



**TO:** P-12 Education Committee

**FROM:** James N. Baldwin 

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

**DATE:** March 3, 2022

**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. **Global Community Charter School** (Full-term, five-year renewal and a revision to update the school's Key Design Elements to align with the school's recent expansion to middle school grades).
2. **Harlem Hebrew Language Academy Charter School** (Short-term, three-year renewal and revisions to decrease the school's authorized enrollment from 783 students to 550 students; amend the charter school's organizational chart; and amend its Key Design Elements).
3. **New Visions Charter High School for the Humanities IV** (Full-term, five-year renewal and a revision to reduce the school's authorized enrollment from 566 students to 450 students).
4. **REACH Academy Charter School** (Full-term, five-year renewal and revisions to increase the charter school's grade span to add Grade 6 through Grade 8 to the school's currently approved K through Grade 5 configuration; and a corresponding increase to the school's authorized enrollment from 480 students to 900 students).
5. **WHIN Music Community Charter School** (Full-term, five-year renewal and revisions to increase the school's grade span to add Grades 6 through Grade 8 to its currently approved K through Grade 5 configuration; a corresponding increase in authorized enrollment from 324 students to 486 students; amend the school's organizational chart; and amend a Key Design Element.

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

Required by State statute.

## **Proposed Handling**

This issue will come before the P-12 Education Committee and the Full Board for action at its March 2022 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**

The Board of Regents and the Department are bound by law, regulation, and Regents-endorsed policies regarding the criteria that can be considered in decision making pertaining to the authorization of new charter schools, charter school renewals, and charter school revisions. Detailed information on these laws, regulations, and Regents-endorsed policies can be found in the Appendix.

## **Related Regents Items**

November 2012: [Board of Regents Charter School Renewal Policy](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf>)

### **Global Community Charter School**

September 2011 [Initial Charter](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/September2011/911p12a1.2.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/September2011/911p12a1.2.pdf>)

January 2017 [First Renewal](http://www.regents.nysed.gov/common/regents/files/117p12a2.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/117p12a2.pdf>)

April 2019 [Second Renewal](http://www.regents.nysed.gov/common/regents/files/419p12a1.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/419p12a1.pdf>)

February 2020 [Key Design Element, and Enrollment and Grade-Level Expansion Revisions](https://www.regents.nysed.gov/common/regents/files/220p12a2revised.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/220p12a2revised.pdf>)

## **Harlem Hebrew Language Academy Charter School**

June 2012 [Initial Charter](#)

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

December 2015 [Comprehensive Management Service Revision](#)

(<http://www.regents.nysed.gov/common/regents/files/1215p12a2.pdf>)

January 2018 [First Renewal with Enrollment and Grade-Level Expansion Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/118p12a2revised.pdf>)

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

November 2012 [Initial Charter](#)

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

April 2015 [Relocation Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/meetings/Apr%202015/415p12a5.pdf>)

April 2019 [Enrollment Reduction Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/419p12a3.pdf>)

May 2021 [Key Design Element Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/521p12a4.pdf>)

## **REACH Academy Charter School**

June 2016 [Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/616p12a2.pdf>)

## **WHIN Music Community Charter School**

June 2016 [Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/616p12a2.pdf>)

## **Recommendation**

It is recommended that the Board of Regents take the following actions:

VOTED: That the Board of Regents finds that **Global Community 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 **Global Community 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, 2027**.

VOTED: That the Board of Regents finds that **Harlem Hebrew Language Academy 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 **Harlem Hebrew Language Academy 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, 2025**.

VOTED: That the Board of Regents finds that **New Visions Charter High School for the Humanities IV**: (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 **New Visions Charter High School for the Humanities IV** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2027**.

VOTED: That the Board of Regents finds that **REACH Academy 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 **REACH Academy 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, 2027**.

VOTED: That the Board of Regents finds that **WHIN Music Community 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 **WHIN Music Community 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, 2027**.

### **Timetable for Implementation**

The Regents actions for the above-named charter schools will become effective immediately.

## Global Community Charter School

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Global Community Charter School
<b>Board Chair</b>	James Zika
<b>District of Location</b>	NYC CSD 5 <sup>1</sup>
<b>Initial Commencement of Instruction</b>	Fall 2012
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Charter: September 4, 2012 - June 30, 2017</li> <li>• First Renewal: July 1, 2017 - June 30, 2019</li> <li>• Second Renewal: July 1, 2019 - June 30, 2022</li> </ul>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• ES: 2350 Fifth Avenue, New York - Private Space</li> <li>• MS: 218 West 147<sup>th</sup> Street, New York - Private Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	Global Community Charter School (GCCS) utilizes the International Baccalaureate (IB) program for both its elementary and middle school grades. GCCS has created an interwoven system to support soft skills required in completing the IB program alongside the academic rigors necessary. To accomplish this task, the school incorporates IB's Primary Years Programme (PYP) and Middle Years Programme (MYP) into daily lessons and the school's responsive classroom and social-emotional learning (SEL) programs. In support of connected Key Design Elements (KDEs), 5 <sup>th</sup> grade students complete an end-of-year, three-month-long Exhibition which culminates in a written artifact as well as a verbal presentation to their community. The individual student presentation then serves as a portfolio presenting their attainment of both academic and SEL goals from previous years as well as the presenting year.
<b>Recommended Material Revisions</b>	To update the Key Design Elements to align with the school's recent expansion to middle school grades. In addition to the International Baccalaureate Primary Years Programme, the Key Design Elements would now include the International Baccalaureate Middle Years Programme. The revision would also replace mention of the Common Core with the New York State Learning Standards and would remove the requirement that the school develop Individualized Student Learning Plans.
<b>Link to Charter School Renewal Report</b>	<a href="http://www.nysed.gov/common/nysed/files/programs/charter-schools/rensvrptgccs.pdf">http://www.nysed.gov/common/nysed/files/programs/charter-schools/rensvrptgccs.pdf</a>

**Table 2: Current Grade Levels and Approved Enrollment**

	<b>Year 1 2019 to 2020</b>	<b>Year 2 2020 to 2021</b>	<b>Year 3 2021 to 2022</b>
<b>Grade Configuration</b>	K - Grade 5	K - Grade 6	K - Grade 7
<b>Total Approved Enrollment</b>	465	525	585

<sup>1</sup> Thirty-six percent of all students residing in this district attend charter schools.

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment<sup>2</sup>**

	<b>Year 1 2022 to 2023</b>	<b>Year 2 2023 to 2024</b>	<b>Year 3 2024 to 2025</b>	<b>Year 4 2025 to 2026</b>	<b>Year 5 2026 to 2027</b>
<b>Grade Configuration</b>	K - Grade 8				
<b>Total Recommended Enrollment</b>	645	645	645	645	645

### **Rationale for Renewal and Revision Recommendation**

Based on the Board of Regents (BoR) Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term and revision described above in the **Issue for Decision** section.

#### **Renewal:**

During the current charter term, the school has compiled a record of Meeting Benchmark 1, and at the time of the renewal, is Approaching Benchmark 9 and has met the other eight performance benchmarks in the Framework.

Due to the ongoing impact of the COVID-19 pandemic, the State assessment data used to formulate the Benchmark 1 rating has not been updated since the administration of the State 3-8 math and ELA Assessments in SY 2018-2019. However, a variety of indicators observed on site and over the course of the charter term have been used to inform NYSED’s assessment regarding the efficacy of the school’s academic program in SY 2019-2020 through the current academic year.

- Following the arrival of the new school leader at the beginning of the 2017-2018 school year, student proficiency in ELA, math, and science increased for all student population groups.
- This increase in student proficiency continued in 2018-2019, when students with disabilities (SWDs), English language learners (ELLs), and educationally disadvantaged (ED) students at GCCS outperformed comparable student populations for both its district of location, NYC CSD 5, and the NYS average in all three subject areas; all students at GCCS in the aggregate outperformed the district of location for the three subject areas (by as much as 29 percentage points in math) and the NYS average for ELA and math.
- This school has a sustained track record of improved achievement on the 3-8 assessments prior to the COVID-19 pandemic. Proficiency rates rose from 14% to 51% in ELA and from 21% to 58% in math between 2015-2016 and 2018-2019. The percentage of students who were trending towards proficiency rose by 27 points in ELA and 67 points in math over the same period.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public-school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED

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<sup>2</sup> In February 2020, the Board of Regents approved a revision permitting GCCS to serve 645 students in K - Grade 8 in the 2022-2023 academic year.

notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

**Material Revision:**

The requested revision will have no bearing on the number of students being served by this charter school, which will not change, nor will it impact the number of charters available for issuance in New York City or the State.

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school because it incorporates the International Baccalaureate (IB) Middle Years Programme (MYP) into the school's Key Design Elements (KDEs), to build on the IB Primary Years Programme (PYP) already being used in the lower grade levels and reflect the school's previously approved middle school expansion.

Another requested revision to the KDEs will allow flexibility in how the school implements individual learning plans for students. Approving this revision request is likely to improve student learning and achievement because the individualized reading goals that will be created for each student are targeted, closely monitored, and adjusted as needed. This increase in flexibility and focus will more effectively guide instruction to improve student outcomes.

**Performance Framework Ratings:**

At the time of renewal, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

**2019 Charter School Performance Framework Benchmark Ratings  
Global Community Charter School**

<b>2019 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<p><b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.</p> <p><b>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</b></p>	<b>Meets</b>
	<p><b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards 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.</p>	<b>Meets</b>
	<p><b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. 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.</p>	<b>Meets</b>
<b>Organizational Soundness</b>	<p><b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	<b>Meets</b>
	<p><b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p>	<b>Meets</b>
	<p><b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.</p>	<b>Meets</b>
	<p><b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	<p><b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	<b>Meets</b>
	<p><b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.</p>	<b>Approaches</b>
	<p><b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.</p>	<b>Meets</b>

### **Monitoring and Oversight:**

- During the school’s current charter term, the NYSED Charter School Office (CSO) conducted the following site visits:
  - Year 1: Check-In
  - Year 2: Mid-Term
  - Year 3: Renewal
  
- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.
  - Year 1: N/A
  - Year 2: NYSED issued the school a Notice of Deficiency based on an enrollment deficiency: the school failed to enroll a comparable percentage of Students with Disabilities (SWDs) when compared to the district of location. The school submitted a corrective action plan (CAP) which NYSED CSO approved in June 2021. NYSED CSO and school staff discuss the implementation of strategies.
  - Year 3: NYSED CSO and school staff continue to discuss the implementation of the strategies identified by the school in the CAP. In January 2022, NYSED approved a revision request from GCCS to increase the weighting for SWDs in its lottery to 5:1.

## **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

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

**BM 1:** See Attachment 1 (found in the Charter School Renewal Report link in Table 1 above): 2021 NYSED Charter School Information Dashboard. As the trajectory of this school’s academic achievement on State assessments is unknown due to the pandemic, a Meets rating was made using improved achievement on the 3-8 assessments prior to the pandemic, increases in average proficiency rates, and average growth/trending rising. Details of these results are provided in the “Rationale for Renewal and Revision Recommendation” section, above. Table 4 below provides 2020-2021 3-8 Assessment data.

**Table 4: 2021 3-8 Assessments (FOR INFORMATIONAL PURPOSES ONLY)**

GLOBAL COMMUNITY CHARTER SCHOOL		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	10	17	15	11	49%	139	37	1	23%
	Mathematics	24	13	10	4	27%	131	43	5	22%
	Science	2	2	1	1	33%	.	.	64	9%

*Note: The category of 'Other Reason for not Testing' includes: No Assessment; Absent/No Valid Score; Not tested; Medically Excused; and Administrative Error.*

**BM 2:** Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. The school’s implementation of a comprehensive, standards-aligned curriculum and incorporation of the IB PYP and MYP frameworks creates a rigorous and holistic educational experience for students. The program continues to foster inquiry-based and student-centered learning that draws upon connections to the real world. The school encourages students to be active learners and compassionate citizens who use their skills in critical thinking and complex problem-solving to make the world a better place. GCCS continues to use data to inform individualized instruction and evaluate the academic program. The school maintains dedicated staff who are trained to provide comprehensive student supports through intervention and enrichment.

**BM 3:** Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. The school’s student support staff works closely with teachers to proactively address student needs. The school maintains a clear approach to behavior management that works in conjunction with its robust social and emotional supports. The school maintains a nurturing and academically rigorous environment that encourages students to take responsibility for their learning and to think about individuals and societies through a lens of inquiry, understanding, and respect. GCCS works closely with families to support students’ academic and social-emotional learning at school and at home. It also provides assistance to families who need extra support.

**Key Performance Area: Organizational Soundness**

**BM 4:** See Attachment 2 (found in the Charter School Renewal Report link in Table 1 above): Charter School Fiscal Accountability Summary. Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements, which are publicly available on [NYSSED’s website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**BM 5:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report link in Table 1 above). Over the course of this charter term, the trajectory for this benchmark has been consistent with a Meets rating.

**BM 6:** Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. Board members demonstrate significant commitment, skills and expertise to meet the needs of the school, while engaging in appropriate and consistent oversight of the school’s performance and management.

**BM 7:** Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. GCCS has a well-established leadership team that consistently reflects on the school's systems and structures and makes adjustments as needed to support strong staff performance and student outcomes. The school has an effective staff team structure that fosters communication, collaboration, and support among staff.

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

**BM 8:** The mission of Global Community Charter School is to serve Harlem and the surrounding communities by engaging students in grades PreK-8 in an education that is rigorous, inquiry-based, and that empowers students and their families to work successfully together across differences in language, culture, economic background, age, and nationality. The school prepares students to thrive in a challenging secondary education and to exhibit the courage and conviction to make a difference.

The Key Design Elements are Multiple Forms of Evidence; Professional Learning Community; Visual and Performing Arts Integration; and International Baccalaureate Primary Years Programme (PYP).

Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. The school community has consistently demonstrated a clear and shared understanding of the school's mission and KDEs and they have been implemented with fidelity.

**BM 9:** See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent with an Approaches rating. While the school has met most of the enrollment targets, its enrollment of SWDs remains below that of the district of location. The school has self-reported to the NYSED CSO that it enrolled 76 current ELLs, 16% of its enrollment in the 2020-2021 school year, which would indicate an ELL enrollment two percentage points above the school's district of location. The school consistently retains all students, including SWDs, ELLs, and ED students, at rates far higher than the school's district of location.

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

- Targeted social media campaigns;
- In-person outreach at local day care centers where the school will distribute printed materials specifically targeting families of SWDs;
- Analysis of applicant data leading to targeted outreach to families of SWDs;
- The addition of subgroup enrollment data to the board's dashboard;
- An increased lottery weight for students whose application indicates they have an IEP. (In January 2022, NYSED approved a revision request from GCCS to increase the weighting for SWDs in its lottery to 5:1.);
- Increasing the number of sections for the kindergarten class, making each section smaller;
- Online advertising targeting families with special needs;
- Virtual open houses where staff provide information regarding the services the school provides for students with special needs;
- Targeting daycare centers and Pre-K programs that are therapeutic and those serving students with special needs; and

- Reaching out to parents of students with IEPs during the summer to describe the services the school offers and how their children specifically will be supported.

**BM 10:** Over this charter term, the trajectory regarding this benchmark has been consistent with a Meets rating. The school continues to comply with relevant legal, fiscal, governance, and CSO requirements.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 4, 2021. Sixty-seven people attended, and 11 spoke. All eleven were in favor of the renewal and revision. None were opposed.

**Harlem Hebrew Language Academy Charter School**

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Harlem Hebrew Language Academy Charter School
<b>Board Chair</b>	Vanessa Goldberg-Drossman
<b>District of location</b>	NYC CSD 3 <sup>3</sup>
<b>Initial Commencement of Instruction</b>	Fall 2013
<b>Charter Term(s)</b>	<ul style="list-style-type: none"> <li>Initial Charter: August 26, 2013 - June 30, 2018</li> <li>First Renewal: July 1, 2018 - June 30, 2022</li> </ul>
<b>Comprehensive Management Service Provider</b>	National Center for Hebrew Language Charter School Excellence and Development, Inc. d/b/a Hebrew Public
<b>Facilities</b>	147 St. Nicholas Avenue, Manhattan - Private Space
<b>Innovative and Noteworthy Programs</b>	Harlem Hebrew Language Academy Charter School is among a small network of schools in New York City that centers on the study of the modern Hebrew language and Israeli culture. All students are engaged in learning Hebrew as a second, and in some cases third language, with a goal that students attain conversational proficiency by the eighth grade. The study of Israeli culture is complemented by the schoolwide Harlem Studies program, which guides student exploration of the Jewish and African American history in the local community.
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>To reduce the charter school’s authorized enrollment from 783 students to 545 students.</li> <li>To change the following Key Design Elements <b>from:</b> (1) Gradual release of Responsibility and Balanced Literacy; (2) Hebrew Language Instruction; (3) Service Learning; (4) Instructional Supports for Students at Risk; (5) Time on Task; (6) Professional Development; (7) Partner Organization Support; and (8) Support Entity <b>to:</b> (1) OLAM Values; (2) Modern Hebrew Language; (3) Differentiated Instruction; (4) Professional Development; (5) SEL and Supports; (6) Diversity, Equity, and Inclusion; (7) Harlem Studies; (8) Community Partnerships; and (9) Partnership with Hebrew Public.</li> <li>To amend the charter school’s organizational chart.</li> </ul>
<b>Link to Charter School Renewal Report</b>	<a href="http://www.nysed.gov/common/nysed/files/programs/charter-schools/finrensvrpt.pdf">http://www.nysed.gov/common/nysed/files/programs/charter-schools/finrensvrpt.pdf</a>

**Table 2: Current Grade Levels and Approved Enrollment**

	<b>Year 1 2018 to 2019</b>	<b>Year 2 2019 to 2020</b>	<b>Year 3 2020 to 2021</b>	<b>Year 4 2021 to 2022</b>
<b>Grade Configuration</b>	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 8
<b>Total Approved Enrollment</b>	609	696	783	783

<sup>3</sup> Fourteen percent of all students residing in this district attend charter schools.

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2022 to 2023</b>	<b>Year 2 2023 to 2024</b>	<b>Year 3 2024 to 2025</b>
<b>Grade Configuration</b>	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Recommended Enrollment</b>	525	535	545

### **Rationale for Renewal and Revisions Recommendation**

Based on the BoR Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term and revisions described above in the **Issue for Decision** section.

#### **Renewal:**

During the current charter term, the school has compiled a mixed record on the Performance Framework benchmarks. On Benchmark 1, it improved from Falls Far Below to Approaches. At the time of the renewal, the school is Approaching Benchmark 9 and five other performance benchmarks, Meeting two of the benchmarks, and Falling Far Below Benchmark 4: Financial Condition, which the school's low enrollment contributed to.

Due to the ongoing impact of the COVID-19 pandemic, the State assessment data used to formulate the Benchmark 1 rating has not been updated since the administration of the State 3-8 math and ELA Assessments in SY 2018-2019. However, a variety of indicators observed on site and over the course of the charter term have been used to inform NYSED's assessment regarding the efficacy of the school's academic program in SY 2019-2020 through the current academic year.

- HHLA's current charter term runs from July 2018 to July 2022, and SY 2019-2020 academic proficiency data is not available, as no NYS assessments were conducted in 2020. Less than 40% of HHLA students took NYS assessments at the end of SY 2020-2021, which is too small a percentage from which to draw a meaningful conclusion.
- The school's spring 2021 Local Assessment Plan results, received by the CSO in June 2021, report proficiency rates of 43% in ELA and 35% in math for all students. Participation rates were 71% in ELA and 72% in math for all students. HHLA administered the NWEA-MAP assessments for both ELA and math.
- NYSED data also show that 47% of HHLA students were grade-level proficient or trending toward proficiency on NYS assessments as of SY 2018-2019, which is a six-percentage point increase from SY 2016-2017. Also, from 2015-2016 to 2018-2019, HHLA SWDs consistently outperformed NYS SWDs in both ELA and math, in SY 2018-2019 by a positive five percentage-point differential in ELA, and a positive six percentage-point differential in math.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public-school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED

notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

**Material Revisions:**

Approving these revision requests will result in a significant educational benefit to the students expected to attend the charter school and is likely to improve student learning and achievement for the following reasons:

- reduced enrollment will enable the school to right-size their administration and take other steps to improve their financial condition;
- updated Key Design Elements will help further develop the school’s mission and support the students’ attainment of NYS NGLS; and
- the revised organization chart will streamline and simplify the organizational structure to increase transparency and accountability.

**Performance Framework Ratings:**

At the time of renewal, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

**Charter School Performance Framework Benchmark Ratings  
Harlem Hebrew Language Academy Charter School**

2015 Performance Benchmark		Level
<b>Educational Success</b>	<p><b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).</p> <p><b>Note:</b> Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	<b>Approaches</b>
	<p><b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) 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.</p>	<b>Approaches</b>
	<p><b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.</p>	<b>Approaches</b>
<b>Organizational Soundness</b>	<p><b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	<b>Falls Far Below</b>
	<p><b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls, and procedures, and in accordance with state law and generally accepted accounting practices.</p>	<b>Meets</b>
	<p><b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.</p>	<b>Approaches</b>
	<p><b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>	<b>Approaches</b>
<b>Faithfulness to Charter &amp; Law</b>	<p><b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	<b>Meets</b>
	<p><b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.</p>	<b>Approaches</b>
	<p><b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.</p>	<b>Approaches</b>

**Monitoring and Oversight:**

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
  - Year 1: Desk Audit

- Year 2: Mid-Term
  - Year 3: Check-In
  - Year 4: Renewal
- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive NYSED CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.
    - Year 1: In March 2019, NYSED CSO issued a Notice of Deficiency based on academic deficiencies. The school submitted a CAP to the CSO to discuss the strategies it will implement to address those deficiencies.
    - Year 2: In March 2020, NYSED CSO issued a Notice of Deficiency based on OSPRA fingerprint clearance procedure deficiencies and in February 2020, for academic deficiencies. The NYSED CSO terminated the fingerprint clearance-related CAP in June 2021.
    - Year 3: In May 2021, NYSED CSO issued a Notice of Deficiency based on enrollment deficiencies and teacher certification deficiencies. The NYSED CSO approved the CAP in June 2021 and the school continues to implement its strategies to address these deficiencies.
    - Year 4: NYSED CSO and school staff continue to discuss the implementation of strategies regarding existing deficiencies.

## Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

### Key Performance Area: Educational Success

**BM 1:** See Attachment 1 (found in the Charter School Renewal Report link in Table 1 above): 2021 NYSED Charter School Information Dashboard. As the trajectory of this school’s academic achievement on State assessments is unknown due to the pandemic, an Approaches rating was made using a variety of indicators observed on site and over the course of the charter term. Details of internal assessment results are provided in the “Rationale for Renewal and Revisions Recommendation” section, above. Table 4 below provides 2020-2021 3-8 Assessment data.

**Table 4: 2021 3-8 Assessments (FOR INFORMATIONAL PURPOSES ONLY)**

HARLEM HEBREW LANGUAGE ACADEMY		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	38	33	33	20	43%	201	9	2	37%
	Mathematics	78	25	14	5	16%	193	10	11	36%
	Science	1	.	3	1	80%	4	33	60	5%

*Note: The category of 'Other Reason for not Testing' includes: No Assessment; Absent/No Valid Score; Not tested; Medically Excused; and Administrative Error.*

**BM 2:** Over this charter term, the trajectory for this benchmark has been consistent with an Approaches rating. The school continues to address its challenges in the delivery of instruction, such as accessing academic language, differentiation, creative grouping, peer to peer learning, and differences in ICT and general ed classes. The school has shifted its instructional priorities for this school year to include a focus on leveraging higher-order thinking, differentiation, and ensuring teachers deliver grade-level instruction that is robust and rigorous, which includes having them work with their peers and instructional leadership.

**BM 3:** Over this charter term, the trajectory for this benchmark has improved from a Falls Far Below to an Approaches rating. The school continues to have school climate and family communication issues.

### **Key Performance Area: Organizational Soundness**

**BM 4:** See Attachment 2 (found in the Charter School Renewal Report link in Table 1 above): Charter School Fiscal Accountability Summary. Over this charter term, the trajectory for this benchmark has been consistent with a Falls Far Below rating. The school continues to have low composite scores over the charter term and during the previous charter term, and very poor financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements. Low student enrollment numbers may have contributed to this rating. The school has worked closely with its Comprehensive Management Service Provider to stabilize the school's finances and ensure the school has the resources and supports needed to ensure they are able to implement the educational program with fidelity. Over the course of the next proposed charter term, the NYSED CSO will closely monitor the school's financial health and will not hesitate to enact corrective action if needed.

The school's annual independently audited financial statements are publicly available on [NYSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**BM 5:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets. The independent auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

**BM 6:** Over this charter term, the trajectory for this benchmark has been consistent with an Approaches rating, due to persistent issues related to compliance and management oversight.

**BM 7:** Over this charter term, the trajectory for this benchmark has been consistent with an Approaches rating, due to a lack of consistency and clarity regarding schoolwide goals for student performance outcomes and issues with facilities, staffing, and teacher certification.

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

**BM 8:** The mission of Harlem Hebrew Language Academy Charter School is to provide its students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens. In order to accomplish this, HHLA will offer an academically rigorous K – Grade 5 curriculum, which includes intensive instruction in the Hebrew language. Students in a diverse student body will also develop a strong sense of social and civic responsibility through the integration of service learning and community service across the curriculum.

Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets. HHLA has endeavored to review, refine, and revise its Key Design Elements since the beginning of the charter term.

**BM 9:** See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent with an Approaches rating. Despite strong subgroup enrollment, HHLA has not met its approved enrollment capacity of 783 students over the term of the charter, and overall enrollment has been consistently well below 85%, the minimum to indicate that a school is maintaining sufficient enrollment demand to “meet or come close to meeting” the enrollment plan outlined in its charter. During the 2020-2021 school year, the school was at 64% of its maximum authorized enrollment. The school reported to the NYSED CSO that it enrolled 53 current ELLs, or 11.7% of its enrollment, in the 2020-2021 school year, which is below the ELL enrollment for the school’s district of location.

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

- Beginning in 2020, HHLA began leveraging digital paid advertisements on popular social media platforms like Facebook, Instagram, YouTube, and similar applications, using targeting features to translate ads into the language of the user.
- For all groups of students, a major recruitment/retention strategy has been scheduling “virtual home visits” with all newly enrolled students over the summer prior to the start of the school year. These visits with new families help to build relationships and create an authentic line of communication.
- When visiting local Pre-Ks, CBOs, and houses of worship, HHLA brings marketing materials and paper applications, in the most commonly spoken languages within the community, prioritizing staff who are themselves multilingual speakers when making these visits.
- On the HHLA website, there is a language translation plug-in to allow ELL families the opportunity to review the website in their native language. Downloadable paper applications are also available in 6 of the most commonly spoken languages within the community.
- Virtual open houses and in-person school tours are offered in Spanish and Russian.

**BM 10:** Over this charter term, the trajectory for this benchmark has been consistent with an Approaches rating, due to legal compliance issues during the charter term, including: lack of adequate employee clearance and fingerprinting procedures; uncertified teaching staff; and a history of implementing revisions to its charter without submitting a revision request to the NYSED CSO and/or before receiving NYSED CSO approval for such revisions.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on November 1, 2021. Forty-five people attended, and two spoke. Two were in favor of the renewal and revisions. None were opposed. The school provided evidence of community support for this renewal and revision recommendation through letters of support from 7 community-based and partner organizations, 4 elected representatives including one state assembly person, two state senators, one US congress person, and 50 from parents/guardians of students currently attending the school.

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

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	New Visions Charter High School for the Humanities IV
<b>Board Chair</b>	Lior Evan
<b>District of Location</b>	NYC CSD 27 <sup>4</sup>
<b>Initial Commencement of Instruction</b>	Fall 2017
<b>Charter Term</b>	Initial Charter: September 7, 2017 - June 30, 2022
<b>Comprehensive Management Service Provider</b>	New Visions for Public Schools
<b>Facilities</b>	100-00 Beach Channel Drive, Far Rockaway – Public Space
<b>Innovative and Noteworthy Programs</b>	New Visions Charter High School for the Humanities IV (HUM IV) prepares students for post-secondary opportunities and challenges them to use arts, creativity, and academic learning to address community issues. The school graduated its first class of 64 students in 2021, 13 of whom earned a Regents Diploma with Advanced Designation in the Arts and 48 of whom are enrolled in college.
<b>Recommended Material Revisions</b>	To reduce the school’s authorized enrollment of 566 students to 450 students based on the enrollment pattern outlined in Table 3 below.
<b>Link to Charter School Renewal Report</b>	<a href="http://www.nysed.gov/common/nysed/files/programs/charter-schools/fin-ren-sv-rpt-nv-chs-hum-iv-2-10-2022.pdf">http://www.nysed.gov/common/nysed/files/programs/charter-schools/fin-ren-sv-rpt-nv-chs-hum-iv-2-10-2022.pdf</a>

**Table 2: Current Grade Levels and Approved Enrollment**

	<b>Year 1 2017 to 2018</b>	<b>Year 2 2018 to 2019</b>	<b>Year 3 2019 to 2020</b>	<b>Year 4 2020 to 2021</b>	<b>Year 5 2021 to 2022</b>
<b>Grade Configuration</b>	Grade 9	Grades 9 - 10	Grades 9 - 11	Grades 9 - 12	Grades 9 - 12
<b>Total Approved Enrollment</b>	125	249	397	542	566

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2022 to 2023</b>	<b>Year 2 2023 to 2024</b>	<b>Year 3 2024 to 2025</b>	<b>Year 4 2025 to 2026</b>	<b>Year 5 2026 to 2027</b>
<b>Grade Configuration</b>	Grades 9 - 12				
<b>Total Recommended Enrollment</b>	312	328	380	423	450

<sup>4</sup> Seven percent of all students residing in this district attend charter schools.

## **Rationale for Renewal and Revision Recommendation**

Based on the BoR Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term and revision described above in the **Issue for Decision** section.

### **Renewal:**

During the current charter term, the school has compiled a record of Meeting Benchmark 1, and at the time of the renewal, is Approaching Benchmark 9 and has met the other eight performance benchmarks in the Framework.

- HUM IV initially opened in 2017-2018 with Grade 9 and did not reach the full 9-12 grade span until 2020-2021.
- HUM IV had its first graduating class in 2021, with a graduation rate of 94%. In addition, the four-year graduation rate for the 2017 cohort was 83% for SWDs and 93% for ED students. All graduation rates were above those of the state for 2021.
- According to school leadership, 14 students passed the Arts Commencement Exam, and 13 students earned a Regents Diploma with Advanced Designation in the Arts, which requires students to pass the commencement exam as well as complete nine courses in one arts focus area.
- HUM IV's 4-year cohort Regents testing outcomes for the 2017 cohort also surpass those of the state for all subjects and all student population groups.
- Additionally, the percentage of students in the 2018 cohort who are on track to graduate is well above the target of 75% for all students, SWDs, and ED students.
- The New Visions network assists the school with significant academic support, providing curriculum, assessment, and instructional support. Additionally, HUM IV supplements this support from the network, delivering strong arts programming and unique elements that advance students' college and career readiness.
- Generally, the school has strong supports for all students, including ED students and SWDs, and the school is continuing to strengthen programming for ELLs.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public-school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

### **Material Revision:**

Approving this revision request will result in a significant educational benefit to the students expected to attend the charter school and is likely to improve student learning and achievement because it will allow the school to continue to provide a high-quality option to families and students seeking a high school in Far Rockaway.

### **Performance Framework Ratings:**

At the time of renewal, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

**2015 Charter School Performance Framework Benchmark Ratings  
New Visions Charter High School for the Humanities IV**

2015 Performance Benchmark		Level
Educational Success	<p><b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).</p> <p><b>Note:</b> Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Meets
	<p><b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State 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.</p>	Meets
	<p><b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.</p>	Meets
Organizational Soundness	<p><b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	Meets
	<p><b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p>	Meets
	<p><b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.</p>	Meets
	<p><b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>	Meets
Faithfulness to Charter & Law	<p><b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	Meets
	<p><b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.</p>	Approaches
	<p><b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.</p>	Meets

### Monitoring and Oversight:

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
  - Year 1: Baseline Check-In
  - Year 2: Check-In
  - Year 3: Mid-Term
  - Year 4: Check-In
  - Year 5: Renewal
  
- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive NYSED CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated. For each Notice of Concern that the school receives it is urged to promptly address the concerns by examining their data and develop an internal action plan.
  - Year 1: N/A
  - Year 2: N/A
  - Year 3: NYSED CSO issued the school a Notice of Concern based on an enrollment deficiency: the school failed to enroll a comparable percentage of ELLs when compared to the district of location. NYSED CSO and school staff discussed this deficiency.
  - Year 4: NYSED CSO issued the school a Notice of Deficiency based on enrollment deficiencies: the school failed to enroll a comparable number of ELLs when compared to the district of location and enrolled less than eighty-five percent of the maximum approved enrollment. NYSED CSO approved the school’s CAP in June 2021 and discussed the implementation of strategies regarding these deficiencies.
  - Year 5: NYSED CSO and school staff continue to discuss the implementation of strategies to address these deficiencies.

## Summary of Evidence for Renewal Based on NYSED Performance Framework Standards

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

**BM 1:** See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). As the trajectory of this school’s academic achievement on State assessments is unknown due to the pandemic, a Meets rating was established using graduation rate, On-Track to Graduate, and Regents Exam passing rate data. Details are provided in the “Rationale for Renewal and Revision Recommendation” section, above.

**BM 2:** Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. The school has a particular focus on the arts and the intersection of art and global and community issues. And encourages students to use art as a vehicle for social change. HUM IV uses authentic assessments to support connections between learning in class and the world outside of school. In

addition, authentic assessments provide students with choice and agency in their learning. This culminates in a senior capstone project. The school has robust supports for the whole student, focusing on social and emotional wellness in addition to students' academic success.

**BM 3:** Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. The school has a clear approach to student behavior management and is fully staffed to support its approach. Additionally, social-emotional student supports are robust, and both students and families feel seen, heard, and supported by the school.

### **Key Performance Area: Organizational Soundness**

**BM 4:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements, which are publicly available on [NYSSED's website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

**BM 5:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating.

**BM 6:** Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. Board members demonstrate significant commitment, skills, and expertise to meet the needs of the school, while engaging in appropriate and consistent oversight of the school's performance and management.

**BM 7:** Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets. From the outset, the school has had committed and visionary leadership from the principal and strong support from the New Visions network. As a young and growing school, HUM IV has had some challenges in filling all open positions and maintaining a strong and stable staff. That said, the school has grown from 14 staff in year one to 45 staff in year five and delivers strong PD and evaluation systems for teachers. All school staff demonstrate a commitment to a shared mission and goals, and the school maintains a strong working relationship with the CMO that supports great outcomes for students.

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

**BM 8:** The mission of HUM IV, as part of the New Visions charter school network, is to provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of English, history, and art concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.

The Key Design Elements (KDEs) are: (1) Innovative and Responsive Teaching and Learning which includes Culturally Relevant Curriculum and Instruction; Teacher Development; Literacy and Math Skills for Every Student; and Authentic Assessment; (2) Individualized Support for Diverse Learners; (3) Holistic Social Emotional Supports; (4) Comprehensive Postsecondary Readiness; (5) Inclusive Family Engagement; (6) Civic and Community Engagement; and (7) Data-Driven Continuous Improvement.

Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets. Despite being a new school navigating an unanticipated and highly impactful pandemic, HUM IV has effectively and fully implemented nearly all KDEs by its fifth year of operation. The school community has consistently demonstrated a clear and shared understanding of the school's mission and KDEs.

**BM 9:** See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent, as the school maintained its rating of Approaches. Overall enrollment has been consistently far below the contracted enrollment; actual enrollment has been between 57% and 76% of contracted enrollment in each of the school's first five years, with the school currently at 57%. Enrollment of SWDs and ED students has generally been equivalent to the district of location, while enrollment of ELLs has generally been below that of the district of location.

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

- open houses;
- targeted mailings in Spanish and other languages;
- community and street outreach;
- digital and social media advertising;
- newspaper ads;
- in-depth tracking and analysis of application data;
- further engagement of prospective students following the lottery; and
- continuing to develop and foster community relationships with local non-profits, clergy, and elected officials, among others.

**BM 10:** Over this charter term, the trajectory regarding this benchmark has been consistent with a Meets rating. The school continues to comply with relevant legal, fiscal, governance, and CSO requirements.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 5, 2021. Sixty-four people attended, and nine spoke. Nine were in favor of the renewal and revision and none were opposed.

**REACH Academy Charter School**

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	REACH Academy Charter School
<b>Board Chair</b>	Dolores Prezyna
<b>District of Location</b>	Buffalo Public Schools <sup>5</sup>
<b>Initial Commencement of Instruction</b>	Fall 2017
<b>Charter Term</b>	Initial Charter: August 29, 2017 - June 30, 2022
<b>Facilities</b>	115 Ash Street, Buffalo, New York 14204 - Private Space
<b>Innovative and Noteworthy Programs</b>	REACH Academy Charter School has a unique academic model, offering students the opportunity to learn grade-level content in applied, real-world situations organized around classroom themes (dinosaurs, transportation, world cultures, etc.) that change multiple times throughout the year.
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>• Increase the charter school’s grade span to add Grade 6 through Grade 8 to the school’s currently approved K through Grade 5 configuration.</li> <li>• A corresponding increase to the charter school’s authorized enrollment from 480 students to 900 students for the newly requested grades as well as its current grade levels.</li> </ul>
<b>Link to Charter School Renewal Report</b>	<a href="http://www.nysed.gov/common/nysed/files/programs/charter-schools/finsvrptreach.pdf">http://www.nysed.gov/common/nysed/files/programs/charter-schools/finsvrptreach.pdf</a>

**Table 2: Current Grade Levels and Approved Enrollment**

	<b>Year 1 2017 to 2018</b>	<b>Year 2 2018 to 2019</b>	<b>Year 3 2019 to 2020</b>	<b>Year 4 2020 to 2021</b>	<b>Year 5 2021 to 2022</b>
<b>Grade Configuration</b>	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
<b>Total Approved Enrollment</b>	160	240	320	400	480

<sup>5</sup> Twenty-three percent of all students residing in this district attend charter schools.

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2022 to 2023</b>	<b>Year 2 2023 to 2024</b>	<b>Year 3 2024 to 2025</b>	<b>Year 4 2025 to 2026</b>	<b>Year 5 2026 to 2027</b>
<b>Grade Configuration</b>	K - Grade 6 <sup>6</sup>	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Recommended Enrollment</b>	700	800	900	900	900

### **Rationale for Renewal and Revisions Recommendation**

Based on the BoR Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term and revisions described above in the **Issue for Decision** section.

#### **Renewal:**

During the current charter term, the school has compiled a record of Meeting Benchmark 1, and at the time of the renewal, is Approaching Benchmarks 4 and 9 and has met seven other performance benchmarks in the Framework.

Due to the ongoing impact of the COVID-19 pandemic, the State assessment data used to formulate the Benchmark 1 rating has not been updated since the administration of the State 3-8 math and ELA Assessments in SY 2018-2019. However, a variety of indicators observed on site and over the course of the charter term have been used to inform NYSED’s assessment regarding the efficacy of the school’s academic program in SY 2019-2020 through the current academic year.

- Prior to the onset of the COVID-19 pandemic, REACH was serving students in K - Grade 2, and then added Grades 3 and 4 during the 2019-2020 and 2020-2021 school years. Grade 3 students entered for the first time in school year 2019-2020; thus, the school has only been able to begin to administer the state ELA and math assessments in the 2020-2021 school year. The CSO analysis of the state 3-8 assessments administered in the spring of 2021 show a high level of participation for REACH students, 90% for ELA and 92% for math, with 55% and 49% proficiency levels, respectively.
- The school also implemented its own Local Assessment Plan in which it reported 100% of eligible students took the ELA assessment and 99% took the math assessment. When participation rates were compared with the average Board of Regents-authorized charter schools’ results, NYS Board of Regents authorized schools had participation rates of 93% and 92%, respectively, therefore REACH had participation rates of +7 percentage points over the average for both ELA and math. In terms of proficiency, REACH students scored 68% proficient for ELA and 36% for math.
- In its 2020-2021 Annual Report, the school identified six academic goals—two each for kindergarten, first grade, and second grade—all related to reading on grade level and recognition of a prescribed number of sight words. A review of the school’s progress toward

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<sup>6</sup> This figure represents an increase of 120 students to the existing K - Grade 5 configuration, and an additional 100 students for Grade 6.

meeting these goals showed that the school met all but one, for sight word recognition at the end of Grade 1 (67% rather than the 75% goal). In response, the school has added staff, hiring more interventionists.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public-school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

**Material Revisions:**

Approving the revision requests noted above will result in a significant educational benefit to the students expected to attend the charter school and improve student learning and achievement because it will afford students continuity in the school's innovative, hands-on approach to learning and strong, targeted social emotional supports.

**Performance Framework Ratings:**

At the time of renewal, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

**2015 Charter School Performance Framework Benchmark Ratings**  
**REACH Academy Charter School**

2015 Performance Benchmark		Level
Educational Success	<p><b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).</p> <p><b>Note:</b> Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</p>	Meets
	<p><b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State 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.</p>	Meets
	<p><b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.</p>	Meets
Organizational Soundness	<p><b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.</p>	Approaches
	<p><b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.</p>	Meets
	<p><b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.</p>	Meets
	<p><b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.</p>	Meets
Faithfulness to Charter & Law	<p><b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.</p>	Meets
	<p><b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.</p>	Approaches
	<p><b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.</p>	Meets

### **Monitoring and Oversight:**

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
  - Year 1: Baseline Check-In
  - Year 2: Check-In
  - Year 3: Mid-Term
  - Year 4: Check-In
  - Year 5: Renewal
  
- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency that the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive NYSED CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated.
  - Year 1: N/A
  - Year 2: NYSED CSO issued the school a Notice of Deficiency based on subgroup enrollment deficiencies for SWDs and ELLs, the school developed a CAP that was approved by the NYSED CSO in March 2019.
  - Year 3: The school increased its SWDs enrollment; the CAP remained in effect for ELL enrollment.
  - Year 4: The school maintained its SWDs enrollment; the CAP remained in effect for ELL enrollment.
  - Year 5: The school maintained its SWDs enrollment; the CAP remained in effect for ELLs and the school instituted a weighted lottery for ELLs.

## **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

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

**BM 1:** See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). As the trajectory of this school’s academic achievement on State assessments is unknown due to the pandemic, a Meets rating was established using a combination of the 2020-2021 3-8 Assessments and other indicators. Details of internal assessment results are provided in the “Rationale for Renewal and Revisions Recommendation” section, above. Table 4 below provides 2020-2021 3-8 Assessment data.

**Table 4: 2021 3-8 Assessments (FOR INFORMATIONAL PURPOSES ONLY)** *Note: The category of 'Other Reason for not Testing' includes: No Assessment; Absent/No Valid Score; Not tested; Medically Excused; and Administrative Error.*

REACH ACADEMY CHARTER SCHOOL		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	19	37	45	24	55%	13	.	1	90%
	Mathematics	38	27	35	28	49%	8	.	3	92%
	Science	6	9	17	7	62%	1	.	3	91%

**BM 2:** Over the charter term, the trajectory for this benchmark has been consistent with a Meets rating.

**BM 3:** Over the charter term, the trajectory for this benchmark has improved from Approaches to Meets.

### Key Performance Area: Organizational Soundness

**BM 4:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has improved from Falls Far Below to Approaches, based on the improvement of its financial condition. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements, which are publicly available on [NYSED’s website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at (<http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>).

**BM 5:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report link in Table 1 above). Over the charter term, the trajectory for this benchmark has improved from Approaches to Meets, as it has satisfied the requirements of the audit.

**BM 6:** Over the charter term, the trajectory for this benchmark has been consistent with a Meets rating.

**BM 7:** Over the charter term, the trajectory for this benchmark has been consistent with a Meets rating.

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

**BM 8:** The mission of the REACH Academy Charter School is to ensure the achievement of high academic standards for City of Buffalo students through a hands-on authentic learning environment. Scholars of REACH Academy Charter School will learn the value of Service, Leadership, Character and Citizenship, along with effective Communication Skills as evident in reading, writing, mathematical and technological competencies. REACH Academy Charter School will provide the tools for scholars to rise above the limitations often posed by poverty, disability, and the struggle to achieve English Language Proficiency.

The Key Design Elements are: Instructional Design – The Six Point Plan to Increasing Student Achievement; Authentic Classroom Learning Environments; Balanced Literacy Approach – Literacy Focused; and Utilizing Technology to Enhance Instruction, Engagement and Learning.

Over the charter term, the trajectory for this benchmark has improved from Approaches to Meets.

**BM 9:** See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over the charter term, the trajectory for this benchmark has been consistent with an Approaches rating.

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

- Word of mouth, fairs, advertising, and parent ambassadors;
- With a recent influx of Afghan refugees moving into the city, students were immediately enrolled in the Buffalo Public Schools. With the support of the Buffalo Board of Education, REACH is negotiating with the district to add some of those students to its roster; and
- Utilizing a co-teaching model enables more individual attention for all students, and SWDs benefit significantly. School leaders depend on personal contacts and the success of the services for SWDs to increase that population.

**BM 10:** Over the charter term, the trajectory for this benchmark has been consistent with a Meets rating.

### **Summary of Public Comment**

The required public hearing was held by the Buffalo Public Schools on October 13, 2021. Six people attended, and six spoke. Six were in favor of the renewal and revisions and none were opposed.

The school provided evidence of community support for this renewal and revisions recommendation through the following:

- The school administers parent surveys each year. The responses from the spring 2021 survey indicate a high level of satisfaction with the school, its academic program, social emotional supports, and communication with families. Numerous responses also included strong support for adding middle school grades; and
- The school provided endorsement letters from several Buffalo dignitaries.

**WHIN Music Community Charter School**

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	WHIN Music Community Charter School
<b>Board Chair</b>	Gregory David
<b>District of Location</b>	NYC CSD 6 <sup>7</sup>
<b>Initial Commencement of Instruction</b>	Fall 2017
<b>Charter Term</b>	<ul style="list-style-type: none"> <li>Initial Charter: September 1, 2017 - June 30, 2022</li> </ul>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>K-Grade 1: 1086 St. Nicholas Ave., New York, NY 10032 - Private Space</li> <li>Grades 2-5: 401 West 164th St., New York, NY 10032 - Public Space</li> </ul>
<b>Innovative and Noteworthy Programs</b>	<p>WHIN Music Community Charter School (WHIN) was founded on the principles of El Sistema, including concepts of radical inclusion, high achievement, constant growth—both as individuals and as an organization and data-driven instruction. WHIN offers students extended time in literacy and math, a dedicated science class, targeted intervention, and two periods daily of ensemble-based music instruction. Classroom and music teachers have opportunities to collaborate regularly, which allows for consistency of school culture, integration of social studies content, and reinforcement of key literacy and math concepts in music. It also allows classroom teachers to leverage the students’ music knowledge in core content instruction. Complementing the academic rigor is the school’s commitment to building the socio-emotional health and character of its students through the <i>WHIN Ways of Being</i>, so students can master the 21st Century Skills needed to positively impact their world as citizen artists.</p> <p>Additionally, WHIN has established a mentoring program in partnership with The Juilliard School. NYC high school students of color who are interested in attending Juilliard participate in a rigorous training program in music, civics, and academics designed to help them prepare for entry to The Juilliard School upon graduation from high school. WHIN students shadow the pre-college students in music and civic classes and receive mentorship from the high school students. Students and families have raved about this program, which is modified each year. Ideally, WHIN hopes this program will provide a pipeline for WHIN students to attend Juilliard. <a href="#">This video, Village</a>, represents the final performance of WHIN and Juilliard students. <a href="#">This video is a short documentary</a> that features interviews with students and staff from WHIN and Juilliard.</p>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>To increase the charter school’s grade span to add Grade 6 through Grade 8 to its currently approved K through Grade 5 configuration</li> <li>A corresponding increase in its authorized enrollment from 324 students to 486 students.</li> <li>To amend its organizational chart to reflect a change in the reporting structure for the school leader.</li> <li>To revise the extended day schedule (a Key Design Element) to allow the school additional scheduling flexibility.</li> </ul>
<b>Link to Charter School Renewal Report</b>	<a href="http://www.nysed.gov/common/nysed/files/programs/charter-schools/finalsreportwhin.pdf">http://www.nysed.gov/common/nysed/files/programs/charter-schools/finalsreportwhin.pdf</a>

<sup>7</sup> Twenty-one percent of all students residing in this district attend charter schools.

**Table 2: Current Grade Levels and Approved Enrollment**

	<b>Year 1 2017 to 2018</b>	<b>Year 2 2018 to 2019</b>	<b>Year 3 2019 to 2020</b>	<b>Year 4 2020 to 2021</b>	<b>Year 5 2021 to 2022</b>
<b>Grade Configuration</b>	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
<b>Total Approved Enrollment</b>	108	162	216	270	324

**Table 3: Recommended Renewal Term Grade Levels and Recommended Enrollment**

	<b>Year 1 2022 to 2023</b>	<b>Year 2 2023 to 2024</b>	<b>Year 3 2024 to 2025</b>	<b>Year 4 2025 to 2026</b>	<b>Year 5 2026 to 2027</b>
<b>Grade Configuration</b>	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 8	K - Grade 8
<b>Total Recommended Enrollment</b>	351	405	459	486	486

### **Rationale for Renewal and Revisions Recommendation**

Based on the BoR Renewal Policy, NYSED recommends that the Board of Regents grant the renewal term and revisions described above in the **Issue for Decision** section.

#### **Renewal:**

During the current charter term, the school has compiled a record of Approaching Benchmark 1, and at the time of the renewal, is Approaching Benchmark 9 and has met the other eight performance benchmarks in the Framework.

Due to the ongoing impact of the COVID-19 pandemic, the State assessment data used to formulate the Benchmark 1 rating has not been updated since the administration of the State 3-8 math and ELA Assessments in SY 2018-2019. However, a variety of indicators observed on site and over the course of the charter term have been used to inform NYSED’s assessment regarding the efficacy of the school’s academic program in SY 2019-2020 through the current academic year.

- The school began to serve Grade 3 students in the 2019-2020 school year and Grade 4 students in 2020-2021. The school has administered its charter-approved local assessments in ELA, math and music throughout the charter term, and uses the data to strengthen its intervention strategies.

- At the beginning of the 2017-2018 school year, 92 percent of the students who took the STEP Assessment for literacy were assessed at Level 1 or below standards. By the end of the year, 56 percent of these students made one or more year's growth. For SWDs and ELLs, 39 percent and 31 percent respectively made one or more year's growth.
- The school is using Assuming Math Concepts Assessments. At the beginning of the 2017-2018 school year, 18 percent of all students were below standard or at Level 1 in math, 35 percent were approaching standard or at Level 2, and 48 percent were at level 3 and 4. By the end of the 2017-2018 school year, 57 percent of all students, 60 percent of SWDs, 50 percent of ELLs made one or more years of growth in math.
- During 2018-2019 and 2019-2020, student growth and proficiency levels continued to trend upward. Despite significant growth, the majority of students who took local assessments in ELA and math perform below grade-level expectations.
- NYSED designated WHIN as a school in **Good Standing** for academic years 2017-2018, 2018-2019, 2019-2020 and 2020-2021. All accountability subgroups made Adequate Yearly Progress.

As the total enrollment of resident students attending charter schools in the district is greater than 5 percent of the total public-school enrollment, pursuant to Education Law Section 2852(2)(d), NYSED notes that granting this renewal application provides a significant educational benefit to the students attending and expected to attend this charter school.

#### **Material Revisions:**

Approving these revision requests will result in a significant educational benefit to the students expected to attend the charter school as they continue their academic and socio-emotional learning through middle school that prepares them for select NYC high schools such as the LaGuardia High School of Music & Art and Performing Arts.

Approving these revision requests is likely to improve student learning and achievement because students and families are thriving in this one-of-a-kind school model based on the principles of El Sistema. Current students have thrived with this unique program of daily music instruction. If WHIN is not permitted to expand to middle school, the successful academic, social, and musical foundation students developed may be lost, disproportionately impacting the most vulnerable students enrolled in the school.

#### **Performance Framework Ratings:**

At the time of renewal, the charter school was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows. These ratings reflect performance over the entire charter term and are considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy.

**2015 Charter School Performance Framework Benchmark Ratings  
WHIN Music Community Charter School**

<b>2015 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	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).  <b>Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school’s academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.</b>	<b>Approaches</b>
	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 New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	<b>Meets</b>
	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.	<b>Meets</b>
<b>Organizational Soundness</b>	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	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.	<b>Meets</b>
	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.	<b>Meets</b>
	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.	<b>Meets</b>
<b>Faithfulness to Charter &amp; Law</b>	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.	<b>Meets</b>
	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.	<b>Approaches</b>
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

**Monitoring and Oversight:**

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
  - Year 1: Two Check-Ins
  - Year 2: Check-In

- Year 3: Mid-Term and Check-In
  - Year 4: Check-In
  - Year 5: Renewal
- NYSED CSO took the following actions during the school’s charter term. For each Notice of Deficiency the school receives, it is required to develop a corrective action plan (CAP) establishing strategies and measurable outcomes to address the identified deficiencies, receive NYSED CSO approval, and participate in ongoing conversations with its liaison until those deficiencies have been addressed and the CAP has been terminated. For each Notice of Concern that the school receives, it is urged to promptly address the concerns by examining their data and develop an internal action plan.
    - Year 1: In February 2019, the NYSED CSO issued the school a Notice of Concern due to the school’s percentage of ELLs and ED students as compared to the district of location. The school reports annually its recruitment and enrollment efforts and regularly reviews those efforts with the school’s Board of Trustees, leadership, and the CSO liaison.
    - Year 2: NYSED CSO and school staff continued to discuss the implementation of the strategies to address these deficiencies, and the school continued to improve upon its strategies.
    - Year 3: NYSED CSO and school staff continued to discuss the implementation of the strategies to address these deficiencies, and the school continued to improve upon its strategies.
    - Year 4: NYSED CSO and school staff continued to discuss the implementation of the strategies to address these deficiencies, and the school continued to improve upon its strategies.
    - Year 5: NYSED CSO and school staff continued to discuss the implementation of the strategies to address these deficiencies, and the school continued to improve upon its strategies.

## **Summary of Evidence for Renewal Based on NYSED Performance Framework Standards**

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

**BM 1:** See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). As the trajectory of this school’s academic achievement on State assessments is unknown due to the pandemic, an Approaches rating was established using the data available. Details of internal assessment results are provided in the “Rationale for Renewal and Revisions Recommendation” section, above. Table 4 below provides 2020-2021 3-8 Assessment data.

**Table 4: 2021 3-8 Assessments (FOR INFORMATIONAL PURPOSES ONLY)**

WHIN MUSIC COMMUNITY CHARTER SCHOOL		Level 1	Level 2	Level 3	Level 4	Percent Proficient	Receiving entirely remote instruction	Refusal	Other Reason for not Testing	Percent Tested
2020:21	ELA	2	10	11	5	57%	38	10	1	36%
	Mathematics	13	11	7	2	27%	31	13	.	43%
	Science	.	2	5	4	82%	.	.	14	44%

*Note: The category of 'Other Reason for not Testing' includes: No Assessment; Absent/No Valid Score; Not tested; Medically Excused; and Administrative Error.*

**BM 2:** Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating, The school is particularly strong in the areas of interventions and supports.

**BM 3:** Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. The school has put into place systems including professional development for teachers to address disciplinary concerns and social and emotional supports to provide for a safe, calm, and respectful learning environment.

**Key Performance Area: Organizational Soundness**

**BM 4:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements, which are publicly available on [NYSSED’s website](http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html) at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

**BM 5:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating.

**BM 6:** Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. The board of trustees is consistently strong, as evidenced by CSO liaison board meeting observations.

**BM 7:** Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets, as the charter school has maintained an effective and strong school leadership team that has put systems, protocols, and supports into place to ensure a high-quality teaching and learning environment.

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

**BM 8:** The mission of WHIN Music Community Charter School is to provide its diverse student population with a rigorous academic instruction, intensive music education and a positive learning environment so that every student can thrive academically and personally.

The Key Design Elements are: (1) Rigorous, inquiry-driven, project-based, academic curriculum aligned with the Common Core Learning Standards; (2) Music-infused curriculum and El Sistema music education; (3) Strategic use of time and scheduling. Specifically, the school offers extended school day

four days per week allowing time for literacy and math instruction; (4) Looping with classmates and teachers for two school years; (5) Co-teaching model with two certified teachers, including at least one with special education and/or English as a Second Language credentials; (6) Inclusionary model of instruction. The school employs the Sheltered Instruction Observation Protocol (SIOP) model to support ELL students. Special education teachers follow a multi-tiered Response to Intervention (RtI) model; and (7) Responsive Classroom. Teachers are trained to work with students and help them develop strategies for resolving conflicts.

Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. The school has increased the social-emotional aspect of its mission and Key Design Elements.

**BM 9:** See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report link in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent with its Approaches rating. The school has shown some improvement but has not yet met its ELL enrollment targets, despite its robust and evolving strategic efforts.

WHIN implements multiple recruitment strategies to attract and retain SWDs, ELLs, and ED students, in addition to conducting school tours and information sessions and promoting the school through social media.

For ED students, strategies include:

- Use of a weighted lottery to give ED students preference;
- Recruiting students from less affluent areas of Washington Heights and Inwood;
- Conducting information sessions at daycares with a high population of ED families; and
- Asking current families to share their experience with other families looking for an elementary school.

For ELLs, strategies include:

- Presenting all digital and hard copy recruitment materials in multiple languages;
- Conducting parent information sessions and school tours in multiple languages;
- Conducting parent information sessions at daycares which serve ELL populations;
- Asking current, and new enrolling, ELL families to tell their personal networks about the school;
- Conducting all-staff canvassing of the area with promotional materials in multiple languages and a high number of Spanish speaking staff; and
- Several community-based organizations serving ELL families and community support the school with its recruitment, marketing, and enrollment efforts which include:
  - Mama Tingo Child Care & Learning Center;
  - Community League of the Heights (CLOTH);
  - Neighborhood Trust Federal Credit Union (NTFCU);
  - Rena Day Care;
  - Sugar Hill Museum; and
  - Birch Herbert Early Childcare Center.

For SWDs, strategies include:

- Articulating the special education program at parent information sessions at daycares, the school, and community events;
- Spending extra time with parents who have applied and whose children have a disability to explain the RtI process, intervention strategies, and special education model;
- Speaking with families about the special education program when canvassing the area;
- Highlighting special education classes during school tours; and
- Inviting current parents of SWDs to speak about the program during recruitment events.

**BM 10:** Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating. The school has compiled a record of substantial compliance with all applicable state and federal laws and its charter. The school has also undertaken appropriate action on its own to maintain compliance.

### **Summary of Public Comment**

The required public hearing was held by the New York City Department of Education on October 7, 2021. Ninety-eight people attended. Six people spoke. Six people were in favor of the renewal with revisions, and none were opposed.

The school provided evidence of community and support for this renewal and revisions recommendation through the following:

- Parent and Family Video Testimonies;
- A petition containing 285 signatures from parents, grandparents, or guardians of children who attend WHIN Community Charter School; and
- Letters of Support from NYC Common Council Members and State Senator, institutions of higher education, and Washington Heights Business Improvement District.

## APPENDIX

### Laws, Regulations, and Regents-Endorsed Internal Policies Applicable to Board of Regents-Authorized Charter School Renewals

Statutory requirements pertaining to Board of Regents charter school decision making are enumerated in Article 56 of the Education Law. This section of the law sets forth the purpose of charter schools to:

- (a) Improve student learning and achievement;
- (b) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- (c) Encourage the use of different and innovative teaching methods;
- (d) Create new professional opportunities for teachers, school administrators and other school personnel;
- (e) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system; and
- (f) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.

Criteria regarding the evaluation of charter schools, including for renewal decisions, are set forth in Section 2852(2) of the Education Law:

- (a) Does the charter school described in the application meet the requirements set out in applicable laws, rules and regulations;
- (b) Does the charter school demonstrate the ability to operate the school in an educationally and fiscally sound manner;
- (c) Will approving the charter school action make it likely to improve student learning and achievement and materially further the purposes of the law; 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) would granting the application have a significant educational benefit to the students expected to attend the proposed charter school or (ii) did the school district in which the charter school will be located consent to such application?

In addition, Renewal Guidelines contained in the Regulations of the Commissioner of Education (8 NYCRR §119.7) 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.
- (h) The Regents must also consider the totality of the evidence presented in each case, and may accept or reject, in whole or in part, the department's renewal recommendation, provided however that the Regents are not prohibited from weighing any one factor more heavily than another.

The [Board of Regents Renewal Policy](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf) (https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/November2012/1112p12a1.pdf) sets forth the following renewal options and standards upon which the Department's recommendation is based:

**Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. In order for a school to be eligible for a full-term renewal, the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1 during the current charter term and, at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework.

**Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. The Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either: (a) have compiled a mixed or limited record of meeting Benchmark 1 but, at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework, which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, or (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

**Nonrenewal:** A school's charter will not be renewed if the school does not apply for renewal or the school fails to meet the benchmark standards for either full-term or short-term renewal. In the case of nonrenewal, a school's charter will be terminated upon its expiration, and the school will be required to comply with the [Department's Closing Procedures](http://www.nysed.gov/common/nysed/files/programs/charter-schools/closingprocedureschecklist0220_0.pdf) (http://www.nysed.gov/common/nysed/files/programs/charter-schools/closingprocedureschecklist0220\_0.pdf) to ensure an orderly closure by the end of the school year.

To operationalize these statutory and regulatory requirements, the Board of Regents endorsed the Charter School Performance Framework. This document, and the ten academic, organizational, and legal domains contained within it, were created based on the limited criteria that can be considered when making decisions pertaining to the authorization of new charter schools, charter school renewals, and charter school revisions as set forth in Section 2852(2) of the Education Law. Comprehensive data for these benchmark standards is included in the charter school Regents item, summary documents, and Regents meeting presentations.

### Performance Framework

The Board of Regents Charter School Performance 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 Success; (2) Organizational Soundness; and (3) Faithfulness to Charter and Law. The Charter School Performance Framework sets forth ten performance benchmarks in these three areas. The Charter School Performance Framework is designed to focus on performance outcomes, preserve operational autonomy, and facilitate transparent feedback to schools. It aligns with the Department's ongoing accountability and effectiveness work under the Every Student Succeeds Act (ESSA) and holds charter schools accountable to standards set forth in the Education Law, while providing the Regents with discretion. Generally, charter schools are required to demonstrate performance outcomes that exceed those of traditional public-schools.

The Department considers evidence related to all 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 (See [8 NYCRR §119.7](#) (<http://www.p12.nysed.gov/psc/aboutcharterschools/Financing/Regulations/csreg119.7.html>)). The recommendations in this document were made after a full due-diligence process over the charter term as set forth in the [NYSED Charter School Monitoring Plan](#) (<http://www.p12.nysed.gov/psc/regentsoversightplan/SectionIIIMonitoringPlan.html>), including review of the information presented by the schools in their Renewal Applications; specific fiscal reviews; a renewal site visit of up to two days conducted by a Department team for each school; comprehensive analysis of achievement data; and consideration of public comment.