



TO: P-12 Education Committee

FROM: James N. Baldwin *James N. Baldwin*

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

DATE: June 2, 2022

AUTHORIZATION(S): *Betty M...*

SUMMARY

Issue for Decision

Should the Board of Regents approve the revision recommendations for the following charter schools authorized by the Board of Regents?

- **American Dream Charter School** (Revisions to amend the organizational chart and a Key Design Element).
- **Edmund W. Gordon Brooklyn Laboratory Charter School** (Revision to amend the organizational chart).
- **Staten Island Hebrew Public Charter School** (Revisions to amend its Key Design Elements, its organizational chart, and its schedule).
- **Urban Choice Charter School** (Revision to discontinue the requirement that the charter school contract with an entity that provides comprehensive management services).

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 the June 2022 Regents meeting.

Procedural History

The New York State Education Department (the Department) made the revision recommendation(s) being presented to the Board of Regents for approval as required by Article 56 of the Education Law.

Background Information

The Board of Regents and the Department are bound by law, regulation, and Regents-endorsed internal 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 internal policies can be found in the Appendix.

Related Regents Items

American Dream Charter School

December 2013 [Initial Charter](https://www.regents.nysed.gov/common/regents/files/1213p12a2%5B1%5D.pdf)
(<https://www.regents.nysed.gov/common/regents/files/1213p12a2%5B1%5D.pdf>)

March 2017 [Enrollment Revision](https://www.regents.nysed.gov/common/regents/files/317p12a5.pdf)
(<https://www.regents.nysed.gov/common/regents/files/317p12a5.pdf>)

March 2019 [First Renewal](https://www.regents.nysed.gov/common/regents/files/319p12a1.pdf)
(<https://www.regents.nysed.gov/common/regents/files/319p12a1.pdf>)

March 2021 [Enrollment Revision](https://www.regents.nysed.gov/common/regents/files/321p12a5.pdf)
(<https://www.regents.nysed.gov/common/regents/files/321p12a5.pdf>)

Edmund W. Gordon Brooklyn Laboratory Charter School

June 2016 [Initial Charter](https://www.regents.nysed.gov/common/regents/files/616p12a2.pdf)
(<https://www.regents.nysed.gov/common/regents/files/616p12a2.pdf>)

March 2017 [Merger](https://www.regents.nysed.gov/common/regents/files/317p12a6.pdf)
(<https://www.regents.nysed.gov/common/regents/files/317p12a6.pdf>)

March 2018 [Grade Level Expansion and Name Change](https://www.regents.nysed.gov/common/regents/files/318p12a4.pdf)
(<https://www.regents.nysed.gov/common/regents/files/318p12a4.pdf>)

May 2020 [Enrollment Reduction](https://www.regents.nysed.gov/common/regents/files/520bra5.pdf)
(<https://www.regents.nysed.gov/common/regents/files/520bra5.pdf>)

Staten Island Hebrew Public Charter School

November 2018 [Initial Charter](#)

(<https://www.regents.nysed.gov/common/regents/files/1118p12a1.pdf>)

Urban Choice Charter School

December 2005 [Initial Charter](#)

(<http://www.regents.nysed.gov/common/regents/files/documents/meetings/2004Meetings/December2004/1204emscvesida1.htm>)

December 2009 [First Renewal](#)

(<http://www.regents.nysed.gov/meetings/2009Meetings/December2009/1209emsca8.htm>)

February 2014 [Second Renewal](#)

(http://www.regents.nysed.gov/common/regents/files/214p12a4%5B1%5D_0.pdf)

March 2017 [Third Renewal](#)

(<http://www.regents.nysed.gov/common/regents/files/317p12a4.pdf>)

May 2020 [Fourth Renewal](#)

(<https://www.regents.nysed.gov/common/regents/files/520bra7-REVISED.pdf>)

March 2021 [Fifth Renewal and a Comprehensive Management Service Provider Revision](#)

(<https://www.regents.nysed.gov/common/regents/files/321p12a6revised.pdf>)

Recommendation

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

VOTED: That the Board of Regents finds that: (1) the **American Dream Charter School** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the charter 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 Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the charter revision for **American Dream Charter School** and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the **Edmund W. Gordon Brooklyn Laboratory Charter School** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the charter 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 Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the charter revision for **Edmund W. Gordon Brooklyn Laboratory Charter School** and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the **Staten Island Hebrew Public Charter School** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the charter 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 Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the charter revision for **Staten Island Hebrew Public Charter School** and amends the provisional charter accordingly.

VOTED: That the Board of Regents finds that: (1) the **Urban Choice Charter School** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules, and regulations; (2) the charter school can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to amend the charter 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 Article 56 of the Education Law; and (4) granting the request to amend the charter will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents, therefore, approves the charter revision for **Urban Choice Charter School** and amends the provisional charter accordingly.

Timetable for Implementation

The Board of Regents action for the above-named charter schools will become effective immediately.

American Dream Charter School

In accordance with Education Law, Article 56, the **New York State Education Department recommends that this charter school be permitted to revise its charter** to amend the charter school’s organizational chart to reflect significant changes, and to amend a key design element.

Table 1: Charter School Summary

Name of Charter School	American Dream Charter School
Board Chair	Luz Maria Rojas
District of Location	NYC CSD 7 ¹
Initial Commencement of Instruction	Fall 2014
Current Term Authorized Grades /Approved Enrollment	Grades 6-12 / 600 students
Facilities	<ul style="list-style-type: none"> • MS: 510 E. 141st Street - Public Space • HS: 403 Concord Avenue - Private Space
Mission Statement	<i>The American Dream School develops academic excellence in both Spanish and English for grades 6-12, preparing students to excel in college and become leaders in their communities.</i>
Key Design Elements	<ul style="list-style-type: none"> • Dual Language Program. • Project and Experiential-based Learning. • Culturally Responsive Instruction. • Data-Driven Instruction and assessment. • Teacher Development and Support. • June Mini-Mester. • DREAM Advisory. • Teacher Academy.
Recommended Material Revisions	<ul style="list-style-type: none"> • Amend the charter school’s organizational chart to reflect significant changes; and • Amend the ELA and Spanish language instructional time requirements by changing the dual language program Key Design Element from “Dual Language Program: Students who are native speakers and English language learners will be placed in advisories together. This will allow for students to serve as language models for each other, allowing each group of students to show mastery in their native language as well as develop their second language. Students will receive an hour and twenty minutes of English language arts as well as an hour and twenty minutes of Spanish language arts daily” to “Dual Language Program: Students who are native speakers and English language learners will be placed in advisories together. This will allow for students to serve as language models for each other, allowing each group of students to show mastery in their native language as well as develop their second language. Students will receive English language arts and Spanish language arts daily.”

¹ Thirty-one percent of all students residing in this district attend charter schools.

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	Grades 6 - 11	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
Total Approved Enrollment	490	600	600	600	600

Rationale for Revisions Recommendation

NYSED recommends that the Board of Regents approve the revisions described above in the **Issue for Decision** section, for the following reasons.

In December 2013, the Board of Regents approved and chartered the American Dream Charter School (“ADCS”) in NYC CSD 7. The school’s educational program focuses on providing an innovative dual-language program in English and Spanish and establishing a rich, supportive, and nurturing cultural environment for all students. The school is implementing the mission, Key Design Elements, education program, and organizational plan set forth in the charter.

The school’s trustees request that the Board of Regents approve material revisions to the school’s charter to allow the school to amend the charter school’s organizational chart to reflect significant changes and to amend a Key Design Element.

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.

Approving the revision request to amend the school’s organization chart will result in a significant educational benefit to the students expected to attend the charter school because the school has grown to its full capacity from 6th grade in 2014 with about 85 students to its current grade 6-12 configuration with almost 600 students. The additional positions in the organizational chart will support the work ADCS does with special populations students and help maintain the school’s strong, thriving culture. The new positions will extend the solid existing organizational structure, adding critical academic and managerial support for the growing organization. Approving the revision request to amend the ELA and Spanish language instructional time requirements by changing the dual language program Key Design Element is likely to improve student learning and achievement because, together with a later school start time (a non-material revision), it will allow ADCS to give middle school students a more traditional school schedule and program. Later school start times support the biological needs of adolescents, and research shows that benefits include improved attendance at school.

ADCS is located in the poorest congressional district in the country, with a high percentage of immigrants. It provides an innovative dual-language program in English and Spanish to all of its students. ADCS is a high-performing school that, throughout its charter term, has consistently matched or exceeded the district of location’s NYS Testing Program assessment proficiency rates for most indicators. Dual language instruction is the cornerstone of ADCS’s mission and vision. Its board of trustees and a high percentage of its faculty and support staff are fully bi-literate in English and Spanish, and ADCS’s

faculty mirror the diversity of its student body. The school is committed to establishing a welcoming environment for non-English speakers, and part of its mission is to provide a rich, supportive, and nurturing cultural environment for all students. A key focus is sending a strong message of commitment to the community, wherein students and families are valued for their unique individual character and collective culture. In addition, the school has established numerous supports to meet the academic needs of all students, including but not limited to students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged (ED) students. The school’s recruitment practices target these respective populations. The school enrolls ELLs and ED students at a higher level than the district of location.

Performance Framework Ratings:

At the time of the October 2018 renewal site visit, ADCS 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 were considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy. At that time, ADCS was meeting nine out of the 10 benchmarks set forth in the Board of Regents Charter School Performance Framework.

**2015 Charter School Performance Framework Benchmark Ratings
American Dream Charter School**

Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school has a rigorous and coherent curriculum and assessments that are aligned with the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making 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.	Meets
	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.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	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.	Meets
	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.	Meets

Performance Benchmark		Level
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, and 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.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	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-price lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on May 9, 2022. Two people attended and two spoke. Two were in favor of the revision and none were opposed.

Edmund W. Gordon Brooklyn Laboratory Charter School

In accordance with Education Law, Article 56, the **New York State Education Department recommends that this charter school be permitted to revise its charter** to amend the charter school’s organizational chart to reflect significant changes, beginning in the 2022-2023 school year.

Table 1: Charter School Summary

Name of Charter School	Edmund W. Gordon Brooklyn Laboratory Charter School
Board Chair	Martha Revenaugh
District of Location	NYC CSD 13 ²
Initial Commencement of Instruction	Fall 2018
Current Term Authorized Grades /Approved Enrollment	Grades 6-12 / 460 students
Facilities	<ul style="list-style-type: none"> • 2021-2022: Primary Classroom for Grades 7-12, and after-school programming for Grades 6-12: 77 Sands Street, Brooklyn NY 11201 - Private Space • 2021-2022: Primary Classroom for Grade 6, and physical education and after-school programming for Grades 6-12: 240 Jay Street, Brooklyn NY 11201 - Private Space
Mission Statement	<i>Edmund W. Gordon Brooklyn Laboratory Charter School (BLCS) prepares students, including English Language learners, students with disabilities, and over-age under-credited students, with the academic foundation, digital literacy, and leadership skills necessary to excel in college and professional life as they grow as ethical leaders.</i>
Key Design Elements	<ul style="list-style-type: none"> • Rigorous, college-preparatory curriculum that develops habits of success. • Entrepreneurial learning. • Warm/demanding culture of high expectations. • Accelerated learning powered by innovative human capital. • Extended and personalized learning. • Harnessing the assets of our community. • A focus on argumentation across the curriculum. • Next generation assessment and data-driven instruction.
Recommended Material Revisions	Amend the charter school’s organizational chart to reflect significant changes, beginning in the 2022-2023 school year.

² Twenty-three percent of all students residing in this district attend charter schools.

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	Grade 6	Grade 6-7, 9	Grade 6-10	Grade 6-11	Grade 6-12
Total Approved Enrollment	90	249	360	415	460

Rationale for Revision Recommendation

NYSED recommends that the Board of Regents approve the revision described above in the **Issue for Decision** section, for the following reasons.

In June 2016, the Board of Regents approved and chartered the Edmund W. Gordon Brooklyn Laboratory Charter School (“EWG” or “the school”) in NYC CSD 13. The school’s educational program focuses on preparing students—including students with disabilities, English language learners, and over-age, under-credited students—with the academic, applied science, and leadership skills necessary to excel in college and professional life as they grow as ethical leaders. EWG employs a personalized, mastery-based, standards-aligned approach to teaching and learning designed to drastically improve academic success. EWG is dedicated to serving Brooklyn’s highest-need students regardless of academic level, English language proficiency, or disability, with the goal of admission to and success in selective four-year colleges. The school is implementing its mission, some of its key design elements, and its education program, and has submitted a revision to its organizational chart set forth in the charter.

The school’s trustees request that the Board of Regents approve a material revision to the school’s charter to allow the school to amend the charter school’s organizational chart to reflect significant changes, beginning in the 2022-2023 school year. 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 and is likely to improve student learning and achievement because the changes to the 2017 organizational chart will complement revised budget and staffing plans, including new reporting relationships and administrative positions. As the school works toward integrating ESSER-funded positions and the requirements encapsulated in its 2021-2022 Reopening Plan, this revision would allow the school to better support students, staff, and the community.

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.

Performance Framework Ratings:

At the time of the December 2021 Mid-Term Site Visit, the Edmund W. Gordon Brooklyn Laboratory 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 were considered when making a renewal recommendation, pursuant to the Board of Regents Renewal Policy. At that time, the

Edmund W. Gordon Brooklyn Laboratory Charter School was meeting three out of the 10 benchmarks set forth in the Board of Regents Charter School Performance Framework.

**2015 Charter School Performance Framework Benchmark Ratings
Edmund W. Gordon Brooklyn Laboratory Charter School**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students' well-being, improved academic outcomes, and educational success. The school has a rigorous and coherent curriculum and assessments that are aligned with the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making 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.	Meets
	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.	Approaches
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	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.	Meets
	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.	Approaches
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, and 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.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Approaches
	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-price lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on April 14, 2022. Six people attended and three spoke. Three were in favor of the revision. None were opposed.

Staten Island Hebrew Public Charter School

In accordance with Education Law, Article 56, the **New York State Education Department recommends that this charter school be permitted to revise its charter** to amend its Key Design Elements, its organizational chart, and its schedule.

Table 1: Charter School Summary

Name of Charter School	Staten Island Hebrew Public Charter School
Board Chair	David H. Sorkin
District of Location	NYC CSD 31 ³
Initial Commencement of Instruction	Fall 2022
Current Term Authorized Grades /Approved Enrollment	K - Grade 5 / 522 students
Comprehensive Management Service Provider	Hebrew Public: Charter Schools for Global Citizens
Facilities	829 Father Capodanno Boulevard, Staten Island – Private Space
Mission Statement	<i>Staten Island Hebrew Public Charter School is an exceptional, diverse public charter school that teaches Modern Hebrew to children of all backgrounds and prepares them to be successful global citizens.</i>
Key Design Elements	<ul style="list-style-type: none"> • Modern Hebrew language instruction through proficiency approach. • Academic differentiation for every learner including robust supports for students with disabilities. • Diverse by design school community. • Emphasis on social-emotional learning. • Emphasis on developing the traits of Global Citizens such as empathy, cross-cultural communication, and civic engagement. • Support from charter management organization including professional development and philanthropic support.

³ Three percent of all students residing in this district attend charter schools.

Recommended Material Revisions

- Amend the Key Design Elements in its approved charter **from:**
 1. Modern Hebrew language instruction through proficiency approach.
 2. Academic differentiation for every learner including robust supports for students with disabilities.
 3. Diverse by design school community.
 4. Emphasis on social-emotional learning.
 5. Emphasis on developing the traits of Global Citizens such as empathy, cross-cultural communication, and civic engagement.
 6. Support from charter management organization including professional development and philanthropic support.
- to:**
 1. Addition of OLAM values, which include problem-solving, lifelong learning, aware communication, and making a difference.
 2. Modern Hebrew Language Instruction through proficiency approach.
 3. Differentiated Instruction.
 4. Professional Development for all school staff includes an early dismissal each Friday.
 5. Social-Emotional Learning (SEL) and Supports.
 6. Diversity, Equity, and Inclusion;
 7. Partnership with Hebrew Public as the charter management organization.
 8. Community Partnerships.
- Amend the organizational chart to reflect significant changes.
- Amend the schedule to reflect significant changes. The school year will include an early dismissal at 1:00 PM each Friday for teacher professional development. Free after-care on Fridays would be provided for families that need it.

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	K - Grade 1	K - Grade 2	K - Grade 3	K - Grade 4	K - Grade 5
Total Approved Enrollment	162	249	348	435	522

Rationale for Revisions Recommendation

NYSED recommends that the Board of Regents approve the revisions described above in the **Issue for Decision** section, for the following reasons.

In October 2018, the Board of Regents approved and chartered the Staten Island Hebrew Public Charter School (“SIHPCS” or “the school”) in NYC CSD 31. The school will open for instruction in fall 2022. The school’s educational program focuses on meeting the needs of all students. All subject area curricula are aligned to the NYS Learning Standards. The school is planning to implement Wilson Foundations, Core Knowledge, and Expeditionary Learning. Modern Hebrew language will be taught.

The school’s trustees request that the Board of Regents approve material revisions to the school’s charter to allow the school to amend its Key Design Elements; amend its organizational chart, and amend its schedule. Approving this revision request is likely to improve student learning and achievement because the board has made these changes to align with its other Hebrew Public schools to share best practices and allow for opportunities for shared professional development. These revisions would allow the school to be aligned with the other three Hebrew Public schools located in NYC. There will be increased opportunities for common meeting times among staff and sharing aligned Key Design Elements. This will enable the schools to purchase supplies and equipment in bulk, provide group professional development, and afford time for staff to visit classrooms in other Hebrew Public schools implementing similar curriculum and assessments.

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.

Approving this revision request is likely to improve student learning and achievement because the board has made these changes to align with its other Hebrew Public schools to share best practices and allow for opportunities for shared professional development.

These revisions would allow the school to be aligned with its three other Hebrew Public schools located in NYC. There will be increased opportunities for common meeting times among staff and sharing aligned Key Design Elements. This will enable the schools to purchase supplies and equipment in bulk, provide group professional development, and time for staff to visit other classrooms in other Hebrew Public schools implementing similar curriculum and assessments.

Summary of Public Comment

The required public hearing was held by the New York City Department of Education on May 9, 2022. No one attended, and no one spoke. No one was in favor or opposed to the revision.

Urban Choice Charter School

In accordance with Education Law, Article 56, the **New York State Education Department recommends that this charter school be permitted to revise its charter** to discontinue the requirement that the charter school contract with an entity that provides comprehensive management services.

Table 1: Charter School Summary

Name of Charter School	Urban Choice Charter School
Board Chair	Mubarak Bashir
District of Location	Rochester City School District ⁴
Initial Commencement of Instruction	Fall 2005
Current Term Authorized Grades /Approved Enrollment	K - Grade 8 / 400 students
Facilities	1020 Maple Street, Rochester New York 14611 - Private Space
Mission Statement	<i>To provide Rochester students with a safe, supportive, and intellectually challenging environment. The central philosophy is that strong student-teacher relationships are essential to student motivation, engagement, and achievement. This philosophy, in combination with authentic efforts at family involvement, and the effective teaching of a rich, rigorous and engaging curriculum will enable students to build a strong foundation for college and career readiness, exceed state achievement standards, and defy the demographic challenges of poverty.</i>
Key Design Elements	<ul style="list-style-type: none"> • Rich, rigorous and engaging curriculum aligned to NYS Common Core. • Extended learning opportunities. • Authentic family involvement. • Data-informed instruction. • Focused professional development. • School culture.
Recommended Material Revisions	To discontinue the requirement that the charter school contract with an entity that provides comprehensive management services. The school plans to hire additional staff and/or partner with consultants to assist with turnaround efforts. This revision will be implemented immediately upon approval by the Board of Regents.

⁴ Twenty percent of all students residing in this district attend charter schools.

Table 2: Current Grade Levels and Approved Enrollment

	Year 1 2021 to 2022	Year 2 2022 to 2023
Grade Configuration	K - Grade 8	K - Grade 8
Total Approved Enrollment	400	400

Rationale for Revision Recommendation

NYSED recommends that the Board of Regents approve the revision described above in the **Issue for Decision** section, for the following reasons.

In January 2005, the Board of Regents approved and chartered the Urban Choice Charter School (“UCCS” or “the school”) in the Rochester City School District. The school’s educational program focuses on effective teaching strategies supported by curricular changes, strong student-teacher relationships, and an emphasis on authentic family involvement. The school is advancing toward full implementation of the mission, Key Design Elements, education program, and organizational plan set forth in the charter.

The school’s trustees request that the Board of Regents approve a material revision to the school’s charter to allow the school to discontinue the requirement that the charter school contract with an entity that provides comprehensive management services. The school plans to hire additional staff and/or partner with consultants to assist with turnaround efforts.

Turnaround efforts to date, under the guidance of an entity providing comprehensive management services, have been focused on organizational and operational aspects of the school. The school’s board determined that the skillset of the entity providing comprehensive management services were no longer aligned with the needs of the school. This revision will allow a refocus to achieve goals related to student proficiency. 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 and is likely to improve student learning and achievement because the school will focus its turnaround efforts on specific needs by selecting additional staff and consultant partners with appropriate expertise, and specific student needs will be targeted and addressed. This revision would allow the school to make important local programmatic decisions regarding staffing, instruction, and organizational supports to increase its overall efficacy. The school reports that turnaround efforts to date have been focused on macro-level organizational and operational aspects of the school and more gradual school-based decision making is now needed to improve student achievement. This revision will allow a refocus to achieve goals related to student proficiency.

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.

Performance Framework Ratings:

At the time of the March 2021 renewal site visit, UCCS was rated on each of the 10 NYSED Charter School Performance Framework Benchmarks as follows:

**2019 Charter School Performance Framework Benchmark Ratings
Urban Choice Charter School**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: 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.	Falls Far Below
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has a 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 to address the gap between what students know and need to learn so that all students experience consistently high levels of engagement, thinking, and achievement.	Approaches
	Benchmark 3: Culture, Climate, and Student and Family Engagement: 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 careers. 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.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	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.	Meets
	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.	Falls Far Below
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, and 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.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	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-price 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.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

Summary of Public Comment

The required public hearing was held by the Rochester City School District on May 5, 2022. No one attended and no one spoke.

APPENDIX

Laws, Regulations, and Regents-endorsed Internal Policies Applicable to Board of Regents-Authorized Charter School Revisions

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 revision 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?

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 revisions. However, student academic performance is of paramount importance when evaluating each school (See [§ 8 NYCRR 119.7](http://www.nysed.gov/charter-schools/law-regulations-memos) (<http://www.nysed.gov/charter-schools/law-regulations-memos>)). 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.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools) (<http://www.nysed.gov/charter-schools/oversight-plan-board-regents-authorized-charter-schools>), including review of the information presented by the schools in their application for each revision; specific fiscal reviews; desk audits; comprehensive analysis of achievement data; and consideration of public comment.