



**TO:** P-12 Education Committee

**FROM:** James N. Baldwin 

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

**DATE:** March 31, 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):

- **Amani Public Charter School** (Short-term, four-year renewal and revisions to amend a school Key Design Element and amend the organizational chart).
- **Charter School of Inquiry:** (Short-term, four-year renewal and a revision to replace several of the school's Key Design Elements).
- **New Visions Charter High School for Advanced Math and Science II** (Full-term, five-year renewal).

### 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 April 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>)

### **Amani Public Charter School**

December 2010 [Initial Charter](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/December2010/1210p12a2.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2010Meetings/December2010/1210p12a2.pdf>)

May 2012 [Initial Charter Reissuance](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/May2012/512bra5.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2012Meetings/May2012/512bra5.pdf>)

April 2016 [First Renewal](http://www.regents.nysed.gov/common/regents/files/416p12a2.pdf)  
(<http://www.regents.nysed.gov/common/regents/files/416p12a2.pdf>)

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

### **Charter School of Inquiry**

June 2014 [Initial Charter](https://www.regents.nysed.gov/common/regents/files/614p12a2.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/614p12a2.pdf>)

June 2020 [First Renewal](https://www.regents.nysed.gov/common/regents/files/620bra7.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/620bra7.pdf>)

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

September 2011 [Initial Charter](https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/September2011/911p12a1.6.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/documents/meetings/2011Meetings/September2011/911p12a1.6.pdf>)

March 2017 [First Renewal](https://www.regents.nysed.gov/common/regents/files/317p12a4.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/317p12a4.pdf>)

May 2021 [Key Design Element Revision](https://www.regents.nysed.gov/common/regents/files/521p12a4.pdf)  
(<https://www.regents.nysed.gov/common/regents/files/521p12a4.pdf>)

## **Recommendation**

It is recommended that the Board of Regents take the following action(s):

VOTED: That the Board of Regents finds that **Amani Public 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 **Amani Public 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, 2026**.

VOTED: That the Board of Regents finds that the **Charter School of Inquiry** (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of the **Charter School of Inquiry** and that a renewal charter be issued, and that its provisional charter be extended for a term up through and including **June 30, 2026**.

VOTED: That the Board of Regents finds that **New Visions Charter High School for Advanced Math and Science II**: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (3) granting the application is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of Section twenty-eight hundred fifty of this article; and (4) granting the application would have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves the renewal application of **New Visions Charter High School for Advanced Math and Science II** 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 action for the above-named charter schools will become effective immediately.

**Amani Public Charter School**

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Amani Public Charter School
<b>Board Chair</b>	Tamara Huston
<b>District of Location</b>	Mount Vernon CSD <sup>1</sup>
<b>Initial Commencement of Instruction</b>	Fall 2011
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Charter: August 29, 2011 - June 30, 2016</li> <li>• First Renewal: July 1, 2016 - June 30, 2019</li> <li>• Second Renewal: July 1, 2019 - June 30, 2022</li> </ul>
<b>Facilities</b>	60 South Third Avenue, Mount Vernon 10552 - Private Space
<b>Innovative and Noteworthy Programs</b>	<ul style="list-style-type: none"> <li>• Amani is a stand-alone middle grades school serving students in Grades 5-8.</li> <li>• The school provides students with a longer school day than the district of location, which allows additional time for enrichment and remediation.</li> <li>• The school provides students with after-school enrichment to foster each student’s interests. Choices are available in academics, sports, technology, and the arts.</li> <li>• The school has an arts partnership with Sing for Hope Young at Arts. Students participate in after-school classes which include African Drumming, Rising Star Musical Theater, voice, acting, and dance.</li> <li>• “Amani Grown and Flown” has been designed to support the mission <i>to succeed in high school, college and the career of their choice</i>. Over the past seven years, the school developed a high school articulation process to link its middle school with high school systems.</li> </ul>
<b>Recommended Material Revisions</b>	<ul style="list-style-type: none"> <li>• To revise a Key Design Element by modifying the length of the school day to meet the needs of students and families, while still providing a longer school day than the district of location.</li> <li>• To revise the 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/revise3amani2022.pdf">http://www.nysed.gov/common/nysed/files/programs/charter-schools/revise3amani2022.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>	Grades 5- 8	Grades 5- 8	Grades 5 - 8
<b>Total Approved Enrollment</b>	355	355	355

<sup>1</sup> Six 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>Grade Configuration</b>	Grades 5-8	Grades 5-8	Grades 5-8	Grades 5-8
<b>Total Recommended Enrollment</b>	355	355	355	355

### **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 analysis 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, 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.

- This school is designated as a school in “Good Standing”, as defined by the Elementary and Secondary Education Act (ESSA), under current New York State criteria for accountability.
- In 2018-2019, the school overall outperformed its district of location in ELA, with 36% proficient. All three at-risk subgroups outperformed the district as well, with students with disabilities (SWD) outperforming the district of location by +11 percentage points. That same year, Amani underperformed the district of location in math by -6 percentage points, with 23% proficient. All three at-risk subgroups underperformed the district of location as well, with English language learners (ELLs) underperforming the district of location by -24 percentage points. The school outperformed the district of location by +32 percentage points in science. In 2020-2021, of the 39 students who took the Algebra I Regents exam and the 49 students who took the Living Environment exam, 100 percent passed.
- In its 2020-2021 Annual Report, the school indicated that it met one of its seven academic goals and was not able to assess the progress of the other six goals, as there was no state testing in 2019-2020 and there were administration constraints due to the pandemic in 2020-2021. The school met all four of its organizational goals and both of its fiscal goals.

- Based on its 2020-2021 Local Assessment Plan (LAP) results from school-designed interim assessments, the school tested 94% of its students in ELA and 92% of its students in math, with proficiency rates of 55% and 35%, respectively. Self-reported data from the school based on its 2020-2021 internal assessments indicate that 51% of 8<sup>th</sup> grade students demonstrated proficiency in ELA and 59% demonstrated proficiency in math.

Because 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:**

The requested revisions 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. Accordingly, this revision request will not have a fiscal impact on the district of location.

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 because the changes in the schedule and organizational structure will provide additional opportunities for staff collaboration and building internal capacity, while continuing to afford students extra time on task and opportunities for remediation and enrichment.

**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 Rating<sup>2</sup>**  
**Amani Public 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>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 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>

<sup>2</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

**Monitoring and Oversight:**

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
  - Year 1: Mid-Term
  - Year 2: Check-In
  - 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: NYSED issued a Notice of Deficiency in 2019 based on academic performance and for enrollment of at-risk sub-groups at a rate below the district of location.
  - Year 2: NYSED issued a Notice of Deficiency in 2020 based on academic performance and for enrollment of at-risk sub-groups at a rate below the district of location.
  - Year 3: The school continues to address the academic deficiencies and has taken deliberate steps to address under-enrollment of student sub-groups, including modifying its admissions policy to include a weighted lottery.

**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). Although the trajectory of this school’s academic achievement as measured by State assessments is unknown due to the pandemic, an Approaches rating was assigned based on the school’s pre-pandemic academic outcomes, details of which are provided in the “Rationale for Renewal and Revisions Recommendation” section, above. **Note, 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.**

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

AMANI PUBLIC 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	.	.	.	.	.	351	.	.	0%
	Mathematics	.	.	.	.	.	312	.	39	0%
	Science	.	.	.	.	.	32	.	52	0%

*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 rationale for this rating is provided in the “Rationale for Renewal and Revisions Recommendation” section, above.

**BM 3:** Over this charter term, the trajectory for this benchmark has been consistent with a Meets rating.

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

**BM 4:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to 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 linked to 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.

**BM 7:** Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets. The school has improved in the following areas: long-term retention of key leadership staff; addition of coaching positions to support teacher development; and implementation of policies and procedures to improve the professional climate, including opportunities for staff development and collaboration and opportunities for staff to provide feedback to leadership.

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

**BM 8:** The mission of the Amani Public Charter School is to provide 100% of Mount Vernon students who attend the school from the 5<sup>th</sup> through 8<sup>th</sup> grade with the academic and critical thinking skills necessary to succeed in competitive high school programs, college and the career of their choice. APCS graduates are academically accomplished, intellectually curious, and civically engaged young people who tackle challenges diligently and creatively.

The Key Design Elements are: (1) Great Teaching; (2) Rigorous Academic Program; and (3) Strong School Culture.

Over this charter term, the trajectory for this benchmark has been consistent in its Meets rating.

**BM 9:** See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent with an Approaches rating. It continues to have challenges with enrolling SWDs and ELLs comparable to the district of location.

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

- Implementing a weighted lottery for SWD and ELL students in 2021, to increase the percentage enrollment of those subgroups;
- Sending approximately 10,000 targeted mailers;
- Distributing lawn signs and flyers;
- Disseminating information at 13 elementary schools as well as local community-based organizations, including the local Boys and Girls Club, Mount Vernon Public Library, The Dole Center, and MV Neighborhood Health Center;
- Distributing literature in local housing projects, primarily Levister Towers;
- Increased presence in the popular local Spanish newspaper “Westchester Latino” with an 100% Spanish-language advertisement;
- Created two Promotional ads on Facebook in the Spanish language that reached an audience of 29,000 users;
- Two local billboard ads with the tagline “Hablamos Espanol” were posted in targeted areas in the City of Mount Vernon for 6 weeks;
- Contact information for the school’s Spanish-speaking marketing coordinator is available at all information sessions and on the school website;
- Information sessions led by the SPED Coordinator provided detailed information about SPED program;
- Created Facebook promotional video to highlight “Services for Scholars with Special Education Needs are Available”, which received 889 views;
- Updated school’s website to include a page for “Special Education Information”;
- Online students’ application form clearly states that Amani offers Special education services; and
- Plans to include strategies employed prior to the COVID-19 pandemic once restrictions are lifted to include “hands on” in-person recruitment efforts by attending events and reinstating open house event at the school and community-based organizations.

**BM 10:** Over this 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 Mount Vernon City School District on October 26, 2021. Thirty-five people attended, and four spoke. Two were in favor of the renewal and revision. Two were opposed to the renewal and revision.

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

- Amani Public Charter School PTA;
- Individual families at the school - 9 letters of support;
- Employees at the school - 2 letters of support; and
- Community members - 2 letters of support.

## Charter School of Inquiry

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	Charter School of Inquiry
<b>Board Chair</b>	Valerie Nolan
<b>District of Location</b>	Buffalo Public Schools <sup>3</sup>
<b>Initial Commencement of Instruction</b>	Fall 2015
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Charter: August 24, 2015 - June 30, 2020</li> <li>• First Renewal: July 1, 2020 - June 30, 2022</li> </ul>
<b>Facilities</b>	404 Edison Avenue, Buffalo, New York 14215 - Private Space
<b>Innovative and Noteworthy Programs</b>	Over the current charter term, the Charter School of Inquiry (CSI) focused energy and resources to create a coherent approach to full implementation of its key design element, the infusion of Africana culture and history into the school’s academic programs. The Africana Task Force provides guidance and resources to enable teachers to develop culturally responsive lessons across the curriculum.
<b>Recommended Material Revisions</b>	<p>A revision to amend the following Key Design Elements from the school’s charter <b>from:</b></p> <ul style="list-style-type: none"> <li>• "Inspired school leadership;</li> <li>• Highly effective teachers; asset-based model of parent involvement;</li> <li>• Literacy coaching;</li> <li>• Responsive classroom;</li> <li>• Meet enrollment/retention targets for special needs children;</li> <li>• African-American history infused;</li> <li>• Using data to differentiate instruction school year; Health and wellness; and</li> <li>• Professional development/common planning time."</li> </ul> <p><b>To:</b></p> <ul style="list-style-type: none"> <li>• "Rigorous inquiry-based curriculum;</li> <li>• Academic focus on literacy;</li> <li>• Responsive classroom;</li> <li>• Collaborative team teaching;</li> <li>• Data-driven instruction and evidence of performance;</li> <li>• African and African/American history and culture; and</li> <li>• Integrated arts."</li> </ul>
<b>Link to Charter School Renewal Report</b>	<a href="http://www.nysed.gov/common/nysed/files/programs/charter-schools/csi-fin-ren-sv-rpt-3-4-2022.pdf">http://www.nysed.gov/common/nysed/files/programs/charter-schools/csi-fin-ren-sv-rpt-3-4-2022.pdf</a>

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

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

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>
<b>Grade Configuration</b>	K - Grade 6	K - Grade 6
<b>Total Approved Enrollment</b>	332	344

**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>Grade Configuration</b>	K - Grade 6			
<b>Total Recommended Enrollment</b>	344	344	344	344

### **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, for the following reasons.

#### **Renewal:**

CSI received a fall 2019 renewal site visit, a spring 2021 mid-term site visit, and a fall 2021 renewal site visit. During the current two-year charter term (July 1, 2020 – June 30, 2022), CSI turnaround efforts were extensive. Upon receiving that short-term renewal, CSI began to implement its NYSED Charter School Office mandated “action plan” and turnaround efforts. Although the school is rated Falling Far Below Benchmark 1, significant growth has been measured since the 2020 mid-term site visit. The school has remained consistent in sustaining its Meets ratings in BM 4,5, 6 and 10. It significantly improved in BMs 2,3,7, and 8, as evidenced by the benchmark rating moving from an Approaches to a Meets. Its BM 9 rating improved from a Falls Far Below to an Approaches rating, also showing that the school addressed several of the issues identified in previous renewal and mid-term reports.

Specific improvements include:

- CSI modified its leadership team structure to improve monitoring and support for teaching and learning. The revised leadership structure enables the coordination of leadership roles and responsibilities to facilitate the effective implementation of the school’s programs and practices.
- CSI has strategically deployed personnel and structured the daily schedule to provide timely intervention to support both the academic and the social-emotional well-being of students.

- Board members receive comprehensive, regular reports on the school’s academic progress as well as the status of the school’s climate and culture.
- The school provides regular and frequent professional development training for all staff, focused on establishing consistent expectations for implementation of the key design elements that form the core of the school’s educational program.

Due to the ongoing impact of the COVID-19 pandemic, 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 retains its ESSA Accountability Designation based on 2019-2020 status as a school in Comprehensive Support and Improvement. No new state data is available to document evidence of improvement.
- NYSED CSO 2018-2019 data show the school with a -9 percentage-point differential to the district of location in both ELA and math proficiency for all students.
- CSI internal data shows students improved their academic proficiency. The Local Assessment Plan analysis provided by the school indicates that the school transitioned from the Aimsweb Plus assessment program to Renaissance Star in the 2020-2021 school year, because it provides more timely and accurate data and could be administered remotely with ease. CSI set 14 academic goals for ELA and math proficiency. The CSI report states that it met 12 of those goals. The school took corrective steps for the two goals that were not met, i.e., staffing changes, including hiring a Rtl math specialists as co-teachers.

Because 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:**

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. Accordingly, this revision request will not have a fiscal impact on the district of location.

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 more specifically focus on the implementation of the school’s Key Design Elements.

**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 Rating<sup>4</sup>**  
**Charter School of Inquiry**

<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:</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>Falls Far Below*</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>

<sup>4</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

**Monitoring and Oversight:**

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
  - Year 1: Mid-Term
  - Year 2: 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: Based on the Notice of Deficiency that the CSO issued in 2019, the school continued to implement the CAPs for academic performance and enrollment of SWDs and ELLs. The CAPs include plans to adopt new core curricula and new internal assessments to address the academic deficiencies. The school implemented strategies, once the COVID-19 restrictions were lifted sufficiently, to recruit additional students in these two subgroups. A staff member who was fluent in a language of a recently arrived refugee group was hired.
  - Year 2: The school continues to implement its CAPs, track its progress, and have conversations with the CSO.

**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). Although the trajectory of this school’s academic achievement as measured by State assessments is unknown due to the pandemic, a Falls Far Below rating was assigned based on the school’s pre-pandemic academic outcomes, details of which are provided in the “Rationale for Renewal and Revisions Recommendation” section, above. **Note, 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.**

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

CHARTER SCHOOL OF INQUIRY		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	35	25	15	7	27%	82	.	1	50%
	Mathematics	73	21	2	2	4%	67	.	.	59%
	Science	4	6	9	1	50%	28	.	.	42%

*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 improved from Approaches to Meets. Additional supervisory and coaching staff provide support and guidance for classroom teachers. The school leader has implemented such strategies as requiring differentiation in lesson plans, implementation of an inquiry model, and changes in curricular material. Specific turnaround efforts include:

- The school assigns two co-teachers in each of the two classrooms per grade who plan lessons with their partners in consultation with the DCI and literacy coach.
- Special educators for each grade level and the ENL teacher prepare modified materials aligned with the curriculum. At least one class period per day is designated for enrichment or intervention, following the school's response to intervention (RTI) process.
- BOCES specialists assist the director of data and assessment and DCI in curriculum mapping to ensure comprehensive coverage of key learning standards and horizontal and vertical alignment of the content.
- CSI initiated a requirement that all students complete three student-led investigations each year, one of which is to focus on African American history, heritage, and culture. Elements of the inquiry model such as student-generated questions were observed in several of the classes visited by the CSO review team.
- The review team observed that, through the deployment of multiple adults (teachers, interventionists, teaching assistants), the school can differentiate the pacing and materials to accommodate student needs.
- The professional development calendar provided to the review team for 2020-2021 included training on the implementation of the new ELA and math curricula as well as the school's responsive classroom approach used at CSI to establish a positive learning environment.
- According to interviews with the academic support team, the DCI is responsible for examining STAR data against pacing maps and state standards to ensure instruction is leading to student proficiency on the state standards.

**BM 3:** Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets. The school has devoted resources to improving attendance, eliminating out-of-school suspensions, and monitoring school climate. Specific turnaround efforts include:

- The school's "Africana Task Force" provides guidance and resources to enable teachers to develop culturally responsive lessons across the curriculum. The school continues to be community-focused and show evidence of community-based authorizing.
- In the student support and leadership team focus group interviews, school leaders explained that, in collaboration with school social workers, the director confers with parents to resolve issues leading to school absences, including referral to area social service agencies when needed.
- The social-emotional support team explained that the social worker, counselor, and director of student support services intervene with individual students and use a variety of strategies to redirect inappropriate behavior, to ensure a positive school culture.
- In the renewal application and leadership team focus group interview, CSI reported no out-of-school suspensions in 2020-2021. On the monthly report to the board of trustees for the first month of the current school year, the head of school reported three suspensions of less than five days.

- The renewal application and calendar of professional development for the current and prior year show that teachers receive professional development in responsive classroom techniques as well as training in establishing trauma-sensitive classrooms. Interviews with the student social-emotional support team and the school leadership team affirmed the claim in the renewal application that responsive classroom and restorative practices employed by all staff contribute to the establishment of a safe school community.
- Members of the social-emotional support team regularly push into classes and support teachers and students as individual needs arise.
- According to focus group interviews with the leadership team and the student social-emotional support team as well as the renewal application, regular training in responsive classroom, one of the school's key design elements, is provided in the summer prior to the start of the school year and recurring through the year during monthly professional development meetings.

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

**BM 4:** See Attachment 2: Charter School Fiscal Accountability Summary (found in the Charter School Renewal Report linked to 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 NYSED's website 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 linked to 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.

**BM 7:** Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets. The school has expanded its leadership team to include additional supports for students and teachers. Communication structures have been strengthened, and there is a renewed focus on implementation of the key design element of African/African American history and culture.

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

**BM 8:** The mission of the Charter School of Inquiry promotes a safe and supportive community for children and families by infusing the heritage and culture of people of African descent, embracing the concept of Ubuntu and promoting academic growth through challenging student-led investigations.

The Key Design Elements are: (1) Inspired school leadership; (2) Highly effective teachers; (3) Asset-based model of parent involvement; (4) Literacy coaching; (5) Responsive classroom; (6) Meet enrollment/retention targets for special needs children; (7) African-American history infused; (8) Using data to differentiate instruction; (9) Extended school day and school year; (10) Health and wellness; and (11) Professional development/common planning time.

Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets. The school has made efforts to ensure that all stakeholders are familiar with and practice implementing the

mission. A renewed focus on the critical key design element of African/African American history and culture has permeated the curriculum.

**BM 9:** See Attachment 1: 2021 NYSED Charter School Information Dashboard (found in the Charter School Renewal Report linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has improved from Falls Far Below to Approaches. The school's retention rate for all students has improved over previous years and for the 2020-2021 school year was positive, at +4 percentage points above the district of location. The school has hired several staff members who are skilled in the use of the home language of many students and families new to the area; however, ELL enrollment has not increased to the level of that of the district of location. SWD enrollment has also not increased to the level of that of the district of location.

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

- The school hired a Bengali staff member as an in-house substitute teacher who also serves as a translator and contact for families in newly arrived immigrant communities. In addition, other staff members are conversant in Spanish, Arabic, Hindi and Urdu;
- The school has developed outreach strategies to specific refugee populations;
- The school has instituted a weighted lottery for SWDs and ELLs; however, results have not reached their potential as COVID-19 restrictions have impeded recruitment efforts.

**BM 10:** Over this 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 20, 2021. Eleven people attended, and eight spoke. Five were in favor of the renewal and revision. None were opposed.

## New Visions Charter High School for Advanced Math and Science II

**Table 1: Charter School Summary**

<b>Name of Charter School</b>	New Visions Charter High School for Advanced Math and Science II
<b>Board Chair</b>	Nancy Grossman
<b>District of Location</b>	NYC CSD 8 <sup>5</sup>
<b>Initial Commencement of Instruction</b>	Fall 2012
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Charter: August 13, 2012 - June 30, 2017</li> <li>• First Renewal Term: July 1, 2017 - June 30, 2022</li> </ul>
<b>Comprehensive Management Service Provider</b>	New Visions for Public Schools
<b>Facilities</b>	900 Tinton Avenue, Bronx, NY - Public Space
<b>Innovative and Noteworthy Programs</b>	<p>New Visions Charter High School for Advanced Math and Science II (AMS II) is committed to nurturing the social and emotional well-being of students and maintains a collaborative environment that supports and empowers all stakeholder groups. The school provides its students with opportunities critical for post-secondary success. For example, among other strategies, AMS II employs a full-time college and career counselor, offers several Advanced Placement and Career and College Readiness courses, and participates in both the College Now program in partnership with CUNY Bronx Community College and the state’s Seal of Civic Readiness pilot program. AMS II is successful in achieving its mission, consistently achieving a four-year graduation rate of 94%+ for each of the last six years, far exceeding the state graduation rate for all students, including students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged (ED) students.</p>
<b>Recommended Material Revisions</b>	None
<b>Link to Charter School Renewal Report</b>	<a href="http://www.nysed.gov/common/nysed/files/programs/charter-schools/fin-ren-sv-rpt-to-nvchsamsii-03-07-2022.pdf">http://www.nysed.gov/common/nysed/files/programs/charter-schools/fin-ren-sv-rpt-to-nvchsamsii-03-07-2022.pdf</a>

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<sup>5</sup> Twenty 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>	Grades 9 - 12				
<b>Total Approved Enrollment</b>	550	560	560	566	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>	566	566	566	566	566

### **Rationale for Renewal Recommendation**

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

#### **Renewal:**

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

- The school’s four-, five-, and six-year graduation rates are consistently above the state for all student population groups. Four-year graduation rates for all students in the aggregate have been at 94% or higher for each year of the contract. Additionally, four-year graduation rates for SWDs, ELLs, and economically disadvantaged (ED) students have been consistently strong, ranging from +11 to +51 percentage points above the state for comparable student population groups.
- AMS II’s 4-year cohort Regents testing outcomes for the 2016 and 2017 cohorts surpass the state for all subject areas and all student population groups. In four of the five subject areas (ELA, global history, math, and science), the school’s outcomes for all students as well as the ELL and ED student population groups has matched or exceeded the state for all cohorts, dating back to 2013.
- AMS II has demonstrated significant improvement in terms of the percent of students on-track to graduate for all students as well as SWDs, ELLs, and ED students. For the 2017 and 2018 cohorts, all groups were at 95% or higher, with 99% of all students on-track to graduate.

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.

**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<sup>6</sup>**  
**New Visions Charter High School for Advanced Math & Science II**

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: 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>	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

<sup>6</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

### **Monitoring and Oversight:**

- During the school’s current charter term, the NYSED CSO conducted the following site visits:
  - Year 1: Check-In
  - Year 2: Check-In
  - Year 3: Mid-Term
  - Year 4: Check-In Call
  - 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 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: N/A
  - Year 3: N/A
  - Year 4: NYSED issued a Notice of Concern based on operational issues, high uncertified teacher count, and enrollment deficiencies.
  - Year 5: CSO continues conversations with school staff to address these concerns; and has seen the uncertified teacher count decrease considerably. The school is continuing to work on its recruitment of SWDs and ELLs by implementing its identified 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, 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 well-established systems in place around teaching and learning. The New Visions network supports the school significantly in this area, providing curriculum, assessment, and instructional support. Additionally, AMS II supplements this support, delivering unique program elements that advance students’ college and career readiness.

**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. The school provides many opportunities for parent engagement and uses multiple forms of communication with families to inform them of their child’s progress and solicit feedback. Additionally, social-emotional student supports are robust, and students feel 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 linked to 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 [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 linked to 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. The school has a well-established leadership team, an effective staff team structure, a healthy professional climate, and a strong working relationship with the New Visions network.

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

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

The Key Design Elements are: (1) Innovative and Responsive Teaching and Learning: (a) Culturally Relevant Curriculum and Instruction, (b) Teacher Development, (c) Literacy and Math Skills for Every Student, and (d) 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 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 linked to in Table 1 above). Over this charter term, the trajectory for this benchmark has been consistent with an Approaches rating. While the school has consistently met performance targets in terms of overall enrollment and enrollment of economically disadvantaged (ED) students, the school's enrollment of SWDs and ELLs has consistently been below the rates of the district

of location. The CSO issued a Notice of Concern to the school in April 2021 related to this issue. The school has consistently implemented strategies to increase enrollment of these student populations, but to date, those strategies have not resulted in increases.

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

- Open houses (both virtual and in-person, as appropriate);
- Targeted mailings and targeted marketing in Spanish in print media, digital and social media advertising, and newspaper ads, among others;
- Cultivating relationships with feeder middle schools in the area and conducting direct outreach to middle school representatives across the Bronx;
- The student ambassador program, which includes students who speak multiple languages – these ambassadors serve as recruiters at all events, and the school seeks to broaden the program to recruit and train ELLs and SWDs to represent the school at recruitment events; and
- Post-lottery engagement with families through phone calls, registration appointments held at times convenient for families, communicating with families of students on the waitlist as seats become available, the Welcome BBQ in June, Uniform Pickup Day in August, and individualized student ambassador outreach videos to students who are currently enrolled.

**BM 10:** Over this charter term, the trajectory for this benchmark has improved from Approaches to Meets. AMS II has strong systems in place to ensure compliance with relevant legal, fiscal, governance, and CSO requirements. While the school continues to experience challenges related to teacher certification it has developed a plan for meeting certification requirements, which has already shown positive results.

### **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 five spoke. All five speakers were in favor of the renewal.

## 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.p12.nysed.gov/psc/regentsoversightplan/sectioni-iv/ClosingProceduresChecklist0220.pdf) (http://www.p12.nysed.gov/psc/regentsoversightplan/sectioni-iv/ClosingProceduresChecklist0220.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.