



# New York State Education Department Charter School Office

## **Charter School Application Summary, Findings, and Recommendation**

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*Application in response to the  
New York State Education Department 2012 Request for Proposals to  
Establish Charter Schools Authorized by the Board of Regents  
to establish the proposed:*

**New Visions Charter High School for Advanced Math and Science III (AMS III)  
New Visions Charter High School for the Humanities III  
(HUM III)**

**New Visions Charter High School for Advanced Math and Science IV (AMS IV)  
New Visions Charter High School for the Humanities IV  
(HUM IV)**

October 2012

**Summary of the Proposed New Visions Charter High Schools**

<b>Name of Charter School</b>	New Visions Charter High School for AMS III New Visions Charter High School for HUM III New Visions Charter High School for AMS IV New Visions Charter High School for HUM IV
<b>Lead Applicant(s)</b>	Ron Chaluisan and Lori Mei
<b>District of Location</b>	Brooklyn CSD 13, 14, 16, 17, 18 or 19
<b>Opening Date</b>	Summer/Fall 2013
<b>Projected Charter Term</b>	November 5, 2012- June 30, 2018
<b>Management Company</b>	New Visions for Public Schools
<b>Partners</b>	Lincoln Center Institute
<b>Facility</b>	Seeking public co-location space
<b>Projected Enrollment and Grade Span during Charter Term</b>	Each school will open with 125 students in grade 9 in 2013-14; growing up to 600 students in grades 9 through 12 in 2017-18.
<b>Projected Maximum Enrollment and Grade Span</b>	Each school will serve up to 600 students in grades 9 through 12
<b>Mission Statement</b>	<i>“New Vision Charter High Schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility and rigor. New Visions Charter High Schools ensures 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 &amp; science concepts, students generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.”</i>

New Visions Charter High School for AMS III and for HUM III, and New Visions Charter High School for AMS IV and for HUM IV, are each designed as paired sister schools to be located in geographically-close campuses, to help address the need for high quality high school seats generated through the closure of persistently low-achieving district schools in Brooklyn. New Visions for Public Schools and its flagship enterprise, New Century High School Initiative, have an extensive record of effectively providing school support, school turnaround and school start-up services in New York City and nationally. New Visions for Public Schools seeks to implement and replicate the proposed curriculum, technology, data initiatives, teacher training and leadership development model within a charter school governance structure, with the stated goal of establishing eighteen paired schools by 2015. The New Visions Charter High School for AMS III and HUM III, and New Visions Charter High School for AMS IV and HUM IV would be the third and fourth pair of charter high schools under this design. The first pair, New Visions Charter High Schools for AMS and HUM, was authorized through SUNY in September, 2010, and opened in the Bronx in August, 2011. New Visions Charter High Schools for AMS II and HUM II were authorized by the Board of Regents in September, 2011, and opened in the Bronx in August, 2012. Consistent with the 2010 amendments to

the Charter School Act, which permits one education corporation to operate more than one charter school, a new education corporation, New Visions Charter Schools, would be approved and authorized to operate the four proposed New Visions Charter High Schools.

The philosophy of New Visions Charter High Schools is “to support intellectual, social and personal development and intellectual curiosity and love for learning, balancing this academic commitment with a focus on cultivating moral character and integrity....Scholars should be challenged academically and asked to use critical thinking skills to discover, analyze and critique real world issues...Scholars should be equipped with the reading, writing and speaking skills to communicate easily and persuasively...”

Key design elements include:

- A coordinated school- and network-wide approach to intensive instruction in writing and literacy aligned with the Common Core State Standards (CCSS) in the Lower House. The Lower House is considered to include the following instructional terms: Transition to Grade 9 Summer Bridge, Grade 9, Transition to Grade 10 Summer Bridge and Grade 10.
- A differentiated program in the Upper House (Grades 11 through 12) of the paired schools, so as to offer expanded choice of coursework in STEM subjects (AMS) and history, ELA and the arts (HUM).
- An instructional inquiry model that uses challenging curricula and anchor projects to address questions relevant to students and their communities throughout all four years of the program.
- The systematic use of assessment information, aligned to the CCSS, to guide all growth and learning.
- Ongoing analysis of data by teachers and administrators to review performance, reflect on practice and determine emerging needs of students, cohorts and schools.
- A partnership with the Lincoln Center Institute to implement the Capacities for Imaginative Learning Framework, that allows students and teachers to practice and master habits of learning, creating a common language and culture among students and teachers, and fostering coherence from class to class and project to project.
- An extended school day and year.
- A staffing structure in which teacher teams, including special education and English language learner (ELL) teachers, guidance counselors and assistant principals loop with student cohorts.

The Lower House program is designed to accelerate learning and skill mastery to grade level, so that regardless of where students start academically, they exit 10<sup>th</sup> grade at proficiency. The Lower House program includes a mandatory ten-day summer bridge program for incoming grade 9 and rising grade 10 students, a clear focus on individual learning needs, and additional daily instructional time when needed. In order to advance to Upper House, students must achieve satisfactory Regents credit accumulation (Integrated Algebra, 1<sup>st</sup> level Science, Global Studies and English Language Arts), and also demonstrate proficiency in writing and literacy, and completion of anchor projects.

The Upper House program offers a small school environment with expanded subject offerings through the build-out of advanced level mathematics/science or humanities focused coursework and will offer cross-registration for students in grades 11 and 12. Upper House program may include AP coursework, career exploration opportunities and internships.

The Lincoln Center Institute (Capacities for Imaginative Learning) will partner with the schools to prepare students to solve complex problems, present knowledge coherently in writing, and present and defend their knowledge publicly.

The proposed school calendar includes 180 days of instruction in a trimester schedule, plus an additional 10 days in July for the bridge program. The daily schedule is structured to offer a longer school day, beginning at 8:30 a.m. and ending at 4:30 p.m. The schedule includes morning, extended day and enrichment activities; all core and required subjects; and daily common planning time for teachers.

The schools' assessment plans are comprehensive and describe multiple types of assessment that will be used to obtain baseline and diagnostic information; measure growth; assess progress toward college- and career readiness; and set student-, teacher- and school-level goals. These assessments include Gates-MacGinitie reading diagnostics; Performance Series Math assessments; NYS Regents exams; PSAT; ACT; 9<sup>th</sup> Grade EXPLORE exams; 10<sup>th</sup> grade PLAN; 11<sup>th</sup>-12<sup>th</sup> grade ACT; teacher-created measures for information about content mastery; performance-based measures for information about skill progress; anchor projects; and portfolios. Assessment data will be systematically provided to all stakeholders, including administrators, teachers, students, families, and trustees. Teacher evaluation will be based on assessment-based evidence of student learning, as well as evidence of addressing student needs, evidence of effective classroom practice, and student survey information.

The founding group of New Visions Charter High Schools for AMS III, HUM III, AMS IV, and HUM IV has identified high-needs neighborhoods in north and central Brooklyn, with a predominance of low-income and non-English speaking families, which may be appropriate settings for the schools. Extensive community outreach has been done by New Visions for Public Schools through the relationships of founding board members in specific communities in Brooklyn, and through Brooklyn-based community-based organizations and community leaders, including clergy, elected officials and not-for-profit leaders.

The founding group hopes to locate the proposed New Visions Charter High Schools on campuses with NYC district public schools, an arrangement that would facilitate the sharing of promising practices across charter/district structures. This arrangement would permit campus-wide provision of services, such as clinically-rich teacher training and leadership development, technology, and data initiatives. New Visions for Public Schools commits to the necessary community engagement and outreach and to collaborative work with the UFT and CSA to resolve any potential building-specific issues.

The proposed New Visions Charter High Schools will not establish enrollment preferences beyond those listed in statute (residence in CSD of location, siblings, returning students). Upon notification of the schools' placement by the New York City Department of Education (NYCDOE), New Visions for Public Schools will target feeder middle schools, principals, guidance counselors and parent coordinators in the district in which the school is going to be placed, for effective collaborations and articulations. Wherever feasible, New Visions will work with the guidance counselors, parent coordinators and youth services coordinators to convene parent information and student recruitment sessions to introduce the New Visions Charter High Schools model to students and families. The New Visions Charter High Schools understand and are committed to meeting required enrollment and retention targets for English language learners, students with disabilities and students eligible for free- and reduced-price lunch. The founding group presented a detailed, substantive narrative of how the proposed schools will attract and retain students, in particular those students with disabilities or who are English language learners.

The founding group of the New Visions High Schools consists of a core group of individuals employed by the CMO New Visions for Public Schools, the Principals of the four operating New Visions Charter High Schools and six initial members of the board of trustees, who will oversee the four proposed Brooklyn-based New Visions Charter High Schools. The six initial trustees will identify and secure seven to nine additional members once the schools' locations are identified, in order to assure strong local representation. At full development, the board is expected to include thirteen to fifteen trustees and be organized into subcommittees to effectively address the governance responsibilities of four schools. The Principal of each

school will also serve as ex-officio member on the board. As required, a set of draft by-laws and code of ethics is provided with the applications.

The applicants have provided a School Trustee Background Information form, Statement of Assurance and resume or curriculum vitae for each of the six individuals who will compose the schools' initial board of trustees. The proposed board has a range of expertise in the areas of education, administration, real estate, business management, and community and youth engagement.

The proposed members of the initial board of trustees for New Visions Charter High Schools AMS III, HUM III, AMS IV, and HUM IV are described below:

- **David Briggs** is an architect with an established independent practice, Loci Architecture. As a community member, Mr. Briggs is involved with urban planning issues in Brooklyn and NYC. Mr. Briggs also serves as Board Chair of Amber Charter School.
- **Ronald Chaluisan** is employed by New Visions for Public Schools as Vice-President, Charter Division. Since 2002, when he began his work with New Visions, Mr. Chaluisan has overseen a comprehensive program of creating new small schools and has developed and evaluated the supports provided to 76 New Visions Partnership Support Organization membership schools. He has also developed the Scaffolded Apprenticeship Program (SAM), a high school leadership certification that has been earned by over 100 NYC principals to date. Mr. Chaluisan has extensive experience in a range of teaching, administrative and educational policy settings.
- **Joycelyn Dillon** is Chair (Dental Hygiene) and Associate Professor at New York City College of Technology. She brings her knowledge of higher education and career and technical education to the board.
- **Jerry Garcia** is a Managing Director of J.P. Morgan Private Bank and has experience serving on non-profit boards. A Brooklyn resident, Mr. Garcia brings extensive expertise in business and finance to the New Visions Charter High School board.
- **Jennella Young** is Chief Program Officer with Beginning with Children Foundation. Prior to that role, Ms. Young served as Knowledge Management Officer and Program Officer Small Schools Development at New Visions for Public Schools.
- **Reverend Carmen Walston** is a Pastor at Calvary-Fellowship A.M.E. Church in Brooklyn and a retired administrator from Boys & Girls High School in Brooklyn. Reverend Walston had an extensive career as an administrator in public education in New York City prior to retirement and now brings her capacities for community engagement and knowledge of youth programming to the board.

Additional members of the founding group, all associated with New Visions for Public Schools, are listed below:

- **Scott Bruss**, Curriculum Development, Teacher Coaching (Secondary Math)
- **Julia Chun**, Principal, Advanced Math and Science
- **Jen Gowers**, Curriculum Development, Teacher Coaching (Secondary ELA)
- **Janice Hamman**, Curriculum Development, Compliance (Special Education)
- **Kami Lewis Levin**, Curriculum Development, Teacher Coaching (Literacy)
- **Seth Lewis Levin**, Principal, New Visions Charter High School for Humanities
- **Stacy Martin**, Chief Operating Officer
- **Lori Mei**, Director of Charter School Operations
- **Kiran Pirohit**, Curriculum Development, Teacher Coaching (Secondary Science)
- **Jennie Soler-McIntosh**, Director, Community Engagement
- **Janet Price**, Director of NVPS Instruction, Charter Schools

- **Michelle Williams**, Curriculum Development, Teacher Coaching (Secondary Social Studies)

New Visions for Public Schools is a charter management organization and will provide academic, programmatic and operational support to the New Visions Charter High Schools as described in the application and in the draft Educational Service Agreement provided with the applications. The New Visions Charter High Schools board of trustees will delegate authority to New Visions for Public Schools to run the daily operations of the school, including the selection and evaluation of the Principals, the professional development of Inquiry Teams, the provision and analysis of data, and the setting of targets and development of action plans to attain the targets. New Visions for Public Schools will also provide administrative start-up support and resources, fiscal management and payroll administration services, support for teacher recruitment and development, community engagement, curriculum support, network collaboration support and other services.

The New Visions Charter High Schools will be led by the school Principals, who will be hired by the board of trustees. New Visions for Public Schools will assume responsibility to recruit, train, provide ongoing support, and evaluate the school Principals. The Principals will serve as the instructional leaders and managers of the New Visions Charter High Schools. A Chief Operating Officer will report to the Principal in each school, and will manage the schools’ operations teams, consisting of an office manager, nurse, parent coordinator and teaching aides. Each school will be staffed with four Assistant Principals, who will work in conjunction with the Guidance Counselors to lead a grade group cohort from grade 9 through grade 12. Teachers and Guidance Counselors will report to the Assistant Principals, who will report to the Principal.

The New Visions Charter High Schools will have a formal partnership with the Lincoln Center Institute, which will provide instructional support to the schools at the direction of the Principals.

The applicants have not yet identified facilities for these schools and will work with the NYCDOE to plan for siting of the schools in Brooklyn. In his letter of support for the applications, NYCDOE Chancellor Dennis Walcott noted: “The DOE has not made any decisions regarding potential phase-outs for the 2013-14 school year. However we do see a need for higher quality high school seats in the identified CSDs and in other CSDs. We will work with the applicant to identify space.”

### **Projected Fiscal and Programmatic Impact on District of Location**

The projected fiscal impact of the four proposed New Visions Charter High Schools on the district of residence, the New York City School District (“NYCSD”), is summarized below:

Year	Number of Students Enrolled in Charter Schools Per Year <sup>1</sup>	Charter School Basic Tuition Rate <sup>2</sup>	Total Charter School Basic Tuition Only	Estimated District Special Education Payment <sup>1</sup>	Total District General Fund Budget <sup>3</sup>	Percent of District Budget
2013-14	500	\$15,089	\$7,544,500	\$891,824	\$19,724,841,088	0.043%
2017-18	2400	\$17,903	\$42,967,200	\$4,038,184	\$19,724,841,088	0.238%

<sup>1</sup> Source: Charter School Applications for AMS III, HUM III, AMS IV, and HUM IV.

<sup>2</sup> Source: Education Law §2856(1)(a)(iii) and NYS Education Department Office of State Aid Charter School Basic Tuition Rate Analysis, September 2011.

<sup>3</sup> Source: New York City DOE Financial Status Report September 2012; <http://schools.nyc.gov/Offices/DBOR/FSR/default.htm>.

The calculations above assume charter school basic tuition rates in the charter period (2013-14 thru 2017-18) based on a trend analysis provided by the Department's State Aid Office. In order to conservatively avoid underestimating the fiscal impact that the charter school will have on the district going forward, the New York State Education Department (the "Department") is assuming no growth in the NYCSD budget during the duration of the school's charter.<sup>4</sup>

It should be noted that, given the nature of district-based per-pupil funding, the estimates made by the Department in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that: there will be no fluctuations in the grade levels served by existing charter schools over the course of the charter term; the charter school will be able to meet its projected maximum enrollment; all students will come from NYCSD; and all students will attend every day for a 1.0 FTE.

The specifics of the school's enrollment composition are still unavailable; however, the Department acknowledges that the programmatic and fiscal impact of the proposed charter school on other public and private schools in the same area will also be influenced by the proportion of charter school enrollees that would have attended a same-district public or private school had it not been for the presence of this charter school.

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<sup>4</sup> Additional notes: While the school has included other federal grants and/or funds that may flow through the district to be received by the school in its proposed budget, this analysis does not account for these sources of potential revenue, nor does it include the value of certain services (e.g., transportation) that the district is required to provide the charter school. However, the analysis also does not account for district per-pupil expense and overall resource savings that are likely to result from a reduction in the number of students attending district public schools.

Below, for your reference, please find additional data on New York City Community School Districts 13, 14, 16, 17, 18 and 19 (Brooklyn):<sup>5</sup>

**New York City Community School Districts 13, 14, 16, 17, 18, and 19 (Brooklyn) Data**

<b>Enrollment Data</b>	<b>CSD 13</b>	<b>CSD 14</b>	<b>CSD 16</b>	<b>CSD 17</b>	<b>CSD 18</b>	<b>CSD 19</b>
<b>Total District Enrollment:</b>	22,114	19,714	9,907	26,188	18,010	24,825
<b>Grade 9 through 12 Enrollment:</b>	11,917	7,344	3,040	8,476	4,094	7,680
<b>White:</b>	8%	8%	1%	1%	1%	1%
<b>Black/African-American:</b>	59%	29%	82%	83%	91%	53%
<b>Hispanic/Latino:</b>	15%	59%	15%	13%	7%	40%
<b>American Indian/Alaskan Native:</b>	0%	0%	1%	1%	0%	1%
<b>Asian/Native Hawaiian/Pacific Islander:</b>	17%	3%	1%	2%	1%	6%
<b>Free/Reduced Priced Lunch:</b>	73%	87%	80%	86%	80%	89%
<b>English Language Learners:</b>	5%	12%	4%	10%	6%	13%
<b>Students with Disabilities:<sup>6</sup></b>	13.6%	13.6%	13.6%	13.6%	13.6%	13.6%
<b>Graduation Rate</b>	<b>CSD 13</b>	<b>CSD 14</b>	<b>CSD 16</b>	<b>CSD 17</b>	<b>CSD 18</b>	<b>CSD 19</b>
<b>2007 Graduation Cohort:</b>	78%	67%	50%	61%	45%	61%

<b>Grades 9-12 (2007 Cohort) State Assessments (% proficient)</b>						
<b>CSD</b>	<b>CSD 13</b>	<b>CSD 14</b>	<b>CSD 16</b>	<b>CSD 17</b>	<b>CSD 18</b>	<b>CSD 19</b>
<b>English Language Arts</b>	86%	75%	58%	71%	56%	62%
<b>Mathematics</b>	84%	71%	56%	73%	58%	67%

**Public Hearing and Public Comment**

As required by the Charter Schools Act, the NYCDOE conducted a public hearing in CSD 17 on August 14, 2012, to solicit comments from the community concerning the proposed charter school and three other new charter schools proposed to be established in the area. No comments, either in favor of or in opposition to the schools, were made at the hearing. A number of individuals commented that the NYCDOE did not provide sufficient notice of the hearing or time for the public to review the applications. On August 23, members of the Community Education Council and a number of other community residents jointly submitted a letter to the Department Charter School Office expressing this concern. As per standing Department protocol, the Charter School Office invited members of the public to submit comments on the proposed schools directly through the website at <http://www.p12.nysed.gov/psc/startcharter> or through letters or phone calls to Charter School Office staff. No comments were submitted.

The Department directly notified the NYCDOE, as well as public and private schools in the region, of the New Visions Charter High School applications, and issued an open call for written public comment via the

<sup>5</sup> Source: 2010-2011 New York State School Report Card (<https://reportcards.nysed.gov/view.php?schedist=district&county=none&year=2011>); 2011-2012 state assessment data for Grades 3 through 8 English language arts and mathematics (<http://www.p12.nysed.gov/irs/ela-math/>); 2007 cohort graduation rates (<http://www.p12.nysed.gov/irs/pressRelease/20120611/home.html>).

<sup>6</sup> Source: Special Education School District Data Profile for 2010-11 <http://eservices.nysed.gov/sepubrep/>. This figure is the available city-wide classification rate: the ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the Student Information Repository System (SIRS) and from the Basic Education Data System (BEDS).



State Education Department Charter School Office website. No public comments have been submitted. The NYCDOE Chancellor was contacted by letter and invited to comment. Chancellor Walcott submitted a letter of support, recommending approval of the New Visions Charter High School applications, noting, “This application is proposing to offer students and families a high quality option within a building that also houses a school that is phasing out due to performance concerns. It is a replication of an existing high-performing charter school. Chancellor Dennis Walcott recommends this charter application to support the children of New York City.”

### **Application Review Process**

On January 3, 2012, as required by the New York State Charter Schools Act, the New York State Education Department (the “Department”) released the 2012 Request for Proposals (“RFP”) to Establish Charter Schools Authorized by the Board of Regents. The charter school application process utilized by the Board of Regents and the Department during the 2012 RFP cycle is multi-stage and designed to ensure that any charter school applicant presented to the Board of Regents for possible approval demonstrates a detailed and complete school design plan that:

- includes a clear plan to meet or exceed enrollment and retention targets for students with disabilities, students who are English language learners, and students who are eligible to participate in the federal free and reduced-price lunch program;
- provides evidence of public outreach that conforms to the process prescribed by the Regents for the purpose of soliciting and incorporating community input regarding the proposed charter school;
- meets all requirements set forth in the Charter Schools Act as well as all other applicable laws, rules, regulations;
- demonstrates the ability to operate the school in an educationally and fiscally sound manner;
- is likely to improve student learning and achievement and materially further the purposes of the Act; and
- would have a significant educational benefit to the students expected to attend the proposed charter school.

In addition, the applicant group and founding board of trustees must demonstrate appropriate knowledge, capacity, and abilities to effectively create, maintain, and oversee a high-quality charter school.

During 2012 Round 2, 54 letters of intent were received in June 2012 and, after an initial review process, 37 applicants were invited to submit full applications. The Department received 25 full applications, including the four applications for New Visions Charter High Schools.

To assess whether to recommend approval or denial of the charter application to the Board of Regents, the Department established multi-person review panels to thoroughly evaluate each full application. Each of these panels was comprised of professional expert consultants, peer reviewers who are school leaders and educators active in charter and public schools in New York, as well as qualified Department staff members. The review panel members reviewed, rated, and commented on each section of the application according to the criteria published in the Application Kit.

Department staff conducted a two-hour capacity interview with five initial board members of the proposed schools and five founding group members, on Wednesday, September 19, 2012. Questions posed to the proposed initial trustees included general questions around New York State Charter School Law, roles and responsibilities of the school community and the board to the community and various stakeholder groups as well to as the Board of Regents as authorizer. To fully understand the proposed academic program, governance role and fiscal viability of the proposed schools, targeted questions were asked to clarify information provided in the full application.

The responses demonstrated adequate knowledge and grasp of key areas. Members of the applicant group as a whole and individually demonstrated knowledge of the charter school application and the proposed schools. Structures, systems, protocols and procedures are in place to permit the board to effectively govern the schools. The applicants addressed questions posed with specific and detailed information that presented a clear, realistic picture of how the schools expect to operate.

### **Findings**

Based on the comprehensive review of the application and of the applicant, founding group, and proposed board of trustees, the Department makes the following findings:

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and other applicable laws, rules, and regulations.<sup>7</sup> This finding is based on the following (among other things):
  - the application included the information required by Education Law §2851(2)
  - the proposed charter school would meet or exceed enrollment and retention targets, as prescribed by the NYS Board of Regents,<sup>8</sup> of students with disabilities, English language learners, and students who are eligible applicants for the federal free and reduced price lunch program as required by Education Law §2852(9-a)(b)(i)
  - the applicant has conducted public outreach to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students in conformity with Education Law §2852(9-a)(b)(ii).
2. The applicant has demonstrated the ability to operate the proposed charter school in an educationally and fiscally sound manner.<sup>9</sup> This finding is based on the following (among other things):
  - The presentation in the application of a sound description of key features that are core to the school's overall design, and which rigorously addresses the criteria outlined in the Department's RFP in the areas of mission; key design elements; enrollment, recruitment and retention; and community to be served.
  - The presentation in the application of a sound educational plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of achievement goals; school schedule and calendar; curriculum and instruction; assessment; school culture and climate; and special student populations and related services.
  - The presentation in the application of a sound organizational and fiscal plan, which rigorously addresses the criteria outlined in the Department's RFP in the areas of founding group capacity; board of trustees and governance; management and staffing; evaluation; professional development; facilities; insurance; health, food and transportation services; family and community involvement; financial management; budget and cash flow; pre-opening plan; and dissolution plan.
  - An understanding of the New York State Charter Schools Act, and the skill, will and capacity to successfully launch and operate a high quality public charter school.

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<sup>7</sup> Education Law §2852(2)(a).

<sup>8</sup> Note, the data upon which to base the enrollment and retention targets mandated by the amendments to the Act was not available at the time the statute mandated the RFP be issued. As a result, the Department evaluated the plans for student enrollment, recruitment, and retention plans of each class of student referenced in the amendments to the Act such that the Department could make the determination that the applicant would meet or exceed the enrollment and retention targets when developed. During the first year of the charter term, the Department will develop such targets and incorporate these targets into the school's charter agreement performance expectations.

<sup>9</sup> Education Law §2852(2)(b).

3. Granting the proposed charter is likely to improve student learning and achievement, will materially further the purposes of the Act<sup>10</sup> and will have a significant educational benefit to the students expected to attend the charter school.<sup>11</sup> This finding is based on the totality of the information presented in the application and during the application review process, as summarized in this document.

### **Recommendation**

Based on the Department's review and findings, Commissioner John B. King, Jr. recommends that the New York State Board of Regents approve the proposal to establish New Visions Charter High School for Advanced Math and Science III, New Visions Charter High School for Humanities III, New Visions Charter High School for Advanced Math and Science IV, New Visions Charter High School for Humanities IV, to open in 2013 in New York City.

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<sup>10</sup> Education Law §2852(2)(c).

<sup>11</sup> As applicable pursuant to §2852(2)(d).