	School	State
ELA	97%	85%	+12
Global History	79%	78%	+1
Math	91%	85%	+6
Science	93%	84%	+9
US History	90%	81%	+9

**Table 2: High School Diploma Types Awarded**

4-Yr Cohort: <b>All Students</b>	2013 Cohort (Cohort Total: 107)		
	Subject	School	State
Graduation Rate	91%	82%	+9
Local Diplomas	3%	5%	-2
Regents Diplomas	66%	44%	+22
Advanced Regents Diplomas	21%	33%	-12

According to the February 2016 ESEA accountability designations, AMS III is *In Good Standing*.

**Key Performance Area: Organizational Viability**

Financial Condition

AMS III appears to be in sound financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school’s capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school’s capacity to remain viable and to meet financial obligations<sup>2</sup>.

A *composite score* is an overall measure of financial health calculated by the Department’s Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school

<sup>2</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

with a score between 1.5 and 3.0 is considered to be in strong financial health. AMS III’s composite score for 2015-2016 is 2.6. The table below shows the school’s composite scores from 2013-2014 to 2015-2016.

**AMS III’s Composite Scores  
2013-2014 to 2015-2016**

<i>Year</i>	<i>Composite Score</i>
2013-2014	2.0
2014-2015	2.4
2015-2016	2.6

*Source: NYSED Office of Audit Services*

### Financial Management

The Charter School Office reviewed AMS III’s 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

### **Key Performance Area: Faithfulness to the Charter and Law**

#### Enrollment, Recruitment and Retention

The school backfills students in all grades from its waitlist. The school has a high student retention rate but cites its location and lack of transportation as difficult factors in recruiting new students. AMS III is working closely with the New Visions Charter Management Organization and the Board of Trustees to come up with innovative ways to attract students from across Brooklyn and to ameliorate transportation issues. In addition, the school is requesting a revision to decrease its maximum authorized enrollment to 500 students, which it will build in gradually over the next charter term.

Through efforts toward increasing the percentage of at-risk students enrolled, the school is meeting its targets for two of the special population subgroups -- economically disadvantaged (ED) and students with disabilities (SWDs). The school is below the district in the enrollment of English language learners (ELLs), (Table 3). The school is making good faith efforts to recruit, serve, and retain at-risk students<sup>3</sup>.

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<sup>3</sup> 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).

Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Participating in borough and citywide high school fairs hosted by the NYC DOE;
- Hosting open houses and conducting campus tours for middle school students and guidance counselors;
- Presenting school program information at community events;
- Producing recruitment materials in multiple languages;
- Partnering with social service agencies;
- Placing ads in community newspapers; and
- Creating a brochure that details the school’s programs and resources for SWDs and ELLs.

**Table 3: Student Demographics – New Visions Charter High School for Advanced Math and Science III Compared to District of Location (NYC CSD 22)**

	2015-2016 Percent of Enrollment			2016-2017 Percent of Enrollment			2017-2018 Percent of Enrollment <sup>4</sup>
	School	District	Variance	School	District	Variance	School
<b>Enrollment of Special Populations<sup>5</sup></b>							
Students with Disabilities	14%	13%	+1	15%	13%	+2	11%
English Language Learners	7%	10%	-3	5%	9%	-4	6%
Economically Disadvantaged	80%	64%	+16	76%	71%	+5	56%

### Student Retention

According to NYSED data, the overall student retention rate at AMS III is 83%. The district-wide retention rate in NYC CSD 22 is 80%.

### Legal Compliance

AMS III operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and NYS Dignity for All Students Act regulations. The board holds meetings in accordance with the Open Meetings Law.

### Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 12, 2017. Thirty people attended, and 14 spoke; all 14 were in favor of the renewal with none were opposed. A second public hearing was held by the New York City Department of Education on April 23, 2018. Seven people attended, and 1 person spoke. The 1 speaker was in favor of the charter revision.

<sup>4</sup> Enrollment for the 2017-18 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for the school year have been reported by the school.

<sup>5</sup> Percentages of English language learners and students with disabilities include students who were exited from these services within the last three year of enrollment record.

**New Visions Charter High School for the Humanities III**

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a full-term renewal for a period of five years for New Visions Charter High School for the Humanities III. The charter term would begin on July 1, 2018 and expire on June 30, 2023.**

New Visions Charter High School for the Humanities III (HUM III) is meeting the academic performance benchmarks and most benchmarks set forth in the Board of Regents Charter School Performance Framework. HUM III is meeting enrollment and retention targets as prescribed by the Board of Regents for students with disabilities and is making good faith efforts to meet the enrollment target for English language learners and students who are economically disadvantaged. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

**Charter School Summary**

<b>Name of Charter School</b>	New Visions Charter High School for the Humanities III
<b>Board Chair</b>	Lior Evan
<b>District of location</b>	NYC CSD 22
<b>Opening Date</b>	Fall 2013
<b>Charter Terms</b>	July 1, 2013-June 30, 2018
<b>Current Term Authorized Grades/Maximum Authorized Enrollment</b>	Grades 9-12/ 600 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Maximum Authorized Enrollment</b>	Grades 9-12/ 470 students
<b>Comprehensive Management Service Provider</b>	New Visions for Public Schools
<b>Facilities</b>	3000 Avenue X, Brooklyn – NYC DOE Co-located Space
<b>Mission Statement</b>	<i>HUM III is part of the New Visions charter school network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of math and science concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.</i>

<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Learning Framework: Capacities for Imaginative Thinking</li> <li>• System of assessment and continuous assessment of data</li> <li>• Aligned goal setting focused on student need</li> <li>• Team Teaching</li> <li>• Extended day and Saturday classes</li> <li>• Additional full-time math and reading specialists</li> <li>• Challenge-based curriculum</li> <li>• Cascade of writing</li> <li>• Anchor projects</li> <li>• Adult Inquiry</li> </ul>
<b>Requested Revisions</b>	<b>To decrease their maximum authorized enrollment from 600 to 470 students over the course of the proposed charter term.</b>

**Current Grade Levels and Maximum Authorized Enrollment**

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2013-2014	9	125	118
2014-2015	9-10	249	244
2015-2016	9-11	397	343
2016-2017	9-12	542	386
2017-2018	9-12	600	332 <sup>6</sup>

**Proposed Renewal Term Grade Levels and Maximum Authorized Enrollment**

School Year	Grades Served	Maximum Authorized Enrollment
2018-2019	9-12	355
2019-2020	9-12	385
2020-2021	9-12	440
2021-2022	9-12	470
2022-2023	9-12	470

**Background**

The Board of Regents granted an initial charter to HUM III in November 2012. The school opened for instruction August 2013 initially serving 125 students in Grade 9. HUM III was simultaneously authorized with New Visions Charter High School for Advanced Math and Science III as a set of paired small charter high schools with a program to address the need for high quality high school options for students.

The schools are managed by New Visions for Public Schools. In addition to a strong partnership with NYC DOE high schools, the Comprehensive Management Organization (CMO) also manages New Visions

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<sup>6</sup> Self-reported by HUM III in Renewal Site Visit Workbook

Charter High School for Advanced Math and Science, New Visions Charter High School for the Humanities, New Visions AIM Charter High School I, and New Visions AIM Charter High School II (SUNY-authorized and are located in the Bronx and Brooklyn), New Visions Charter High Schools for Advanced Math and Science II, III, and IV and New Visions Charter High Schools for the Humanities II, and IV (Board of Regents-authorized and located in the Bronx, Brooklyn, and Queens, respectively).

### **Summary of Evidence for Renewal**

#### **Key Performance Area: Educational Success**

##### **Student Performance**

The school has demonstrated average academic performance in the high school grades. HUM III's four-year Regents outcomes for the 2013 Cohort generally fell below the state average but through targeted academic interventions, the school's graduation rate equaled the state average. HUM III has a strong math program as evidenced by students matching the State's 85% Regents average for all students while exceeding the state average in two of the sub-group populations, students with disabilities (SWDs) by four percentage points and economically disadvantage students (ED) by seven percentage points. The 4-year cohort outcome for ELA among ED students also outscored the state average.

The 4-year graduation rate for the 2013 Cohort, HUM III's first graduating class, exceeded the state target for all students as well as for the ED student population. The graduation rate for SWDs, however, fell below the state target by nine percentage points. The school enrolled too few English language learners (ELLs) to report targeted subgroup data for the 2013 Cohort.

HUM III uses a balanced system of diagnostic, formative, and summative assessments to provide targeted interventions to students, improve instructional effectiveness, and student learning.

HUM III is adopting the Equal Access for All Learners (EAAL) instructional framework, which has been designed by the New Visions network to reduce the barriers that traditionally exist for students with disabilities. This framework aims to make the curriculum accessible for all students, normalize the differences that exist among learners, and presume competence for all so that all students can participate in the classroom as "full citizens." During the site visit, school leaders expressed confidence that embedding the EAAL instructional framework will have a significant positive impact on the day-to-day classroom experiences of SWDs as well as high school outcomes. Leaders reported their expectation that embedding the EAAL instructional framework throughout the curriculum will also improve outcomes for ELLs and general education students struggling academically.

HUM III prepares students to meet Regents exam and graduation requirements with New York State Learning Standards-aligned curricula. The school's CMO provides teachers with foundational materials such as scope and sequence documents and unit plans that designate student performance expectations. In conjunction with the various network-created materials, the teachers at HUM III modify their lessons to meet the particular needs of their students.

Instruction observed during the site visit provided clear evidence of detailed planning, effective and consistent communication of lesson objectives and classroom expectations, and maximized use of class time for student learning. The CSO site visit team also noted frequent writing assignments across curricula. The consistency and relevancy of the instructional materials is a result of regular department level meetings that ensure horizontal and vertical alignment of curricula. Established collaboration among

teachers also exists in the integrated co-teaching (ICT) model that is offered for all core subject areas and a special education residency program where novice teacher residents work with mentor teachers throughout the school year to build deep understanding of students' special needs.

**Table 1: High School Total 4-Year Regents Outcomes for All Students: School & State Level Aggregates**

4-Yr Cohort: <b>All Students</b>	2013 Cohort		
	Subject	School	State
ELA	83%	85%	-2
Global History	66%	78%	-12
Math	85%	85%	0
Science	74%	84%	-10
US History	66%	81%	-15

**Table 2: High School Diploma Types Awarded**

4-Yr Cohort: <b>All Students</b>	2013 Cohort (Cohort Total: 101)		
	Subject	School	State
Graduation Rate	82%	82%	0
Local Diplomas	9%	5%	+4
Regents Diplomas	71%	44%	+27
Advanced Regents Diplomas	2%	33%	-31

According to the February 2016 ESEA accountability designations, HUM III is *In Good Standing*.

**Key Performance Area: Organizational Viability**

Financial Condition

HUM III appears to be in sound financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations.<sup>7</sup>

<sup>7</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

A *composite score* is an overall measure of financial health calculated by the Department’s Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. HUM III’s composite score for 2015-2016 is 2.8. The table below shows the school’s composite scores from 2013-2014 to 2015-2016.

**HUM III’s Composite Scores  
2013-2014 to 2015-2016**

<i>Year</i>	<i>Composite Score</i>
2013-2014	1.6
2014-2015	2.5
2015-2016	2.8

*Source: NYSED Office of Audit Services*

### Financial Management

The Charter School Office reviewed HUM III’s 2015-2016 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

### **Key Performance Area: Faithfulness to the Charter and Law**

#### Enrollment, Recruitment and Retention

The school backfills students in all grades from its waitlist. To bolster student recruitment, HUM III hired a new Director of School Operations who has experience in overseeing student recruitment efforts based on previous work with a charter network. The school is also actively seeking a new Student Recruitment and Enrollment Coordinator and working with the New Visions Charter Management Network and the Board of Trustees in developing new strategies to attract more students and to ameliorate transportation issues. In addition, the school is requesting a revision to decrease its maximum authorized enrollment to 470 students, which it will build in gradually over the next charter term.

Throughout the charter term, HUM III has enrolled a larger percentage of students with disabilities than the local district average. Its proportion of economically disadvantaged students was also higher than the district’s in each of the school’s first three years of operation. In the renewal application, the school attributed the variance between its percentage of economically disadvantaged students and the district’s (66% and 71%, respectively) to a drop in submitted applications for the federal Free and Reduced-Price Lunch Program rather than an actual change in student demographics. HUM III has had a lower enrollment rate than the district average for ELLs throughout the charter term and has taken steps to close this gap (Table 3).

At the time of the renewal visit, the school had a vacancy for a special education teacher and the school leader reported that a new teacher was scheduled to start with the new semester.

The school is making good faith efforts to recruit, serve, and retain at-risk students<sup>8</sup>. Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Participating in borough and citywide high school fairs hosted by the NYC DOE;
- Hosting open houses and conducting campus tours for middle school students and guidance counselors;
- Presenting school program information at community events;
- Producing recruitment materials in multiple languages;
- Partnering with social service agencies;
- Placing ads in community newspapers; and
- Creating a brochure that details the school's programs and resources for SWDs and ELLs.

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<sup>8</sup> 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).

**Table 3: Student Demographics – New Visions Charter High School for the Humanities III Compared to District of Location (NYC CSD 22)**

	2015-2016 Percent of Enrollment			2016-2017 Percent of Enrollment			2017-2018 Percent of Enrollment <sup>9</sup>
	School	District	Variance	School	District	Variance	School
<b>Enrollment of Special Populations<sup>10</sup></b>							
Students with Disabilities	17%	13%	+4	20%	13%	+7	17%
English Language Learners	3%	10%	-7	3%	9%	-6	3%
Economically Disadvantaged	78%	64%	+14	66%	71%	-5	60%

### Student Retention

According to NYSED data, the overall student retention rate at HUM III is 77%. The district-wide retention rate in NYC CSD 22 is 80%.

### Legal Compliance

HUM III operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and NYS DASA regulations. The board holds meetings in accordance with the Open Meetings Law.

HUM III is working closely with NYSED to ensure that all teachers are New York State certified or meet the applicable certification exemption criteria permitted pursuant to state law.

### Summary of Public Comment

The required public hearing was held by the New York City Department of Education on October 2, 2017. Thirty-seven people attended, and 14 spoke. All 14 speakers were in favor of the renewal with none were opposed. In addition, there was one typed comment submitted which was also in favor of the renewal. A second public hearing was held by the New York City Department of Education on April 23, 2018. Seven people attended, and 3 people spoke. All 3 speakers were in favor of the charter revision.

<sup>9</sup> Enrollment for the 2017-18 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for the school year have been reported by the school.

<sup>10</sup> Percentages of English language learners and students with disabilities include students who were exited from these services within the last three year of enrollment record.

### South Bronx Classical Charter School II

In accordance with Education Law, Article 56, Sections 2851(4) and 2852(2), Commissioners Regulation 119.7, and the Board of Regents Charter School Renewal Policy, the **New York State Education Department recommends a full-term renewal for a period of five years for South Bronx Classical Charter School II. The charter term would begin on July 1, 2018 and expire on June 30, 2023.**

South Bronx Classical Charter School II (SBCCS II) is meeting the academic performance benchmarks set forth in the Board of Regents Charter School Performance Framework. South Bronx Classical Charter School II is one of the highest performing charter schools in New York State. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

#### Charter School Summary

<b>Name of Charter School</b>	South Bronx Classical Charter School II
<b>Board Chair</b>	Stephen Baldwin
<b>District of location</b>	NYC CSD 7
<b>Facilities</b>	333 East 135th Street, Bronx, NY 10454 (NYC DOE Co-Located Space)
<b>Opening Date</b>	Fall, 2013
<b>Charter Terms</b>	August 21, 2013-June 30, 2018
<b>Current Term Authorized Grades/Maximum Authorized Enrollment</b>	K-Grade 5/ 360 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Maximum Authorized Enrollment</b>	K-Grade 8/ 438 students
<b>Comprehensive Management Service Provider</b>	Classical Charter Schools
<b>Mission Statement</b>	<i>South Bronx Classical Charter School II prepares K-8th grade students in the South Bronx to excel in college-preparatory high schools. Through a classical curriculum and highly-structured setting, students become liberated citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Drastically improve the academic success of its scholars, in comparison to their neighboring and similar schools</li> <li>• Thoroughly prepare our scholars for rigorous higher education</li> <li>• Create respectful, compassionate, and productive citizens</li> </ul>
<b>Requested Revision</b>	<b>To expand grade levels served from K-Grade 5 to K-Grade 8 and expand the authorized enrollment from 360 to 438 students over the course of the proposed charter term.</b>

**Current Grade Levels and Maximum Authorized Enrollment**

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2013-2014	K-1	120	120 <sup>11</sup>
2014-2015	K-2	177	172
2015-2016	K-3	231	216
2016-2017	K-4	300	293
2017-2018	K-5	360	349

**Proposed Renewal Term Grade Levels and Maximum Authorized Enrollment**

School Year	Grades Served	Maximum Authorized Enrollment
2018-2019	K-6	363
2019-2020	K-7	397
2020-2021	K-8	427
2021-2022	K-8	438
2022-2023	K-8	438

**Background**

The Board of Regents granted an initial charter South Bronx Classical II (SBCII) in August 2013. The school operates in Community School District 7 in the Bronx. It is located at 333 East 135th Street in a public co-located facility. South Bronx Classical II currently serves 349 students in K through Grade 5. The school proposes to expand one grade per school year until it reaches full capacity in 2022-2023, serving 438 students in K through Grade 8. On April 18, 2016, SBCCS II merged with South Bronx Classical Charter School and South Bronx Classical Charter School III, with South Bronx Classical Charter School II as the surviving education corporation under the amended name Classical Charter Schools.

**Summary of Evidence for Renewal**

**Key Performance Area: Educational Success**

**Student Performance – Elementary/Middle School Outcomes**

Over the five-year charter term, SBCCS II administered the NYS English language arts and mathematics assessments to students in Grades 3 through 5. The outcomes from these assessments serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

SBCCS II has a documented curriculum that is aligned to the New York State Learning Standards (NYSLs) and is grounded in a classical education framework. SBCCS II utilizes the curricula that has been developed and revised by Classical Charter Schools (CCS). The school leadership team discussed at the leadership focus group at the site visit that the school adheres to the model used at SBCCS I which seeks to offer

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<sup>1</sup> Self-reported by SBCCS II in Renewal Site Visit Workbook

structure, academic rigor, and “college ready” curricula to ensure college and career readiness through academic and ethical knowledge and skill. The school reported in its renewal application that the curriculum follows a sequential and modular format, with flexible lesson plans.

The school reported that it offers 100 minutes of math daily, broken into three main blocks comprised of the main lesson, a re-teach section, and Number Stories. The school reported that it allocates three hours a day to ELA, including phonics, grammar, writing, reading aloud, guided reading, close reading, and textual analysis. The school develops its science curriculum around the Next Generation Science Standards, and its social studies curriculum around the NYS K-12 Social Studies framework. Students also start taking Latin in third grade and debate in fourth grade. The network’s Director of Curriculum and Instruction oversees the implementation of the curriculum and with the support of instructional coaches, collaborates with teachers on delivering and reviewing curriculum. The school extensively uses a robust data collection system to help drive effective instructional decision making.

In 2016, SBCCS II students in Grade 3 outperformed the state and its district of location in both ELA and math proficiency. In 2017, SBCCS II students in Grades 3 and 4 outperformed the state and its community school district of location in both ELA and math proficiency.

See Tables 1 and 2 below regarding 3-8 math and ELA exam aggregate and subgroup student performance compared to the district and state average.

**Table 1: Elementary/Middle School Assessment Proficiency Outcomes for All Students:  
School, District & State Level Aggregates**

	ELA					Math				
	SBCCS II	NYC CSD 7	Variance to NYC CSD 7	NYS	Variance to NYS	SBCCS II	NYC CSD 7	Variance to NYC CSD 7	NYS	Variance to NYS
2015-2016	93%	26%	+67	42%	+51	79%	24%	+55	44%	+35
2016-2017	79%	26%	+53	42%	+37	78%	25%	+53	46%	+32

*Note: Data in Table 1 represents tested students in Grades 3-8 at SBCCS II, NYC CSD 7, and the state average who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school’s performance and the district or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value.*

**Table 2: Elementary/Middle School Assessment Proficiency Outcomes for Special Populations**

Subject	School Year	Students with Disabilities (Variance to NYC CSD 7)	English Language Learners (Variance to NYC CSD 7)	Economically Disadvantaged (Variance to NYC CSD 7)
ELA	2014-2015	N/A	N/A	N/A
	2015-2016	N/A	N/A	95% (+70)
	2016-2017	75% (+67)	N/A	81% (+55)
Mathematics	2014-2015	N/A	N/A	N/A
	2015-2016	N/A	N/A	82% (+59)
	2016-2017	75% (+65)	N/A	78% (+53)

*Note: Data in Table 2 represents tested students in respective subgroups at SBCCS II and in NYC CSD 7 who scored proficiently (level 3 or above) on each state assessment. This table was created using grade level data to generate the comparative values, the percent difference between the school's performance and the district or state averages. All values were calculated to the nearest whole number; therefore, the percent differences may show a rounded value. Some data was suppressed pursuant to Department data suppression guidelines.*

According to the February 2016 ESEA accountability designations, SBCCS II is In Good Standing.

### Key Performance Area: Organizational Viability

#### Financial Condition

The financial condition of South Bronx Classical Charter School II appears to be improving as evidenced by performance on key indicators derived from the school's independently audited financial statements.

The Charter School Office reviews the financial performance and management of charter schools using quantitative and qualitative methods. Near-term indicators, such as the current ratio and unrestricted days cash, are measures of liquidity and of the charter school's capacity to maintain operations. Long-term indicators, such as total margin and debt-to-asset ratio, are measures of the charter school's capacity to remain viable and to meet financial obligations<sup>12</sup>.

A *composite score* is an overall measure of financial health calculated by the Department's Office of Audit Services. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in strong financial health. South Bronx Classical Charter School II's composite score for 2015-2016 is 0.8. The table below shows the school's composite scores from 2013-2014 to 2015-2016.

<sup>12</sup> These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

The composite score for South Bronx Classical Charter School II is lower than usual as this charter school is part of a merged education corporation is assisting another charter school in the education corporation through a loan so they can stay in private space and have continuity in their related education program.

**South Bronx Classical Charter School II's Composite Scores  
2013-2014 to 2015-2016**

<i>Year</i>	<i>Composite Score</i>
2013-2014	-0.7
2014-2015	-0.4
2015-2016	0.8

Source: NYSED Office of Audit Services

**Financial Management**

The Charter School Office reviewed South Bronx Classical Charter School II's 2015-16 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

**Key Performance Area: Faithfulness to the Charter and Law**

**Enrollment, Recruitment and Retention**

The school has strong enrollment and backfills students in all grades from its waitlist. Through efforts toward increasing the percentage of English-language learners enrolled, the school is coming close to, but not yet, meeting its targets for this special population subgroup (Table 3). Both SWD and ED student enrollment did not show significant growth, with a dip in the enrolled number of SWDs in the past year.

The school is making efforts to recruit, serve, and retain at-risk students<sup>13</sup>. Efforts to recruit and retain students in the ELL population, in particular, include:

- starting a Summer Learning Academy for all new students to school, which allows the school to identify ELLs earlier and immediately be placed in an appropriate program;
- reporting that it tracks the students' NYS English as a Second Language Achievement Test (NYSESLAT) data after the ELLs are first identified to provide follow-up and strengthening measures; and
- offering professional development to teachers, in small groups, on how to better support ELLs within general education classrooms.

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<sup>13</sup> 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).

Other efforts to increase the enrollment of students with disabilities and economically disadvantaged students include working with NYSED to consider a lottery preference as well as other recruitment efforts.

**Table 3: Student Demographics – SBCCS II Compared to District of Location (NYC CSD 7)**

	2015-2016 Percent of Enrollment			2016-2017 Percent of Enrollment			2017-2018 Percent of Enrollment <sup>14</sup>
	School	District	Variance	School	District	Variance	School
<b>Enrollment of Special Populations<sup>15</sup></b>							
Students with Disabilities	20%	24%	-4	13%	26%	-13	15%
English Language Learners	6%	23%	-17	16%	22%	-6	14%
Economically Disadvantaged	86%	96%	-10	86%	97%	-11	87%

#### Student Retention

According to NYSED data, the overall student retention rate at SBCCS II is 69%. The district-wide retention rate in NYC CSD 7 is 71%.

#### Legal Compliance

South Bronx Classical Charter School II operates in accordance with applicable law, regulations, rules and other policies, including the terms of its charter, its by-laws and other school-specific policies. It is also in compliance with federally mandated disciplinary procedures for students with disabilities, and NYS Dignity for All Students Act regulations. The board holds meetings in accordance with the Open Meetings Law.

#### Summary of Public Comment

The required public hearing for the renewal was held by the New York City Department of Education on September 25, 2017. Three people attended, and no one spoke in favor or opposition of the renewal. A subsequent hearing regarding the charter revision was held by the New York City Department of Education on March 29, 2018. Two people attended. One person spoke in favor of the proposed revision and none spoke in opposition.

<sup>14</sup> Enrollment for the 2017-18 school year is preliminary and therefore cannot be compared to the district. The enrollment figures provided for the school year have been reported by the school.

<sup>15</sup> Percentages of English language learners and students with disabilities include students who were exited from these services within the last three year of enrollment record.