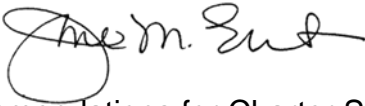





TO: P-12 Education Committee

FROM: Jhone M. Ebert 

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

DATE: March 6, 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. **Brooklyn Urban Garden Charter School** (short-term, four-year renewal)
2. **John W. Lavelle Preparatory Charter School** (full-term, five-year renewal)
3. **KIPP Always Mentally Prepared Charter School** (full-term, five-year renewal)
4. **KIPP S.T.A.R. College Prep Charter School** (full-term, five-year renewal)
5. **Math, Engineering, and Science Academy Charter High School** (full-term, five-year renewal)
6. **Unity Preparatory Charter School of Brooklyn** (full-term, five-year renewal and a revision to enrollment)

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 March 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

Performance Benchmark	
Educational Success	Benchmark 1: Student Performance: 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).
	Benchmark 2: Teaching and Learning: 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.
	Benchmark 3: Culture, Climate, and Family Engagement: 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.

Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.
	Benchmark 5: Financial Management: 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.
	Benchmark 6: Board Oversight and Governance: 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.
	Benchmark 7: Organizational Capacity: 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.
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.
	Benchmark 9: Enrollment, Recruitment, and Retention: 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.
	Benchmark 10: Legal Compliance: 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

Brooklyn Urban Garden Charter School

[September 2011 Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/September2011/911p12a1.pdf>)

John W. Lavelle Preparatory Charter School

[April 2009 Initial Charter](#)

(<http://www.regents.nysed.gov/meetings/2009Meetings/April2009/0409monthmat-new.html#emsc>)

[March 2014 First Renewal](#)

(<http://www.regents.nysed.gov/common/regents/files/314p12a6%5B3%5D.pdf>)

[February 2016 Enrollment Expansion](#)

(<http://www.regents.nysed.gov/common/regents/files/216p12a5.pdf>)

[March 2017 Merger](#)

<http://www.regents.nysed.gov/common/regents/files/417p12a4.pdf>

KIPP Always Mentally Prepared Charter School

[March 2005 Initial Charter](#)

(<https://www.regents.nysed.gov/Summaries/0305summary.htm>)

[July 2009 Grade Revision](#)

(<http://www.regents.nysed.gov/meetings/2009Meetings/July2009/0709bra17.htm>)

[April 2010 First Renewal](#)

(<http://www.regents.nysed.gov/meetings/2010Meetings/April2010/0410emsca9.htm>)

[March 2015 Second Renewal](#)

(<http://www.regents.nysed.gov/common/regents/files/meetings/Mar%202015/315p12a6.pdf>)

[December 2015 Merger](#)

(<http://www.regents.nysed.gov/common/regents/files/1215p12a4.pdf>)

KIPP S.T.A.R. College Prep Charter School

[March 2003 Initial Charter](#)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2003Meetings/March2003/0303emsca1.pdf>)

[February 2008 Reduced Enrollment/Escrow Increase](#)

(<http://www.regents.nysed.gov/meetings/2008Meetings/February2008/0208emsca7.htm>)

[April 2008 First Renewal](#)

(<http://www.regents.nysed.gov/meetings/2008Meetings/February2008/0208emsca7.htm>)

[August 2008 Second Renewal](#)

<http://www.regents.nysed.gov/meetings/2008Meetings/July2008/0708emsca18.htm>

[July 2009 Postpone kindergarten, co-locate Grades 9 -12, apply "at-risk" admissions preference](#)

<http://www.regents.nysed.gov/meetings/2009Meetings/July2009/0709bra16.htm>

[March 2013 Third Renewal](#)

<http://www.regents.nysed.gov/common/regents/files/313brca4.pdf>

[December 2015 Merger](#)

<http://www.regents.nysed.gov/common/regents/files/1215p12a4.pdf>

Math, Engineering, and Science Academy Charter High School

[December 2012 Initial Charter](http://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/December2012/1212p12a1.pdf)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/December2012/1212p12a1.pdf>)

Unity Preparatory Charter School of Brooklyn

[November 2012 Initial Charter](http://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.pdf)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a3.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 March 2018 meeting, as well as an analysis of the academic and fiscal performance of each of the schools 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 **Brooklyn Urban Garden Charter School**: (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 **Brooklyn Urban Garden Charter School** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2022**.

VOTED: That the Board of Regents finds that, the **John W. Lavelle Preparatory Charter School**: (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 **John W. Lavelle Preparatory Charter School** 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 **KIPP Always Mentally Prepared Charter School**: (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 **KIPP Always Mentally Prepared Charter School** 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 **KIPP S.T.A.R. College Prep Charter School**: (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 **KIPP S.T.A.R. College Prep Charter School** 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 **Math, Engineering, and Science Academy Charter High School**: (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 **Math, Engineering, and Science Academy Charter High School** 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 **Unity Preparatory Charter School of Brooklyn**: (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 **Unity Preparatory Charter School of Brooklyn** 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.

Brooklyn Urban Garden Charter School

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 short-term renewal for a period of four years for Brooklyn Urban Garden Charter School. The charter term would begin on July 1, 2018 and expire on June 30, 2022.**

Brooklyn Urban Garden Charter School (BUGS) is making progress towards academic performance benchmarks. BUGS is meeting all other benchmarks set forth in the Board of Regents Charter School Performance Framework. BUGS is making progress towards meeting enrollment and retention targets as prescribed by the Board of Regents for students who are English language learners. The school is making good faith efforts to meet the target and has made improvements with students who are economically disadvantaged and students with disabilities since the 2015-2016 academic year. The school is otherwise implementing the mission, key design elements, education program, and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	Brooklyn Urban Garden Charter School
Board Chair	Brooks Tanner
District of location	NYC CSD 15
Opening Date	Fall 2013
Charter Terms	Initial Charter Term: 08/26/2013 - 06/30/2018
Current Term Authorized Grades/Maximum Authorized Enrollment	Grades 6-8/ 300 students
Proposed Renewal Term Authorized Grades/ Proposed Maximum Authorized Enrollment	Grades 6-8/ 300 students
Comprehensive Management Service Provider	None
Facilities	500 19th Street, Brooklyn – Private Space
Mission Statement	<i>The mission of BUGS is to provide a hands-on, interdisciplinary education to young adolescents of all abilities and backgrounds, with a focus on real-world problem solving and the exploration of environmental sustainability. BUGS students will excel in the core academic subjects and become engaged community members who are critical thinkers prepared to achieve excellence in high school and beyond.</i>
Key Design Elements	<ul style="list-style-type: none"> • Inquiry-Based Study of the Science of Sustainability • Extended Time for Learning • A Positive and Inclusive School Climate • A Professional Learning Community • Authentic Assessments and Individualization • Use of Technology
Requested Revisions	None

Current Grade Levels and Maximum Authorized Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2017-2018	6-8	300	279 ¹
2016-2017	6-8	300	284
2015-2016	6-8	300	290
2014-2015	6-7	205	202
2013-2014	6	110	140

Proposed Renewal Term Grade Levels and Maximum Authorized Enrollment

School Year	Grades Served	Maximum Authorized Enrollment
2018-2019	6-8	300
2019-2020	6-8	300
2020-2021	6-8	300
2021-2022	6-8	300

Background

The Board of Regents granted an initial charter to BUGS in September 2011. After taking two planning years, BUGS opened for instruction in August 2013 initially serving 110 students in Grade 6. BUGS is located in a high performing district of location. NYC CSD 15 and has consistently outperformed the state on 3-8 state assessments for both ELA and math. Of note, 65.8% of BUGS students reside in districts other than their district of location, NYC CSD 15. Nineteen percent of students reside in NYC CSD 19; 14% reside in NYC CSD 22; and 13% of students reside in NYC CSD 20. The remaining students reside in a handful of other community school districts in Brooklyn, Queens, and Staten Island.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance – Elementary/Middle School Outcomes

Over the 5-year charter term, BUGS administered the NYS English language arts and mathematics assessments to students in Grades 6 through 8 and the Common Core Algebra I Regents exam to applicable middle school students. 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.

In the aggregate, students have historically performed better in ELA than in math, however, in both subject areas the school is performing below proficiency levels for the district of location. BUGS roughly matches state performance levels in ELA but is performing below the state average in math.

For special populations, students with disabilities performed above the district of location. In math, English language learners had exceeded the district of location in 2014-2015 and 2015-2016, but fell to achieving 0% proficiency in 2016-2017, below the district of location. Economically disadvantaged

¹ Self-reported by BUGS in Renewal Site Visit Workbook

students have come relatively close, but still performed below the district of location for ELA. In math, however, they performed below the district of location for the past three years of the current charter term.

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. NYC CSD 15 is a high performing CSD where proficiency rates exceed the state average in both ELA and math.

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

All Students	ELA					Math				
	BUGS	NYC CSD 15	Variance to NYC CSD 15	NYS	Variance to NYS	BUGS	NYC CSD 15	Variance to NYC CSD 15	NYS	Variance to NYS
2014-2015	26%	43%	-17	30%	-4	22%	48%	-26	37%	-15
2015-2016	36%	49%	-13	37%	-1	23%	45%	-22	34%	-11
2016-2017	40%	53%	-13	40%	0	24%	45%	-21	34%	-10

Note: Data in Table 1 represents tested students in Grades 6-8 at BUGS, NYC CSD 15, 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 the district of location)	English Language Learners (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2014-2015	10% (0)	0% (-1)	21% (-4)
	2015-2016	21% (+6)	0% (-3)	26% (-6)
	2016-2017	16% (0)	0% (-2)	32% (-3)
Mathematics	2014-2015	18% (+3)	14% (+2)	16% (-17)
	2015-2016	17% (+3)	11% (+1)	18% (-11)
	2016-2017	13% (0)	0% (-7)	16% (-13)

Note: Data in Table 2 represents tested students in respective subgroups at BUGS and in NYC CSD 15 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 averages. All values were calculated to the nearest whole number, therefore, the percent differences may show a rounded value.

Student Performance – High School

While the school does not serve high school grades, many of BUGS' 8th grade students take the Common Core Algebra I exam in lieu of the standard 8th grade math assessment. The school has demonstrated strong academic performance, outperforming both the district of location and the state on the Algebra I exam where 100% of students, both in the aggregate and across all special population subgroups, have achieved proficiency for both the 2015-2016 and 2016-2017 academic years.

The Living Environment Regents exam is also offered to eighth graders at the school. On the Living Environment Regents exam, students in the aggregate perform equal to the state proficiency level while all special population subgroups exceed state proficiency levels.

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

Key Performance Area: Organizational Viability

Financial Condition

BUGS 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.²

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. BUGS' composite score for 2015-2016 is 2.8. The table below shows the school's composite scores from 2013-2014 to 2015-2016.

**Brooklyn Urban Garden Charter School's Composite Scores
2013-2014 to 2015-2016**

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.8
2014-2015	2.7
2013-2014	2.3

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed BUGS' 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 has generally strong enrollment and backfills students, as needed, for all grades. Through efforts towards increasing the percentage of at-risk students enrolled, the school is meeting its targets for economically disadvantaged students and students with disabilities, but is not meeting its target for English language learners (Table 3). The school reported its economically disadvantaged student population data erroneously in 2015-2016, making the school appear as though it was under-enrolled for that year. In 2016-2017, that error was corrected and showed that the school was meeting this target. The SWD special population subgroup has remained relatively stagnant, while the English language learner special population subgroup has experienced a slight decrease. Since the district of location has as well, the school shows on the table as coming closer towards meeting its target from 2015-2016 to 2016-2017.

The school is making good faith efforts to recruit, serve, and retain at-risk students.³ Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

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

³ 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-

- The addition of weighting for English language learners starting in the 2016-2017 school year;
- Translating marketing materials and general communications from the school into multiple languages;
- Offering translators at events, as needed;
- Conducting outreach to community based organizations serving students with disabilities, English language learners and economically disadvantaged students; and
- Providing recruitment materials to guidance counselors in 52 feeder schools in nearby district.

Table 3: Student Demographics – BUGS Compared to District of Location (NYC CSD 15)

	2015-2016 Percent of Enrollment			2016-2017 Percent of Enrollment			2017-2018 Percent of Enrollment ⁴
	School	District	Variance	School	District	Variance	School
Enrollment of Special Populations⁵							
Economically Disadvantaged	36%	58%	-22	62%	55%	+7	58%
English Language Learners	6%	15%	-9	5%	12%	-7	7%
Students with Disabilities	28%	26%	+2	27%	26%	+1	24%

Student Retention

According to NYSED data, the overall student retention rate at BUGS is 80%. The district-wide retention rate in NYC CSD 15 is 79%.

Legal Compliance

BUGS 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.

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).

⁴ 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.

⁵ 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.

Public Hearing Information

The required public hearing was held by the New York City Department of Education for NYC CSD 15 on September 11, 2017. Approximately 50 people attended, and 21 spoke, of which 21 were in favor of the renewal and no one opposed. There were also 12 emailed/hand-written comments, of which 11 were in favor of the renewal and one was opposed.

John W. Lavelle Preparatory Charter School

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 John W. Lavelle Preparatory Charter School. The charter term would begin on July 1, 2018 and expire on June 30, 2023.**

John W. Lavelle Preparatory Charter School (Lavelle Prep) is meeting the academic performance benchmark (Benchmark 1) and most other benchmarks set forth in the Board of Regents Charter School Performance Framework. John W. Lavelle Preparatory Charter School is meeting enrollment and retention targets as prescribed by the Board of Regents for students who are economically disadvantaged and students with disabilities, and is making good faith efforts to meet the enrollment target for English language learners. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	John W. Lavelle Preparatory Charter School
Board Chair	Deborah Miller
District of location	NYC CSD 31
Opening Date	Fall 2009
Charter Terms	04/21/2009 - 04/20/2014 and 04/21/2014 - 06/30/2018
Current Term Authorized Grades/Maximum Authorized Enrollment	K-Grade 12/ 902 students
Proposed Renewal Term Authorized Grades/ Proposed Maximum Authorized Enrollment	K-Grade 12/ 902 students
Comprehensive Management Service Provider	Integration Charter Schools
Facilities	Corporate Commons One at 1 Teleport Dr., Staten Island – Private Space
Mission Statement	<i>The John W. Lavelle Preparatory Charter School provides a rigorous college preparatory education that equips and empowers students to go to college and succeed in life. Lavelle Prep welcomes and fully integrates all students, including those living with emotional challenges.</i>
Key Design Elements	<ul style="list-style-type: none"> • Inclusion - All class lessons are fully integrated with dually Certified Teachers • Small Classes - Lavelle Prep ensures consistent small class sizes, no larger than 18 students per cohort/class • College Focus providing information about colleges, courses & admission requirements • Challenging Academic Curricula and High Expectations • Constructivist Teaching • Data-Driven Instruction

	<ul style="list-style-type: none"> Wellness Curriculum Behavioral Management System Integration of Technology
Requested Revisions	None

Current Grade Levels and Maximum Authorized Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2017-2018	3-12	902	696 ⁶
2016-2017	3-12	902	636
2015-2016	6-12	510	495
2014-2015	6-12	510	442
2013-2014	6-10	350	377

Proposed Renewal Term Grade Levels and Maximum Authorized Enrollment

School Year	Grades Served	Maximum Authorized Enrollment
2018-2019	K-12	902
2019-2020	K-12	902
2020-2021	K-12	902
2021-2022	K-12	902
2022-2023	K-12	902

Background

The Board of Regents granted an initial charter to John W. Lavelle Preparatory Charter School in September 2009. It opened for instruction in September 2009 initially serving 510 students in Grades 6 through 10. In 2014, the Board of Regents renewed Lavelle Prep’s charter.

As the Lavelle Prep student body is statistically atypical in regard to students in the district or state, the school has learned that a prepackaged curriculum is not appropriate or effective for the population they serve. As a result, the school developed a curriculum that is rigorous and engaging for the students. This curriculum design relies heavily on the Backward Design process introduced by Grant Wiggins and Jay McTighe. As the school is a college preparatory school the goals were created with college readiness in mind. Part of this process involves using the academic performance goals for each grade in coordination with the New York State Learning Standards (NYSLs) to create strategic curriculums. The curriculum is aligned with the Common Core Standards and with the adaption of the new NYSLs.

Parents have reported that they chose Lavelle Prep because they recognized that their students can prepare successfully for college only in a small school. Parents have reported that Lavelle Prep provides these students with individualized attention that is an active ingredient in supporting their academic and developmental growth throughout their time at Lavelle Prep. The school can address the academic challenges as well as social-emotional needs of the students, needs that would have likely been overlooked in a larger setting. In the past charter terms, the results have been extremely high rates of high school graduation and college acceptance.

⁶ Self-reported by John W. Lavelle Preparatory Charter School in Renewal Site Visit Workbook. Maximum enrollment is for K – 12 once the school is fully grown out.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Lavelle Prep demonstrates a strong trending effort. Students come to the school performing well below their grade level, and through the educational intervention they receive at Lavelle Prep, show long term success in exceeding NYSED Performance Benchmarks.

Student Performance – High School

The school has demonstrated strong academic performance in the high school grades, outperforming the district of location by wide margins and in some grades and subjects outscoring the state average. The school’s four-year Regents cohort outcomes have been consistently above the state average.

The school’s high graduation rate continues to exceed the state target rate. Of note, when looking at the 5-year cohort graduation rate, 100% of students at Lavelle Prep graduate.

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

4-Yr Cohort: All Students	2012 Cohort			2013 Cohort		
	Subject	School	State	Variance	School	State
ELA	100%	85%	+15	100%	85%	+15
Global History	92%	78%	+14	68%	78%	-10
Math	100%	86%	+14	96%	85%	+11
Science	100%	81%	+19	92%	81%	+11
US History	100%	84%	+16	96%	84%	+12

Table 2: High School Total 4-Year Graduation Rates: School and Target Level Aggregates

Student Population	2012 Cohort (12 Students)			2013 Cohort (25 Students)		
	School	State Target	Variance	School	State Target	Variance
All	100%	80%	+20	96%	80%	+16
Students with Disabilities	100%	80%	+20	89%	80%	+9
Economically Disadvantaged	100%	80%	+20	95%	80%	+15

Table 3: High School Total 5-Year Graduation Rates: School and Target Level Aggregates

Student Population	2012 Cohort (12 Students)		
	School	State Target	Variance
All	100%	80%	+20
Students with Disabilities	100%	80%	+20
Economically Disadvantaged	100%	80%	+20

Student Performance – Elementary/Middle School Outcomes

Over the current charter term, Lavelle Prep administered the NYS English language arts and mathematics assessments to students in Grades 3 through 8 and the Regents exams to students in Grades 9 through 12. The assessment results serve as the basis for determination of academic success in absolute proficiency outcomes and comparisons to the state and district of location.

As the school’s district of location, NYC CSD 31, encompasses all of Staten Island and does not reflect the specific community or demographic background of students being served at Lavelle Prep, we identified which schools Lavelle Prep students would enroll in if these students were to attend district schools. We then created a comparison group for the analysis of comparative academic performance. The comparison group reflects the proportionate distribution of the number of Lavelle Prep students that would enroll in these comparison schools as well as an accurate reflection of students with disabilities enrollment as serving these students is a key design element of the school.

Table 4: Elementary/Middle School Assessment Proficiency Outcomes for All Students using a Comparative Group Analysis

All Students	ELA					Math				
	Lavelle Prep CS	Comparative Group Performance	Variance to Comparative Group	NYS	Variance to NYS	Lavelle Prep CS	Comparative Group Performance	Variance to Comparative Group	NYS	Variance to NYS
2014-2015	17%	22%	-5	31%	-14	22%	17%	+5	33%	-11
2015-2016	24%	26%	-2	37%	-13	24%	16%	+8	34%	-10
2016-2017	28%	29%	-1	40%	-12	22%	19%	+3	40%	-18

Note: Data in Table 4 represents tested students in Grades 6-8 at John W. Lavelle Preparatory Charter School, Comparison Group Schools, 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. The Comparison Group schools were I.S. 2, I.S. 4, I.S. 27, I.S. 49, I.S.51, I.S. 61 and I.S. 72, all in Staten Island.

Table 5: Elementary/Middle School Assessment Proficiency Outcomes for All Students: School, District & State Level Aggregates Compared to the Entire District

All Students	ELA					Math				
	Lavelle Prep CS	NYC CSD 31	Variance to NYC CSD 31	NYS	Variance to NYS	Lavelle Prep CS	NYC CSD 31	Variance to NYC CSD 31	NYS	Variance to NYS
2014-2015	17%	39%	-22	31%	-14	22%	34%	-12	33%	-11
2015-2016	24%	42%	-18	37%	-13	24%	35%	-11	34%	-10
2016-2017	28%	47%	-19	40%	-12	22%	41%	-19	40%	-18

Note: Data in Table 5 represents tested students in respective subgroups at John W. Lavelle Preparatory Charter School, the NYC CSD 31 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. Note: District and State data is specific, Gr 6-8 for 2014-15 and 2015-16, and G r3-8 for 2016-2017.

Table 6: Elementary/Middle School Assessment Proficiency Outcomes for Special Populations

Subject	School Year	Students with Disabilities (Variance to the district of location)	English Language Learners (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2014-2015	4% (-4)	0% (-2)	17% (-12)
	2015-2016	7% (-2)	0% (-2)	23% (-8)
	2016-2017	6% (-7)	0% (-6)	27% (-9)
Mathematics	2014-2015	12% (+4)	18% (+11)	22% (-3)
	2015-2016	10 (+3)	0% (-8)	23% (-1)
	2016-2017	3 (-10)	0% (-13)	22% (-9)

Note: Data in Table 6 represents tested students in Grades 6-8 in respective sub-groups at John W. Lavelle Preparatory Charter School, and the NYC CSD 31 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.

According to the February 2016 ESEA accountability designations, John W. Lavelle Preparatory Charter School is *In Good Standing*.

Key Performance Area: Organizational Viability

Financial Condition

John W. Lavelle Preparatory Charter School is in adequate 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.⁷

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. John W. Lavelle Preparatory Charter School's composite score for 2015-2016 is 1.1. The table below shows the school's composite scores from 2013-2014 to 2015-2016.

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

**John W. Lavelle Preparatory Charter School's Composite Scores
2013-2014 to 2015-2016**

<i>Year</i>	<i>Composite Score</i>
2015-2016	1.1
2014-2015	0.6
2013-2014	-0.2

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed John W. Lavelle Preparatory Charter School'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 all grades from its waitlist. Through efforts towards increasing the percentage of at-risk students enrolled, the school is greatly exceeding the school district in the enrollment of students with disabilities (SWDs) and economically disadvantaged (ED). The school is slightly below the district in the enrollment of English language learners (ELLs), (Table 4).

The school is making good faith efforts to recruit, serve, and retain at-risk students.⁸ For this purpose, the following efforts will be put forth to ensure that more ELL students will be joining the school:

- An ongoing outreach effort to identify opportunities for Lavelle Prep to participate in local events in diverse, non-English speaking communities.
- Translating the school application into additional languages to reach a broader audience, including Arabic.
- Expanding the International Day celebration of culture and learning, an event held by the school every year, and turning this celebration into a community-wide event that grows beyond the school audience.

⁸ 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 7: Student Demographics – John W. Lavelle Preparatory Charter School Compared to District of Location (NYC CSD 31)

	2015-2016 Percent of Enrollment			2016-2017 Percent of Enrollment			2017-2018 Percent of Enrollment ⁹
	School	District	Variance	School	District	Variance	School
Enrollment of Special Populations¹⁰							
Economically Disadvantaged	73%	53%	+20	77%	55%	+22	74%
English Language Learners	4%	5%	-1	3%	6%	-3	5%
Students with Disabilities	37%	23%	+14	37%	26%	+11	39%

Student Retention

According to NYSED data, the overall student retention rate at John W. Lavelle Preparatory Charter School is 79%. The district-wide retention rate in NYC CSD 31 is 80%.

Legal Compliance

John W. Lavelle Preparatory Charter School 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.

Public Hearing Information

The required public hearing was held by NYC Department of Education on September 25, 2017. Forty people attended, and 18 spoke; 17 were in favor of the renewal and one was opposed.

⁹ 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.

¹⁰ 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.

KIPP Always Mentally Prepared Charter School

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 KIPP Always Mentally Prepared Charter School. The charter term would begin on July 1, 2018 and expire on June 30, 2023.**

KIPP Always Mentally Prepared (AMP) Charter School is meeting the academic performance benchmarks and most other benchmarks set forth in the Board of Regents Charter School Performance Framework. KIPP AMP is comparable to the district of location in meeting enrollment and retention targets as prescribed by the Board of Regents for students who are economically disadvantaged and students with disabilities and is making good faith efforts to meet the enrollment target for English language learners. The school is implementing the mission, key design elements, education program and organizational plan set forth in the charter.

Charter School Summary

Name of Charter School	KIPP Always Mentally Prepared Charter School
Board Chair	Rafael Mayer
District of location	<ul style="list-style-type: none"> • NYC CSD 17 (elementary school and middle school) • NYC CSD 7 (high school)
Opening Date	Fall 2005
Charter Terms	<ul style="list-style-type: none"> • Initial Charter Term: 03/15/05 - 03/14/10 (High School opened in July 2009) • First Renewal: 03/15/10 - 03/14/15 (Elementary School opened in July 2013) • Second Renewal/Current Term: 03/15/15 - 6/30/2018
Current Term Authorized Grades/Maximum Authorized Enrollment	K- Grade 12/ 949 students
Proposed Renewal Term Authorized Grades/Proposed Maximum Authorized Enrollment	K - Grade 12/ 949 students
Comprehensive Management Service Provider	KIPP NYC Public Charter Schools
Facilities	<ul style="list-style-type: none"> • (Elementary School) – 1224 Park Place, Brooklyn – NYC DOE Co-Located Space • (Middle School) – 1224 Park Place, Brooklyn – NYC DOE Co-Located Space • (High School) – 201 E. 144th Street, Bronx – Private Space
Mission Statement	<i>The mission of the constituent schools is to help students develop the academic and character skills necessary to achieve success in high school and college, be self-sufficient in the competitive world beyond, and build a better tomorrow for themselves and us all.</i>
Key Design Elements	<ul style="list-style-type: none"> • The Five Pillars (High Expectations, More Time on Task, Focus on Results, Power to Lead, and Choice and Commitment)

	<ul style="list-style-type: none"> High-Quality Instruction (What is Taught, How it is Taught) Character Development
Requested Revisions	None

Current Grade Levels and Maximum Authorized Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2017-2018	K-12	949	899 ¹¹
2016-2017	K-12	949	835
2015-2016	K-12	949	783
2014-2015	K-12	949	692
2013-2014	K-3, 5-12	857	550

Proposed Renewal Term Grade Levels and Maximum Authorized Enrollment

School Year	Grades Served	Maximum Authorized Enrollment
2018-2019	K-12	949
2019-2020	K-12	949
2020-2021	K-12	949
2021-2022	K-12	949
2022-2023	K-12	949

Background

The Board of Regents granted an initial charter to KIPP AMP in March 2005. KIPP AMP opened for instruction in July 2005 initially serving 90 students in Grade 5. KIPP AMP’s charter was subsequently renewed by the Board of Regents in March 2010 for a period of five years. A three-year second renewal was granted from March 15, 2015 through June 30, 2018.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance – Elementary/Middle School Outcomes

Over the three-year plus charter term, KIPP AMP administered the NYS English language arts and mathematics assessments to students in Grades 3 through 8. 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.

KIPP AMP has a clear, documented curriculum that is aligned to the NYSLs for all core subjects. The KIPP NYC region provides KIPP AMP teachers with a prepared curriculum, including lesson and unit plans, with the intention of limiting teachers’ burdens. Grade-level and content-specific deans oversee

¹¹ Self-reported by KIPP AMP in Renewal Site Visit Workbook

horizontal and vertical curricular alignment and support teachers' curricular modifications. Curricular alignment and revisions occur during weekly school-site meetings and monthly regional dean meetings. The school leadership meets to review academic data on a weekly basis and utilizes this information to create small group instruction and implement intervention programs to meet the needs of the students. Most classrooms in kindergarten through Grade 8 had multiple adults in the room to facilitate small group instruction and/or support individual learners. Grade 8 students who pass the Common Core Algebra Regents are placed in Honors Geometry during their freshman year of high school.

Classroom observations provided clear evidence of detailed planning due to teachers' questioning, visual aids, and other prepared materials. Teachers communicated clear objectives and class time was maximized for learning.

KIPP AMP employs a robust assessment structure to identify student needs. KIPP AMP has a robust system of diagnostics and regular meeting structures to ensure timely data analysis, which leads to academic program modifications, as needed. Data is analyzed during one-on-one meetings, content team meetings, weekly school leadership Academic Progress Team meetings, and quarterly Data Days. Principals share this information with the school community during their weekly e-newsletter.

Each KIPP AMP campus has a director of student support services who works with the Committee on Special Education (CSE) and special education teachers to ensure compliance with student IEPs. KIPP AMP utilizes regional speech pathologists, employs school-based social workers, and contracts with NYCDOE for all other mandated services. Special and general education teachers plan together during weekly co-planning and team meetings. Special education and ELL students are enrolled in ICT classrooms, where possible, to provide additional supports.

Students with disabilities and economically disadvantaged student populations exceed the state in most measures. English language learner performance is currently below the CSD and state.

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

All Students	ELA					Math				
	KIPP AMP	NYC CSD17	Variance to NYC CSD 17	NYS	Variance to NYS	KIPP AMP	NYC CSD17	Variance to NYC CSD 17	NYS	Variance to NYS
2014-2015	23%	20%	+3	31%	-8	38%	21%	+17	36%	+2
2015-2016	35%	29%	+6	36%	-1	35%	24%	+11	36%	-1
2016-2017	45%	33%	+12	40%	+5	44%	26%	+18	40%	+4

Note: Data in Table 1 represents tested students in Grades 3-8 at KIPP AMP, the NYC CSD 17, 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 the district of location)	English Language Learners (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2014-2015	6% (+2)	0% (-3)	23% (+4)
	2015-2016	14% (+7)	0% (-3)	35% (+8)
	2016-2017	18% (+7)	*	42% (+10)
Mathematics	2014-2015	13% (+8)	0% (-6)	38% (+17)
	2015-2016	15% (+7)	0% (-8)	35% (+12)
	2016-2017	19% (+10)	*	43% (+17)

Note: Data in Table 2 represents tested students in respective subgroups at KIPP AMP and NYC CSD 17 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.

* = Suppressed data pursuant to NYSED data business rules.

Student Performance – High School

The school has demonstrated a strong academic performance in the high school grades, outperforming the district of location by wide margins and in all grades and subjects outscoring the state average.

The Grade 9 ELA curriculum has been created in-house, utilizing *EngageNY* resources to prepare students for the ELA Regents exam. Subsequent years of high school ELA instruction focus on both literature and non-fiction texts while moving away from on-demand writing and increasing focus on longer-term writing projects.

The high school math curriculum is based on the Common Core and NYS standards and has been designed to increase Regents pass rates. For example, eighth grade students who pass the Common Core Algebra Regents are placed in Honors Geometry during their freshman year. At the high school, students receive a double math instructional block every other day.

High school students take science courses for all four years and participate in over 2,000 minutes of lab activities a year. Seventeen different Advanced Placement courses were offered at the high school during the 2016-17 school year.

The school's four-year Regents cohort outcomes have been exceeding the state average and maintaining those levels or increasing the variance by double digits over the past three years.

Table 3a: High School Total 4-Year Regents Outcomes for All Students: School & State Level Aggregates

4-Yr Cohort: All Students	2011 Cohort			2012 Cohort			2013 Cohort
	KIPP AMP	State	Variance	KIPP AMP	State	Variance	KIPP AMP
Subject							
ELA	100%	84%	+16	100%	85%	+15	100%
Math	96%	79%	+17	100%	78%	+22	96%
Global History	100%	86%	+14	100%	86%	+14	100%
Science	100%	84%	+16	100%	84%	+16	100%
US History	96%	81%	+15	100%	81%	+19	96%

Table 3b: High School Diploma Types Awarded

4-Yr Cohort: All Students	2011 Cohort (23 Students)			2012 Cohort (24 Students)			2013 Cohort (26 Students)		
	School	State	Variance	School	State	Variance	School	State	Variance
Subject									
Graduation Rate	91%	78%	+13	92%	80%	+12	88%	80%	+8
Local Diplomas	0	3%	-3	0	4%	-4	4%	5%	-1
Regents Diplomas	61%	46%	+15	42%	47%	-5	54%	43%	+11
Advanced Regents Diplomas	30%	18%	+12	50%	18%	+32	31%	33%	-2

According to the February 2016 ESEA accountability designations, KIPP AMP is *In Good Standing*.

Key Performance Area: Organizational Viability

Financial Condition

KIPP AMP appears to be in good 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.¹²

¹² 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. KIPP AMP Charter School’s composite score for 2015-2016 is 2.0. The table below shows the school’s composite scores from 2013-2014 to 2015-2016.

**KIPP AMP Charter School’s Composite Scores
2013-2014 to 2015-2016**

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.0
2014-2015	1.2
2013-2014	2.6

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed KIPP AMP Charter School’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

KIPP AMP currently meets its enrollment targets for students with disabilities and economically disadvantaged students. The school currently serves approximately 10% fewer English language learners than its district of location.

The school has requested a non-material change to provide a lottery weighting for ELL students to mitigate this variance. School leaders also reported the robust services ELL students receive upon identification, which they report leads to a high-rate of de-classification.

The school has requested a non-material change to provide a lottery preference for ELL students to mitigate this variance. A recently enrolled ELL student began sessions with a speech and language therapist and was placed in an ICT classroom to receive extra supports, even though these were not mandated services. School leaders make the case that these robust services lead to a high rate of de-classification.

KIPP AMP received 675 entry grade applications for the elementary school and 327 entry grade applications for middle school.

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

- Annual recruitment initiative including a mass mailing to all students in the school’s home zip code;
- Presentations at local pre-schools, after-school programs, and community based organizations; and
- Utilization of the KIPP NYC team to lead student recruitment efforts.

Table 4: Student Demographics – KIPP AMP Charter School Compared to District of Location (NYC CSD 17)

	2015-2016 Percent of Enrollment			2016-2017 Percent of Enrollment			2017-2018 Percent of Enrollment ¹³
	KIPP AMP	NYC CSD17*	Variance	KIPP AMP	NYC CSD17*	Variance	KIPP AMP
Enrollment of Special Populations¹⁴							
Economically Disadvantaged	84%	79%	+5	81%	81%	0	79%
English Language Learners	1%	12%	-11	2%	13%	-11	2%
Students with Disabilities	19%	19%	0	18%	22%	-4	16%

*Note: High school grades are in NYC CSD 7.

Student Retention

According to NYSED data, the overall student retention rate at KIPP AMP is 64%. The district-wide retention rate in NYC CSD 17 is 71%. The district-wide retention rate in NYC CSD 7 is 74%.

Legal Compliance

Over the course of the charter term, KIPP AMP was not in compliance in terms of the permissible number of uncertified teachers and the required number of board meetings. Board minutes are not available on the school’s website. The board and regional team shared specific actions they have taken to move toward compliance with teacher certification and board meeting requirements.

KIPP AMP provided a clear complaint policy as part of the CSO document review. The Code of Conduct and Discipline Policy were reviewed by the school’s counsel and are currently under final review in the CSO.

¹³ 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.

¹⁴ 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.

Public Hearing Information

The required public hearing was held by NYC CSD 7 and NYC CSD 17 on October 18, 2017. Forty people attended and 18 spoke; all were in favor of the renewal and none were opposed.

KIPP S.T.A.R. College Prep Charter School

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 KIPP S.T.A.R. College Prep Charter School. The charter term would begin on July 1, 2018 and expire on June 30, 2023.**

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

Charter School Summary

Name of Charter School	KIPP S.T.A.R. College Prep Charter School
Board Chair	Rafael Mayer
District of location	<ul style="list-style-type: none"> • NYC CSD 5 (elementary school and middle school) • NYC CSD 7 (high school)
Opening Date	Fall 2003 (SUNY)
Charter Terms	<ul style="list-style-type: none"> • Initial Charter Term: 3/25/2003 - 3/24/2008 (SUNY authorized) • First Renewal: 4/15/2008 to 7/31/2008; (SUNY authorized) • Second Renewal 8/1/2008 - 7/31/2013 (SUNY authorized) • Third Renewal: 8/1/2013 - 06/30/2018 (Regents authorized)
Current Term Authorized Grades/Maximum Authorized Enrollment	K-Grade 3, Grades 5-12/ 927 students
Proposed Renewal Term Authorized Grades/ Proposed Maximum Authorized Enrollment	K-Grade 12/ 927 students
Comprehensive Management Service Provider	KIPP NYC Public Charter Schools
Facilities	<ul style="list-style-type: none"> • (K-3) – 625 W. 133rd Street, Manhattan – NYC DOE Co-located Space • (5-8) – 433 W. 123rd Street, Manhattan – NYC DOE Co-located Space • (High School) – 201 E. 144th Street, Bronx – Private Space
Mission Statement	<i>The mission of the constituent schools is to help students develop the academic and character skills necessary to achieve success in high school and college, be self-sufficient in the competitive world beyond, and build a better tomorrow for themselves and us all.</i>

Key Design Elements	<ul style="list-style-type: none"> • Focus on Results, Power to Lead, and Choice and Commitment) • High-Quality Instruction (What is Taught, How it is Taught) • Character Development
Requested Revisions	None

Current Grade Levels and Maximum Authorized Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2017-2018	K-3, 5-12	927	921 ¹⁵
2016-2017	K-2, 5-12	837	782
2015-2016	K-1, 5-12	747	716
2014-2015	K, 5-12	652	671
2013-2014	K-2, 5-12	857	534

Proposed Renewal Term Grade Levels and Maximum Authorized Enrollment

School Year	Grades Served	Maximum Authorized Enrollment
2018-2019	K-12	927
2019-2020	K-12	927
2020-2021	K-12	927
2021-2022	K-12	927
2022-2023	K-12	927

Background

The Board of Regents granted an initial charter to KIPP STAR in March 2003. KIPP STAR opened for instruction in September 2003 initially serving 90 students in Grade 5. KIPP STAR’s charter was subsequently renewed by the Board of Regents in March 2008 for a “right-sizing” short-term renewal until July 31, 2008. A second renewal term was subsequently approved for a term from August 1, 2008 until July 31, 2013, and a third from August 1, 2013 through June 30, 2018.

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance – Elementary/Middle School Outcomes

Over this five-year charter term, KIPP STAR administered the NYS English language arts and mathematics assessments to students in Grades 3 through 8. 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.

KIPP STAR has a clear, documented curriculum that is aligned to the NYSLs for all core subjects.

¹⁵ Self-reported by KIPP STAR in Renewal Site Visit Workbook

Both the elementary and middle schools utilize *KIPP Wheatley*, a Common Core aligned K – 8 reading program developed by the KIPP Foundation in partnership with Great Minds. Elementary and middle school students receive guided reading at least four times a week, which the CSO team observed at the elementary school during the on-site visit. The school employs an “all-hands-on-deck” model for guided reading where every adult in the building is assigned to a guided reading group. Small groups of students were observed engaged in direct, guided reading instruction while others worked independently on worksheets or computers.

Fifth and sixth grade ELA instruction is largely focused on fundamentals and remediation, as most students arrive two or more grade levels behind. All students receive a series of assessments upon enrollment and interventions are assigned based on these findings. The school leadership reported that remediation efforts are successful; in June 2017, 65% of eighth graders graduated as proficient when the same cohort arrived in fifth grade with less than 20% proficiency.

The elementary school uses a combination of *Eureka Math* and *CGI*; the middle school utilizes a *KIPP NYC Math* curriculum and *Eureka Math*.

Science instruction across all grades is focused on an interdisciplinary approach. At the elementary level, students have science instruction led by a content-specific teacher three times each week. Seventh and eighth grade science is based on a KIPP NYC-developed curriculum, which provides teachers with scripted lesson plans to provide constructed, hands-on science instruction.

See Tables 1 and 2 below regarding 3-8 ELA and mathematics 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

All Students	ELA					Math				
	KIPP STAR	NYC CSD 5	Variance to NYC CSD 5	NYS	Variance to NYS	KIPP STAR	NYC CSD 5	Variance to NYC CSD 5	NYS	Variance to NYS
2014-2015	28%	17%	+11	31%	-3	43%	13%	+30	36%	+7
2015-2016	45%	22%	+23	36%	+9	54%	15%	+39	36%	+18
2016-2017	46%	24%	+22	39%	+7	59%	15%	+44	37%	+22

Note: Data in Table 1 represents tested students in Grades 3-8 at KIPP STAR, the NYC CSD 5, 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 the NYC CSD 5)	English Language Learners (Variance to the NYC CSD 5)	Economically Disadvantaged (Variance to the NYC CSD 5)
ELA	2014-2015	10% (+6)	9 (+8)	28% (+14)
	2015-2016	18% (+13)	0% (-1)	45% (+26)
	2016-2017	19% (+12)	12% (+10)	45% (+24)
Mathematics	2014-2015	19% (+15)	17% (+15)	44% (+33)
	2015-2016	21% (+16)	13% (+8)	55% (+42)
	2016-2017	31% (+26)	29% (+24)	58% (+45)

Note: Data in Table 2 represents tested students in respective subgroups at KIPP STAR, and the NYC CSD 5 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.

Student Performance – High School

The school has demonstrated a strong academic performance in the high school grades, consistently outscoring the state average. The school's four-year Regents cohort outcomes have been above the state average by double digits for the past three years.

At the high school level, the 9th grade ELA curriculum was created in-house, utilizing *EngageNY* resources to prepare students for the ELA Regents exam. Subsequent years of high school ELA instruction focus on both literature and non-fiction texts while decreasing on-demand writing to focus on longer term writing projects.

The high school math curriculum is based on the Common Core and NYS standards and has been designed to increase Regents pass rates. At the high school, students receive a double math instructional block every other day to prepare for the Algebra Regents exam; students who completed the Algebra Regents in eighth grade are placed in Honors Geometry during their freshmen year.

Science instruction across all grades is focused on an interdisciplinary approach. All high school students take science courses for all four years and participate in over 2,000 minutes of lab activities a year.

In addition to the core subjects, KIPP STAR offers robust curricular offerings in all grades. Seventeen different Advance Placement courses were offered at the high school during the 2016-17 school year.

Table 3a: High School Total 4-Year Regents Outcomes for All Students: School & State Level Aggregates

4-Yr Cohort: All Students	2011 Cohort			2012 Cohort			2013 Cohort		
	Subject	School	State	Variance	School	State	Variance	School	State
ELA	97%	84%	+13	97%	85%	+12	100%	85%	+15
Math	97%	86%	+11	97%	86%	+11	100%	85%	+15
Global History	92%	79%	+13	95%	78%	+17	100%	78%	+22
Science	100%	84%	+16	97%	84%	+13	100%	84%	+16
US History	95%	81%	+14	97%	81%	+16	100%	81%	+19

Table 3b: High School Diploma Types Awarded

4-Yr Cohort: All Students	2011 Cohort (38 Students)			2012 Cohort (59 Students)			2013 Cohort (50 Students)		
	Subject	School	State	Variance	School	State	Variance	School	State
Graduation Rate	82%	78%	+4	92%	80%	+12	96%	80%	+16
Local Diplomas	3%	3%	0	3%	4%	-1	0	5%	-5
Regents Diplomas	45%	46%	-1	44%	47%	-3	50%	43%	+7
Advanced Regents Diplomas	34%	18%	+16	44%	18%	+26	46%	33%	+13

According to the February 2016 ESEA accountability designations, KIPP STAR is *In Good Standing*.

Key Performance Area: Organizational Viability

Financial Condition

KIPP STAR appears to be in good 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.¹⁶

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. KIPP STAR Charter School's composite score for 2015-2016 is 2.40. The table below shows the school's composite scores from 2013-2014 to 2015-2016.

¹⁶ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

**KIPP STAR Charter School’s Composite Scores
2012-2013 to 2015-2016**

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.4
2014-2015	1.5
2013-2014	2.6

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed KIPP STAR Charter School’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

In 2016-2017, KIPP STAR slightly exceeded the enrollment targets for economically disadvantaged and students with disabilities. The school does not currently meet its English language learners (ELL) enrollment target, but the current variation is three percent. The renewal application mentions that as the elementary school is K through Grade 3 in 2017-18, the school anticipates that ELL enrollment will expand as the school grows to capacity. School leaders reported that ELL students are typically de-classified within the first year of enrollment, which also affects their enrollment target.

Enrollment preference is provided for economically disadvantaged students. The recruitment plan does not detail efforts to recruit students with disabilities and/or English language learners specifically, but KIPP STAR makes recruitment materials available in both English and Spanish.

The school is making good faith efforts to recruit, serve and retain at-risk students.¹⁷ According to the school’s enrollment and admissions policy, “In 2016-2017, families and friends of our current students have accounted for nearly 40% of all applicants to KIPP.” In addition to these referrals, the school launches a robust recruitment plan each December, which includes a mass mailing to all students in the

¹⁷ 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).

school’s home zip code. Presentations are made to local pre- schools, after school programs, and community-based organizations. Beginning in 2015-16, KIPP STAR has utilized the support of the KIPP NYC team to lead student recruitment initiatives. Efforts to recruit and retain students in the ED, ELL, and SWD populations include:

- Annual recruitment initiative including a mass mailing to all students in the school’s home zip code;
- Presentations at local pre-schools, after-school programs, and community based organizations; and
- Utilization of the KIPP NYC team to lead student recruitment efforts.

Table 4: Student Demographics – KIPP STAR CS Compared to District of Location (NYC CSD 5)

	2015-2016 Percent of Enrollment			2016-2017 Percent of Enrollment			2017-2018 Percent of Enrollment ¹⁸
	KIPP STAR	NYC CSD 5	Variance	KIPP STAR	NYC CSD 5	Variance	KIPP STAR
Enrollment of Special Populations¹⁹							
Economically Disadvantaged	77%	80%	-3	82%	81%	+1	90%
English Language Learners	7%	11%	-4	7%	10%	-3	5%
Students with Disabilities	27%	22%	+5	26%	23%	+3	23%

Student Retention

According to NYSED data, the overall student retention rate at KIPP STAR is 86%. The district-wide retention rate in NYC CSD 5 is 68%.

Legal Compliance

KIPP STAR 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.

Public Hearing Information

The required public hearing was held by the NYC CSD 5 School District on October 5, 2017. Thirty-five people attended, and 10 spoke, all were in favor of the renewal no one was opposed.

¹⁸ 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.

¹⁹ 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.

Math, Engineering, and Science Academy Charter High School

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 Math, Engineering, and Science Academy (MESA) Charter School** The charter term would begin on July 1, 2018 and expire on June 30, 2023.

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

Charter School Summary

Name of Charter School	Math, Engineering, and Science Academy Charter High School
Board Chair	Maureen Ryan
District of location	NYC CSD 32
Opening Date	Fall 2013
Charter Terms	8/19/2013 - 06/30/2018
Current Term Authorized Grades/Maximum Authorized Enrollment	Grades 9-12/ 500 students
Proposed Renewal Term Authorized Grades/ Proposed Maximum Authorized Enrollment	Grades 9-12/ 500 students
Comprehensive Management Service Provider	None
Facilities	231 Palmetto St, Brooklyn Co-location
Mission Statement	<i>Math, Engineering, and Science Academy (MESA) Charter High School will provide a rigorous education that equips each student with the ability to succeed in life and in college. MESA students will develop a passion for science, technology, engineering, and mathematics, and through an intensive college readiness program, develop critical thinking and self-advocacy.</i>
Key Design Elements	<ul style="list-style-type: none"> • Four-year college bound program • Academic focus on STEM fields • Daily 9th Grade Writing Seminar • Strong support for teaching staff • Strong focus on school culture and family engagement • Weekly effort grades in each class • Explicit focus on family and community engagement • A year-round calendar
Requested Revisions	None

Current Grade Levels and Maximum Authorized Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2017-2018	9-12	500	466 ²⁰
2016-2017	9-12	500	462
2015-2016	9-11	362	350
2014-2015	9-10	250	243
2013-2014	9	125	127

Proposed Renewal Term Grade Levels and Maximum Authorized Enrollment

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

Background

The Board of Regents granted an initial charter to the MESA Charter High School in 2013. It opened for instruction in August 2013 initially serving 125 students in Grade 9, expanding enrollment to serve Grades 9 through 12 by the end of its current charter term.

The school’s academic performance has consistently exceeded both the community school district (NYC CSD 32) of location and the state average, with four-year graduate rates above 90%. According to school leaders and teachers, systems are in place to define and reinforce a safe school culture based on high expectations and educational success. Curriculum content is created in-house and is aligned to the NYSLS.

MESA’s design is built around enhancing academic rigor and promoting student learning. MESA employs a standards-referenced grading system (SRG) that focuses exclusively on student mastery of learning goals measured through multiple forms of formative and summative assessments. MESA utilizes a Universal Design for Learning (UDL), to empower students to find aspects of classroom content that interest them, and to approach learning from a place of strength, supporting Students with Disabilities (SWD) and English language learners (ELLs). MESA students take STEM Block, which is designed to supplement core Math and Science classes by providing instruction through hands-on, project-based learning.

While instructional delivery varies across classrooms and grade levels, behavior management is consistent, and the school maintains a safe and welcoming environment. The school appears compliant with the laws, regulations, and provisions of its charter.

²⁰ Self-reported by MESA Charter High School in Renewal Site Visit Workbook

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance – High School

The school has demonstrated strong academic performance in the high school grades, out-performing the district of location by wide margins and in some grades and subjects outscoring the state average.

MESA has a documented curriculum aligned to the New York State Learning Standards (NYSL). The English language arts (ELA), math, science, and social studies curricula are teacher developed. For STEM, MESA's curriculum is fully aligned to the Project Lead the Way (PLTW) Biomedical Sciences sequence of classes. The French and Spanish curricula are teacher-generated and aligned to the standards of the American Council on the Teaching of Foreign Languages (ACTFL). Finally, the *College Bound* curriculum was designed by cofounder of the school Arthur Samuels.

During summer institute professional development, curricula is reviewed and revised to map and align to the NYSL. The principal works with curriculum specialists during summer institute to amend the curriculum, and a flexible scope and sequence is created and honed during the course of each school year through a collaborative process between teachers and the leadership team. Teachers work in department and grade level teams to facilitate horizontal and vertical curriculum alignment across the school.

MESA teachers use a standard referenced grading (SRG) system, meaning that students are provided multiple opportunities to reach mastery on a given standard. MESA teachers are encouraged to utilize a lesson-planning template of their choice; but at the start of each week, lesson plan reviews are required by all teachers. Coaches support teachers with lesson planning, creating a five-week plan, and determining summative assessments. MESA provides various supports for both struggling and advanced learners. Support for students with disabilities (SWDs) at MESA occurs through integrated co-teaching (ICT) classes, special education teacher support services (SETTS). Interventionists and classroom teachers are able to collaborate through monthly SPED/ELL meetings, each of which have a topic of focus. Teachers use co-planning time to collaborate on lessons and explore data. Differentiation of instruction at MESA occurs primarily through use of technology, and use of various co-teaching models (parallel teaching, small groups, stations, etc.).

Gifted or advanced students have the opportunity to receive pull-out or small group instruction at an accelerated pace, and MESA Grade 11 students are able to take college-level classes at CUNY through the College Now program. MESA also offered its first AP course in 2015- 2016, five courses in 2016-2017, and six courses in 2017-2018. As of today, 284 students benefitted from these AL classes.

For English language learners (ELLs), MESA holds a small writing seminar class that provides extra reading and writing support for Grade 9 and 10 students. SRG provides multiple opportunities for students to master content, and ELLs are placed in advisory with a bilingual speaker. In every department at MESA there is at least one bilingual teacher, and all parent-facing staff must speak Spanish.

The school's four-year Regents cohort outcomes have been outperforming the state average. See Tables 1 and 2.

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

4-Yr Cohort: All Students	2013 Cohort		
	Subject	School	State
ELA	91%	85%	+6
Global History	83%	78%	+5
Math	96%	85%	+11
Science	95%	84%	+11
US History	85%	81%	+4

Table 2: High School Diploma Types Awarded

4-Yr Cohort: All Students	2013 Cohort (116 Students)		
	School	State	Variance
Graduation Rate	88%	80%	+8
Local Diplomas	0%	5%	-5
Regents Diplomas	74%	43%	+31
Advanced Regents Diplomas	14%	33%	-19

According to the February 2016 ESEA accountability designations, Math, Engineering, and Science Academy (MESA) Charter High School is *In Good Standing*.

Key Performance Area: Organizational Viability

Financial Condition

The MESA Charter High School 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.²¹

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

²¹ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

school with a score between 1.5 and 3.0 is considered to be in strong financial health. MESA Charter High School’s composite score for 2015-2016 is 2.7. The table below shows the school’s composite scores from 2013-2014 to 2015-2016.

**MESA Charter High School’s Composite Scores
2013-2014 to 2015-2016**

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.7
2014-2015	2.7
2013-2014	2.2

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed MESA Charter High School’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 all grades from its waitlist. Through efforts towards increasing the percentage of at-risk students enrolled, the school is coming close to, but not yet meeting, its targets for all of the special population subgroups – economically disadvantaged (ED), students with disabilities (SWDs), or English language learners (ELLs), (Table 3). The ED student population has been steadily increasing over the previous three years, with a marked increase in the self-reported number for 2016-2017. Both SWD and ELL populations are relatively stagnant, with some growth indicated for the ELL population from 2015-2016 to 2016-2017.

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

- Fortified outreach throughout the community for English language learners;
- Parental referral for English language learners;
- Partnering with local organizations that serve at risk populations; and
- Staffing plan to meet the needs of all learners.

Table 3: Student Demographics – Math, Engineering, and Science Academy (MESA) Charter High School Compared to Community School District of Location (NYC CSD 32)

	2015-2016 Percent of Enrollment			2016-2017 Percent of Enrollment		
	School	District	Variance	School	District	Variance
Economically Disadvantaged	86%	83%	+3	83%	82%	+1
English Language Learners	18%	25%	-7	10%	24%	-14
Students with Disabilities	18%	21%	+3	16%	21%	+5

Student Retention

According to NYSED data, the overall student retention rate at MESA is 92%. The district-wide retention rate in CSD 32 is 76%.

Legal Compliance

Math, Engineering, and Science Academy (MESA) Charter High School 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.

Public Hearing Information

The required public hearing was held by the NYC Department of Education on September 18, 2017. Eight people attended, and seven spoke. Seven were in favor of the school’s renewal and no one opposed.

Unity Preparatory Charter School of Brooklyn

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 Unity Preparatory Charter School of Brooklyn (“Unity Prep” or the “School”). The charter term would begin on July 1, 2018 and expire on June 30, 2023.**

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

Charter School Summary

Name of Charter School	Unity Preparatory Charter School of Brooklyn
Board Chair	James Ellsworth
District of location	NYC CSD 13
Opening Date	Fall 2013
Charter Terms	08/28/2013 - 06/30/2018
Current Term Authorized Grades/Maximum Authorized Enrollment	Grades 6-10/ 520 students
Proposed Renewal Term Authorized Grades/ Proposed Maximum Authorized Enrollment	Grades 6-12/ 784 students
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • 432 Monroe Street, Brooklyn (Grades 6-8): NYC DOE Co-Located Space • 1150 East New York Avenue, Brooklyn (Grades 9-10): NYC DOE Co-Located Space
Mission Statement	<i>Unity Preparatory Charter School of Brooklyn’s (Unity Prep) mission is to empower students as scholars and citizens so they may lead fulfilling academic, personal, and professional lives.</i>
Key Design Elements	<ul style="list-style-type: none"> • Grade 6-12 college preparatory curriculum • focus on expert teaching and advancement • More time for learning/attention to how time is utilized • Intensive and differentiated academic support • Enrichment courses and elective clubs • Positive and supportive school culture • Active community involvement
Requested Revisions	Expand to serve Grade 11 in 2018-2019, Grade 12 in 2019-2020, and Increase maximum authorized enrollment from 520 to 784 students

Current Grade Levels and Maximum Authorized Enrollment

School Year	Grades Served	Maximum Approved Enrollment	Actual Enrollment
2017-2018	6-10	520	472 ²²
2016-2017	6-9	416	387
2015-2016	6-8	312	318
2014-2015	6-7	208	225
2013-2014	6	104	139

Proposed Renewal Term Grade Levels and Maximum Authorized Enrollment

School Year	Grades Served	Maximum Authorized Enrollment
2018-2019	6-11	784
2019-2020	6-12	784
2020-2021	6-12	784
2021-2022	6-12	784
2022-2023	6-12	784

Background

The Board of Regents granted an initial charter to Unity Preparatory Charter School of Brooklyn in 2013. Unity Prep opened for instruction in August 2013 initially serving 104 students in Grade 6 and growing to serve Grades 6 through 10 by the end of this charter term.

Unity Preparatory Charter School of Brooklyn was labeled as a Focus School in 2017 and 2018 by NYSED, but its academic scores continue to expand and many of its programs and practices are evolving to improve student academic results. As reported by the school leadership team, the curriculum has an increasing emphasis on literacy across the curriculum and adapting approaches to meeting the needs of incoming students who are below grade level. Teachers deliver organized and purposeful lessons with clear learning objectives. The school uses a range of assessment tools to monitor student progress and achievement and has systems in place to use data to inform instruction and interventions.

The school also offers a broad range of services for students with disabilities (SWD) and is expanding services for English language learner (ELL) students. The school reports strong parent engagement and has introduced a range of social/emotional development programs that addressing the specific needs of the student population, including ELLs.

Unity Prep’s Board of Trustees is actively engaged in monitoring school performance and planning for the school’s requested revision to include Grades 11 and 12. The school has a collaborative leadership team, with each member having clear roles and responsibilities. While it also has a seven-member student support team, it was unclear if the learning specialists were being utilized to their fullest capacity. The school has a professional development program in place and is increasingly providing differentiated support to meet staff needs.

²² Self-reported by Unity Prep in Renewal Site Visit Workbook

Summary of Evidence for Renewal

Key Performance Area: Educational Success

Student Performance – Elementary/Middle School Outcomes

Over the five-year charter term, Unity Prep administered the NYS English language arts and mathematics assessments to students in Grades 6 through 8. 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.

Unity Prep has a documented curriculum aligned to the NYSLs. For reading, the school uses *Teachers College Reading and Writing Project (TCRWP)*, and level literacy intervention. For writing, Unity Prep uses *Teachers College Reading and Writing Project (TCRWP) Units of Study for Writing*. Teachers have developed an in-house curriculum for math, drawing from EngageNY lessons, which is broken into two types of lessons—math skills and math workshop. For science and social studies, the school creates its own interdisciplinary units of study in all grades. The curriculum is reviewed and evaluated by principals at the start of each planning year, in partnership with departmental chairpersons. To ensure horizontal and vertical alignment, assessments and scope-of-sequences outline skills and content within and across grade levels. During Unity Prep’s summer staff development institute, teachers, under the supervision of the principals and departmental chairpersons of the middle school and high school, use scope-and-sequences to create curriculum maps and thematic units of study.

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

All Students	ELA					Math				
	Unity Prep CS	NYC CSD 13	Variance to NYC CSD 13	NYS	Variance to NYS	Unity Prep CS	NYC CSD 13	Variance to NYC CSD 13	NYS	Variance to NYS
2014-2015	12%	17%	-5	30%	-18	17%	16%	+1	37%	-20
2015-2016	21%	27%	-6	37%	-16	14%	16%	-2	34%	-20
2016-2017	31%	31%	0	40%	-9	21%	18%	+3	34%	-13

Note: Data in Table 1 represents tested students in Grades 6-8 at Unity Preparatory Charter School of Brooklyn, NYC CSD13 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 the district of location)	English Language Learners (Variance to the district of location)	Economically Disadvantaged (Variance to the district of location)
ELA	2014-2015	2% (-4)	0 (0)	11% (-2)
	2015-2016	1% (-8)	0 (-2)	20% (-1)
	2016-2017	11% (-2)	0 (-4)	29% (+5)
Mathematics	2014-2015	6% (-2)	18% (+15)	15% (+3)
	2015-2016	5% (-3)	8% (+5)	14% (+1)
	2016-2017	9% (+1)	5% (-1)	22% (+9)

Note: Data in Table 2 represents tested students in respective subgroups at Unity Prep and NYC CSD 13 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.

Student Performance – High School

The school has demonstrated average academic performance in the high school grades, underperforming the district of location by some margins and underscoring the state average.

Unity Prep ensures the curriculum is aligned horizontally across classrooms at the same grade level and vertically across grades, the assessments and scope-and-sequences clearly outline the skills and content within and across grade levels. The process includes identifying standards and benchmarks that span more than one content area so that teachers can reinforce student learning by “speaking the same language” and building upon instruction across subject areas. To bolster critical literacy skills and address NYSLS and CCLS, all content areas work cooperatively to develop student literacy. Mathematics, science, and history scope-and-sequences incorporate any applicable NYSLS for reading, writing, listening, and speaking that pertain to each academic discipline.

Support for students with disabilities (SWDs) at Unity Prep occurs through integrated co-teaching (ICT) classrooms. For English language learners (ELLs), Unity Prep utilizes structured English immersion in the form of the Sheltered Instruction Observation Protocol (SIOP). The ELL specialist also provides targeted and differentiated supplemental instruction based on each student’s English proficiency, ranging from beginner ELLs to those designated as former ELLs. Students who require more intensive interventions receive individualized and small-group pull-out services during enrichment classes.

According to the February 2016 ESEA accountability designations, Unity Preparatory Charter School of Brooklyn is *In Good Standing*.

Key Performance Area: Organizational Viability

Financial Condition

Unity Preparatory Charter School of Brooklyn appears to be in good 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.²³

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. Unity Preparatory Charter School of Brooklyn's composite score for 2015-2016 is 2.4. The table below shows the school's composite scores from 2013-2014 to 2015-2016.

**Unity Preparatory Charter School of Brooklyn's Composite Scores
2013-2014 to 2015-2016**

<i>Year</i>	<i>Composite Score</i>
2015-2016	2.4
2014-2015	2.5
2013-2014	2.2

Source: NYSED Office of Audit Services

Financial Management

The Charter School Office reviewed Unity Preparatory Charter School of Brooklyn'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

Unity Preparatory Charter School of Brooklyn met or exceeded the enrollment plan set for in its charter in the 2016-2017 school year. The school enrolls a higher proportion of economically disadvantaged (ED) students and students with disabilities (SWDs), and the same proportion of English language learners (ELLs).

²³ These rigorous indicators of fiscal soundness are aligned with those recommended by the National Association of Charter School Authorizers.

The school has made good faith efforts to recruit, serve, and retain at-risk students²⁴ throughout the course of the charter term. Efforts to recruit and retain students in the ED, ELL, and SWD populations include the following:

- Open house events, held monthly;
- Attending DOE school fairs;
- Outreach to all elementary schools in NYC CSDs 13 and 16;
- Outreach to community organizations and summer programs;
- Media advertisements;
- Participation in the NYC common application;
- In-person canvassing; and
- Posting information on the school’s website.

Table 4: Student Demographics – Unity Preparatory Charter School of Brooklyn Compared to District of Location (NYC CSD 13)

	2015-2016 Percent of Enrollment			2016-2017 Percent of Enrollment			2017-2018 Percent of Enrollment ²⁵
	School	District	Variance	School	District	Variance	School
Enrollment of Special Populations²⁶							
Economically Disadvantaged	79%	74%	+5	83%	72%	+11	79%
English Language Learners	5%	8%	-3	5%	7%	-2	5%
Students with Disabilities	25%	26%	-1	22%	27%	-5	25%

²⁴

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).

²⁵ 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.

²⁶

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.

Student Retention

According to NYSED data, the overall student retention rate at Unity Preparatory Charter School of Brooklyn is 82%. The district-wide retention rate in NYC CSD 13 is 77%.

Legal Compliance

Unity Preparatory Charter School of Brooklyn 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.

Public Hearing Information

The required public hearing was held by the NYC Department of Education on October 11, 2017 to discuss the renewal and the revision proposed by the school. Fourteen people attended, and five spoke; all were in favor of the renewal and revision with none opposed.